NJ SCHOOL PERFORMANCE REPORT

LOUNSBERRY HOLLOW SCHOOL
(37-5360-030)
Grades Offered: 04-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	SUSSEX
District	VERNON TWP
Principal Name	MS. MUDRICK
Address	30 SAMMIS ROAD VERNON, NJ 07462-0219
Phone Number	(973)764-8745
Email Address	DMUDRICK@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
4	0	0	218
5	244	226	253
6	241	243	1
Total	485	469	473

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	46.4%	41.6%	52.6%
Male	53.6%	58.4%	47.4%
Economically Disadvantaged Students	20.4%	19.6%	19.0%
Students with Disabilities	18.8%	17.3%	21.4%
English Learners	0.4%	0.4%	0.4%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.6%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	84.1%	84.4%	82.2%
Hispanic	9.1%	10.2%	11.0%
Black or African American	3.1%	2.1%	1.3%
Asian	1.9%	1.7%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.4%	0.2%	0.2%
Two or More Races	1.4%	1.3%	2.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.9%
Spanish	1.1%
Other Languages	1.1%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	46	50	Not Met	42	43	50	Met Standard
White	38	46	50	Not Met	40	44	51	Met Standard
Hispanic	34.5	46.5	49	Not Met	44	40	48	Met Standard
Black or African American	*	56	44	**	*	70	44	**
Asian, Native Hawaiian, or Pacific Islander	47	60	61	**	56	47	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	27.5	37	49	**	41	33	51	**
Economically Disadvantaged	34	38.5	48	Not Met	38	43	47	Not Met
Students with Disabilities	23	38	41	Not Met	26	31.5	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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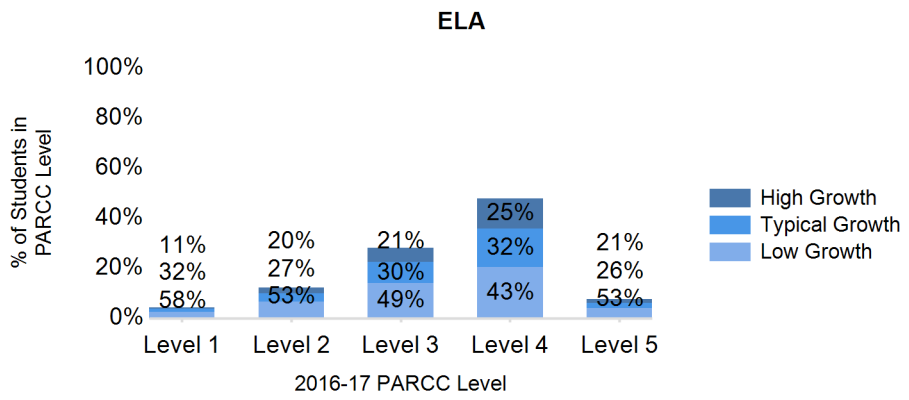
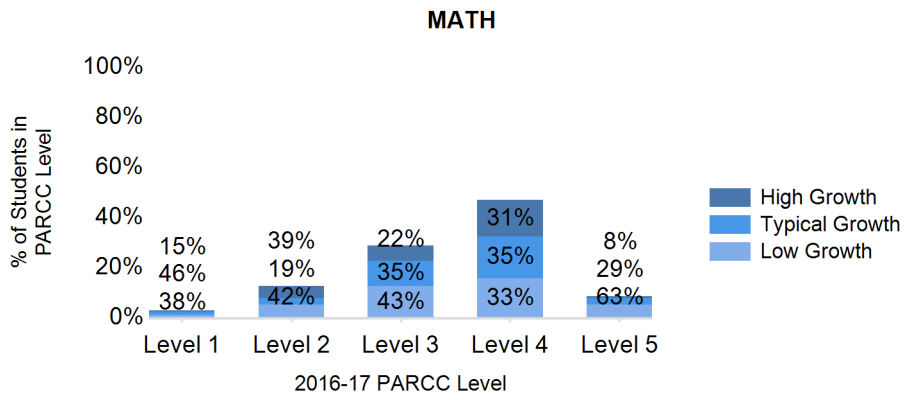
Student Growth by Performance Level

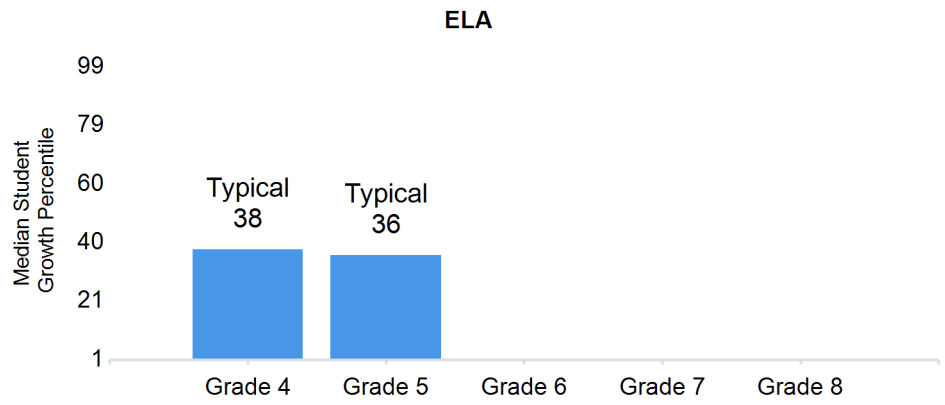
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

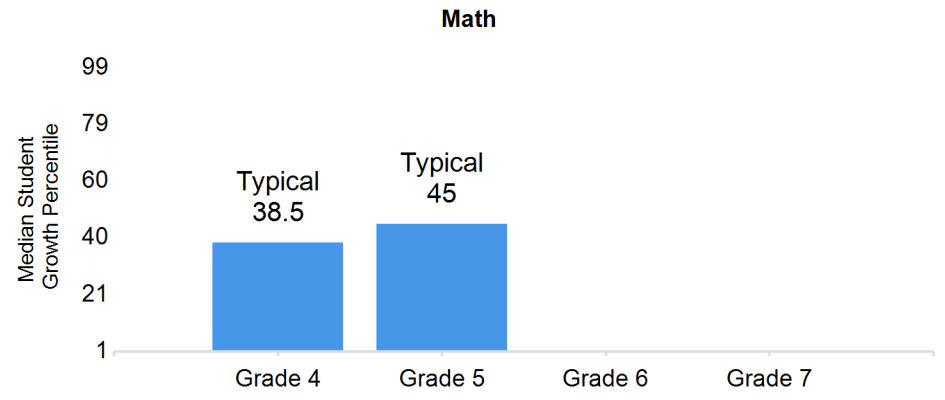




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	458	97.5	55.2	60.2	56.7	55.2	60.6	Not Met
White	378	97.2	56.4	60.1	65.6	56.4	61.4	Not Met
Hispanic	49	100.0	46.9	58.7	42.5	46.9	50.8	Met Target†
Black or African American	*	*	*	58.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	91.7	63.6	*	82.3	61.4	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	12	100.0	50.0	*	63.4	50.0	**	**
Female	240	96.4	61.7	69.4	64.5	61.7		
Male	218	98.6	48.1	51.5	49.4	48.1		
Economically Disadvantaged Students	81	96.5	44.4	44.5	38.5	44.4	43.6	Met Target
Non-Economically Disadvantaged Students	377	97.7	57.6	63.1	67.5	57.6		
Students with Disabilities	98	98.0	23.5	20.1	21.6	23.5	22.9	Met Target
Students without Disabilities	360	97.3	63.9	70.5	63.9	63.9		
English Learners	*	*	*	25.0	27.3	*	**	**
Non-English Learners	*	*	*	60.4	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	751	751	756	*	15%	27%	*	*	54%	58%
White	173	752	752	764	*	15%	27%	*	*	55%	68%
Hispanic	26	742	742	744	*	*	*	*	*	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	108	754	754	762	*	*	23%	*	*	59%	63%
Male	104	747	747	751	*	*	32%	*	*	48%	53%
Economically Disadvantaged Students	29	735	735	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	183	753	753	767	*	*	*	*	*	57%	70%
Students with Disabilities	49	735	735	726	*	*	22%	*	*	35%	25%
Students without Disabilities	163	756	756	762	*	*	29%	*	*	60%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	752	752	755	6%	11%	25%	*	*	58%	58%
White	204	753	753	763	5%	12%	25%	*	*	58%	68%
Hispanic	24	745	745	743	*	*	*	*	*	50%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	133	758	758	762	*	8%	23%	*	*	65%	66%
Male	112	745	745	749	*	16%	28%	*	*	49%	51%
Economically Disadvantaged Students	54	742	742	739	*	19%	19%	*	*	50%	39%
Non-Economically Disadvantaged Students	191	755	755	766	*	9%	27%	*	*	60%	71%
Students with Disabilities	46	719	719	724	*	30%	30%	*	*	13%	22%
Students without Disabilities	199	760	760	762	*	7%	24%	*	*	68%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	245	752	752	757	6%	11%	25%	*	*	58%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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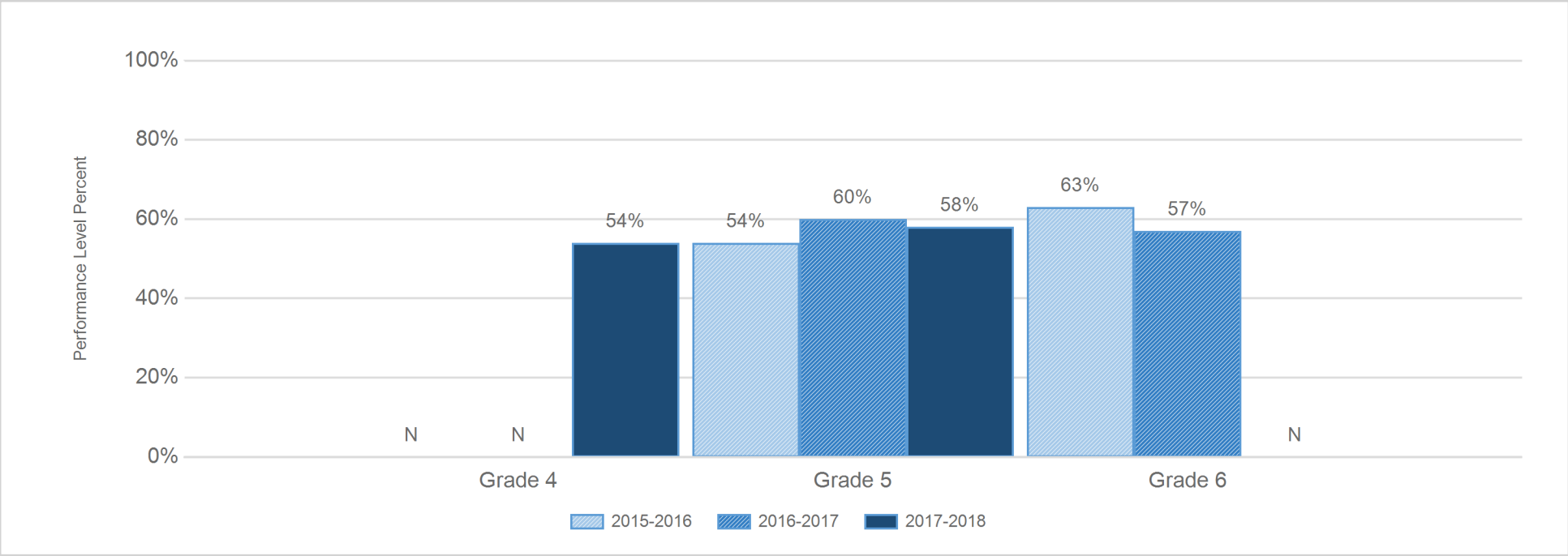
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

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Schoolwide	458	97.5	47.1	42.8	45.0	47.1	46.7	Met Target
White	378	97.2	48.4	44.4	54.1	48.4	48.7	Met Target†
Hispanic	49	100.0	38.8	32.8	29.2	38.8	33.7	Met Target
Black or African American	*	*	*	24.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	91.7	54.6	*	77.0	52.7	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	12	100.0	41.6	*	53.0	41.6	**	**
Female	240	96.4	50.9	42.7	46.0	50.9		
Male	218	98.6	43.1	42.8	43.9	43.1		
Economically Disadvantaged Students	81	96.5	33.4	25.8	26.6	33.4	31.4	Met Target
Non-Economically Disadvantaged Students	377	97.7	50.1	46.0	55.9	50.1		
Students with Disabilities	98	98.0	20.4	*	17.1	20.4	22.9	Met Target†
Students without Disabilities	360	97.3	54.4	*	50.5	54.4		
English Learners	*	*	*	15.4	24.6	*	**	**
Non-English Learners	*	*	*	43.0	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	745	745	748	7%	15%	32%	*	*	47%	49%
White	173	746	746	755	7%	15%	29%	*	*	49%	60%
Hispanic	26	741	741	737	*	*	*	38%	0%	38%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	108	745	745	748	*	14%	30%	*	*	48%	50%
Male	104	746	746	748	*	16%	34%	*	*	45%	49%
Economically Disadvantaged Students	29	730	730	733	*	*	34%	*	*	24%	30%
Non-Economically Disadvantaged Students	183	748	748	758	*	*	31%	*	*	50%	62%
Students with Disabilities	49	726	726	725	*	31%	*	*	*	31%	22%
Students without Disabilities	163	751	751	753	*	10%	*	*	*	52%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	747	747	748	6%	17%	29%	43%	5%	49%	49%
White	204	748	748	756	5%	16%	30%	44%	5%	49%	60%
Hispanic	24	738	738	736	*	*	*	42%	0%	42%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	133	750	750	749	*	15%	27%	*	*	54%	50%
Male	112	743	743	747	*	20%	30%	*	*	42%	48%
Economically Disadvantaged Students	54	738	738	733	*	26%	24%	*	*	39%	29%
Non-Economically Disadvantaged Students	191	749	749	758	*	15%	30%	*	*	51%	62%
Students with Disabilities	46	721	721	726	*	48%	26%	*	*	11%	20%
Students without Disabilities	199	753	753	752	*	10%	29%	*	*	57%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	245	747	747	750	6%	17%	29%	43%	5%	49%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

LOUNSBERRY HOLLOW SCHOOL
(37-5360-030)
Grades Offered: 04-05
2017-2018

Report Key:
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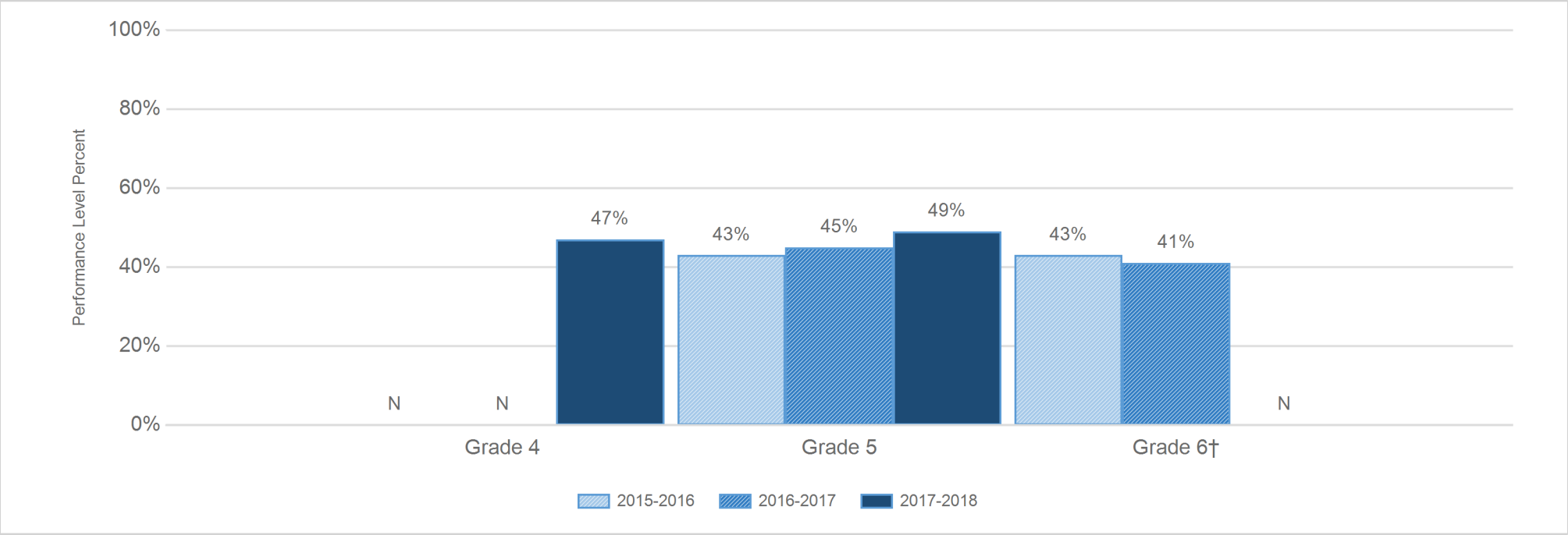
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

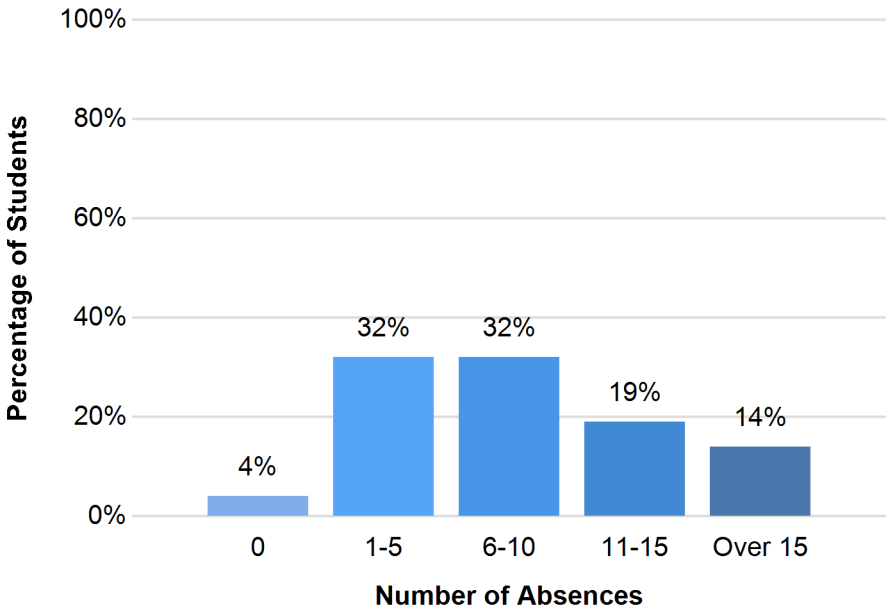
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	46	9.7	7.6	Not Met
White	37	9.5	7.6	Not Met
Hispanic	5	9.6	7.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	8.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	15.4	**	**
Economically Disadvantaged Students	16	17.8	7.6	Not Met
Students with Disabilities	16	15.5	7.6	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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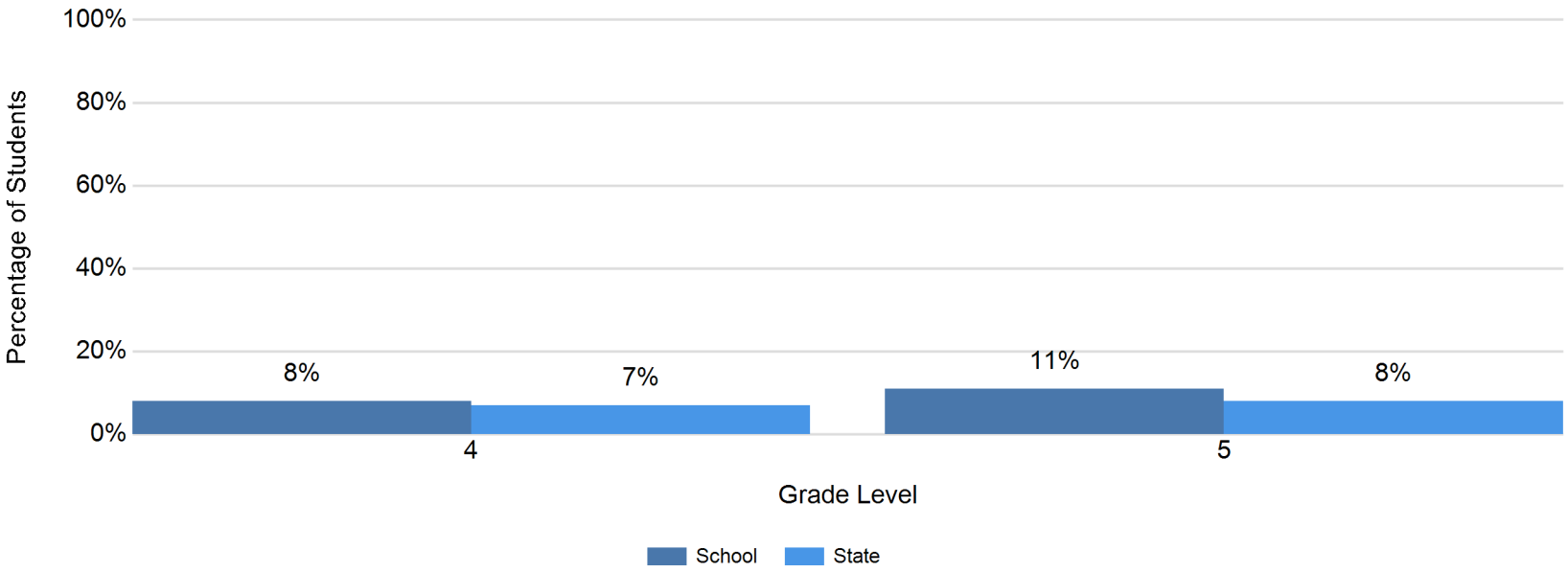
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.69

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	9		9

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	2.1%
Out-of-School Suspensions	*	*
Any Suspension	14	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
12

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 18 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$381	$18,000	$18,381

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	12.6	10.7
Teachers in district for 4 or more years	77.8%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	237:1	140:1
Teachers to Administrators	23:1	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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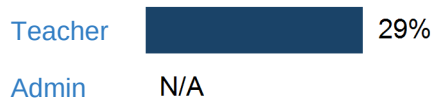
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.9%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	77.8%	100.0%
Male	22.2%	0.0%
White	97.8%	100.0%
Hispanic	2.2%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	42.24	17.5%
Mathematics Proficiency	44.79	17.5%
English Language Arts Growth	8.23	25.0%
Mathematics Growth	17.09	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	28.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	25.85	n/a
Summative Rating: Percentile Rank of Summative Score	13.63	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target	Not Met	Met Standard	**	Not Met	No
White	19.78	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	38.45	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	33.01	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	28.52	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Technology is an integral part of each day, with students utilizing 1 to1 Chromebooks via the district Chromebook Initiative • Artstanding – an annual district event at LHS that highlights our Fine & Performing Arts programs • After school clubs include: Robotics; Art Club; Coding Club; K Kids Club; Above the Influence; Variety Show; Volleyball; ….
Mission, Vision, Theme:	Lounsberry Hollow School is the home to approximately 465 fourth and fifth grade students. The mission of Lounsberry Hollow is to promote academic excellence, foster self-esteem and provide learning opportunities for all students to grow academically, socially and emotionally during the critical transition between elementary and secondary school.
Awards, Recognition, Accomplishments:	An awards program is held at the end of the year to recognize student achievements. This includes academic recognition, physical achievements and fine arts achievements!

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	LHS provides students with strong academic programs. Students benefit from differentiated learning opportunities in mathematics, language arts, science, social studies, technology, critical thinking, world language, music, art, physical education and health. Language Arts curriculum is guided by the workshop model; Math in Focus is the primary math curriculum. A variety of activities beyond the traditional classroom are also offered, as well as remedial and Gifted and Talented programs.
Sports and Athletics:	Sports Offered: Field Hockey (Boys & Girls), Golf (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls) The following sports are offered at Lounsberry Hollow School: Field Hockey (combined with GMMS),Golf (combined with GMMS) Track and Field (combined with GMMS) and Volleyball. The community PAL (Police Athletic Club) offers basketball, ski club, baseball, football, and other programs.
Clubs and Activities:	The following clubs and activities are offered at the Lounsberry Hollow School: Above the Influence, After School Tutoring, Art Club, Coding, Garden Club, K Kids, Robotics Club, and a Science Fair.

NJ SCHOOL PERFORMANCE REPORT

LOUNSBERRY HOLLOW SCHOOL
(37-5360-030)
Grades Offered: 04-05
2017-2018

Report Key:
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Staff and Professional Learning:	The district provides professional learning days and offers a wide range of classes, from technology to instructional strategies. Teachers are also encouraged to attend out of district professional seminars, workshops and conferences.

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LOUNSBERRY HOLLOW SCHOOL
(37-5360-030)
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Student Supports and Services:	Lounsberry Hollow School has several support services in place. There are two counselors whose program includes push-in lessons, group counseling and individual counseling. Our CST department offers services for our Special Education Students and our ESL teacher works with our non English speaking students.
Student Health and Wellness:	Lounsberry Hollow School has an in-depth Physical Education and Health program. Health classes are held in a classroom and address all relevant health issues pertaining to this grade. Our physical education program includes traditional programs paired with non-traditional programs such as archery.
Parent and Community Involvement:	LH School works hand-in-hand with our SCA, School Community Association. The administration meets with the SCA on a monthly basis at the school. During this time student events and activities are discussed and planned.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school climate survey is sent out each year by our district's ABS Coordinator to measure the following: learning environment, student performance, respect, school safety and communication. The overall results are above average!
Facilities:	Lounsberry Hollow School converted from a 5th and 6th grade campus to a 4th and 5th grade campus over the summer of 2017. The physical school has a full size gym, library, art room and a computer room. Outside there is a playground and athletic fields.

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(37-5360-030)
Grades Offered: 04-05
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Other Information:	Lounsberry Hollow School provides students with a strong academic program that goes beyond the traditional classroom.The curriculum puts an emphasis on student-centered and inquiry-based learning. Lounsberry Hollow faculty and staff work with the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in the global community of the 21st Century! There are sports and after school clubs that support the interest of all students. With our one-to-one Chromebook initiative and Smart Boards in every classroom Lounsberry Hollow School has taken the lead on incorporating technology into our instructional curriculum! The overall mission of Lounsberry Hollow School is to promote academic excellence, foster self-esteem and provide learning opportunities for all students to grow academically, socially and emotionally!