NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER PRIMARY SCHOOL
(23-4920-070)
Grades Offered: KG-02
2017-2018

Report Key:
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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	MIDDLESEX
District	SOUTH RIVER BORO
Principal Name	KEVIN KIDNEY
Address	22 DAVID STREET SOUTH RIVER, NJ 08882
Phone Number	(732)613-4006
Email Address	KKIDNEY@SRIVERNJ.ORG
Website	https://ps.srivernj.org/
Facebook	https://www.facebook.com/SRivernj

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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
KG	154	142	154
1	169	166	150
2	178	160	171
Total	501	468	475

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	49.7%	45.9%	47.2%
Male	50.3%	54.1%	52.8%
Economically Disadvantaged Students	19.4%	50.2%	52.4%
Students with Disabilities	16.2%	16.7%	16.0%
English Learners	12.6%	19.0%	21.5%
Homeless Students		0.4%	1.1%
Students in Foster Care		0.0%	0.2%
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	51.7%	49.4%	49.7%
Hispanic	34.3%	37.8%	38.5%
Black or African American	7.4%	6.4%	5.1%
Asian	3.2%	3.4%	3.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.2%	0.2%
Two or More Races	2.8%	2.6%	2.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	154	142	154

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	47.6%
Spanish	27.4%
Portuguese	17.1%
Ukrainian	1.5%
Other Languages	6.5%

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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	44.8%	60.7%	Not Met

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	75	*	*
3-4	26	*	*
5 or more	*	*	*

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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.

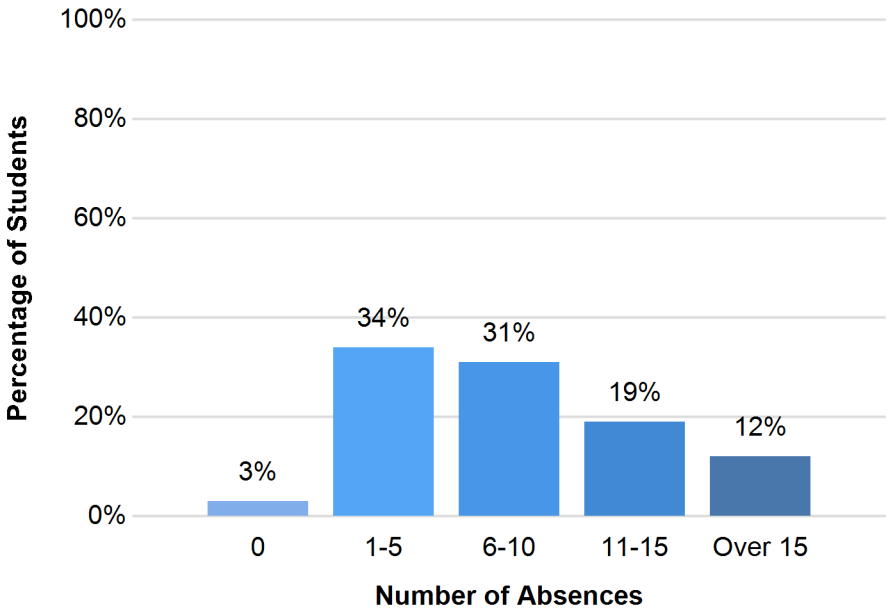
Chronic Absenteeism

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	44	9.3	10.2	Met
White	21	8.9	10.2	Met
Hispanic	16	8.7	10.2	Met
Black or African American	3	13.6	10.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	11.8	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	23	9.3	10.2	Met
Students with Disabilities	11	14.5	10.2	Not Met
English Learners	7	6.9	10.2	Met

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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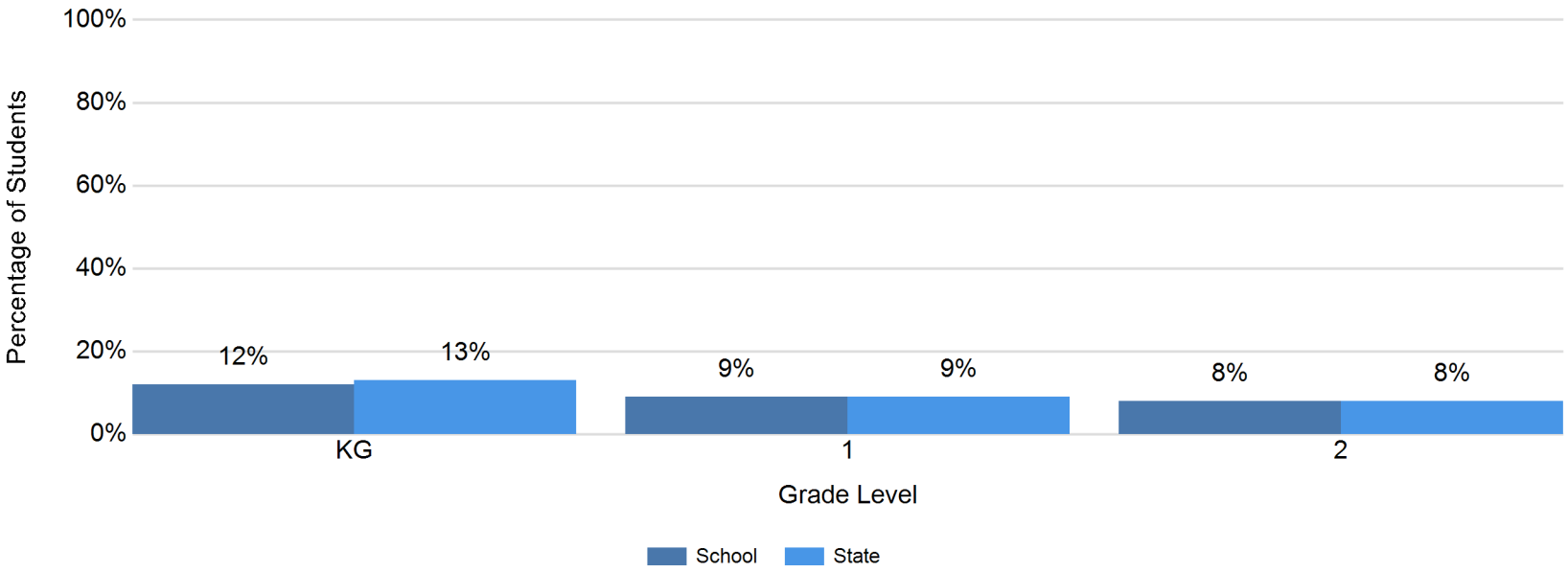
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

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	0

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11

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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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

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)	$706	$11,539	$12,245

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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	38	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	78.9%	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	14	9,374
Average years experience in public schools	23.7	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	85.7%	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	13:1	12:1
Students to Administrators	95:1	156:1
Teachers to Administrators	8:1	13:1
Students to Librarians/Media Specialists		2191:1
Students to Nurses		2191:1
Students to Counselors		313:1
Students to Child Study Team		243:1

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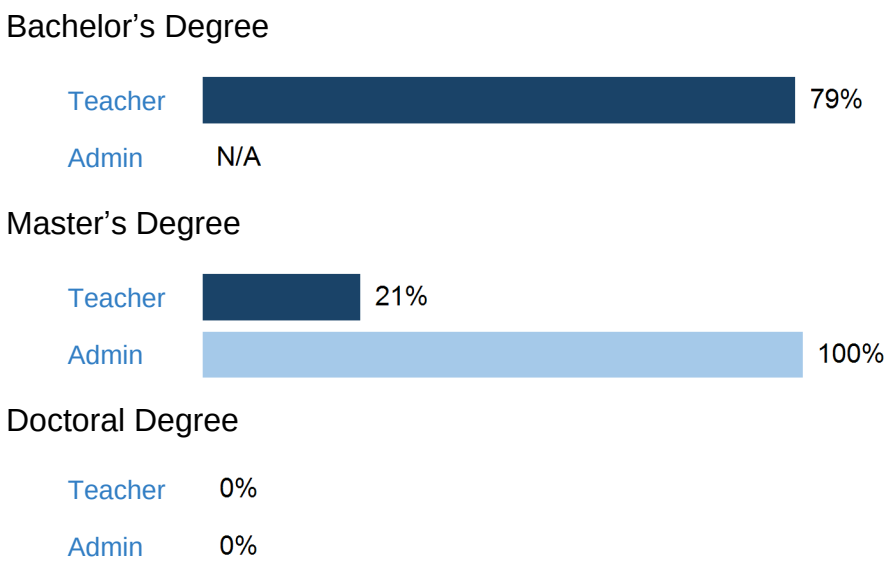
Teachers and Administrators - Level of Education

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.



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	85.1%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	96.5%

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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	92.1%	40.0%
Male	7.9%	60.0%
White	89.5%	100.0%
Hispanic	2.6%	0.0%
Black or African American	2.6%	0.0%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.6%	0.0%

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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:	• The continued implementation of the "iReady" program enhanced student learning via utilization of technology to learn Mathematics and English Language Arts in independent applications. • The continued introduction and utilization of the "Fundations" program facilitated the learning and mastery of basic phonemic awareness, phonics, fluency, and vocabulary. • The staff of the Primary School addresses all aspects of a student's growth in order to ensure the students are positioned for future academic success.
Mission, Vision, Theme:	Coordination of resources to guide pupil growth towards self-respect, the ability to function effectively in society, to teach students to use their minds well in preparation for responsible citizenship, further learning and productive employment.
Awards, Recognition, Accomplishments:	South River Primary School continues to transition to an educational environment that seeks to address social and emotional need with anticipated positive enhancements to academic efforts by the students.

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Courses, Curriculum, Instruction:	South River Primary School incorporates six Kindergarten Classes, six First Grade Classes, and seven Second Grade Classes, with multiple support services as needed for their students.

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Before and After School Programs:	"Before and After School Care" is offered for parents who require childcare services.
Staff and Professional Learning:	Primary School Staff received training in state mandated programs as well as training in the effective utilization of multiple academic programs focused on student academic success.

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Student Supports and Services:	South River Primary School follows the philosophy and protocols of the "Response to Intervention" model for Academic Support Instruction as well as English as a Second Language instruction based upon the provision of tiered lessons based upon identified student need.
Student Health and Wellness:	South River Primary School provides "Breakfast After the Bell" for all of its students, as well as regularly scheduled lunches. Additional snack time occurs in every classroom. The school utilizes the "Restorative Discipline" program.
Parent and Community Involvement:	South River Primary School works closely with the PTA which is heavily invested in the school and the welfare of the students. Additionally, there is a parent representative for each committee the school has.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Teacher surveys are included in the Principal's evaluation Report, and a group of stakeholders provide feedback related to school priority and needs.
Facilities:	The newest school in the district (2005), South River Primary School is air conditioned and maintained extremely well. The media center houses what is used as a computer lab. All grade level classrooms are equipped with lap tops and SMART Boards, which are used extensively.
School Safety:	The South River Public School District works in close coordination with the South River Police Department. Because of the small size of the town, response time by the Police Department to any emergent situation is extremely fast. The Primary School has extensive security and monitoring systems which are in place to ensure student safety.

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Technology and STEM:	South River Primary School utilizes technology extensively. All classrooms are equipped with SMART Boards and laptops, which the students utilize for Mathematics and English Language Arts learning via independently based and paced programs in the "iReady" program in conjunction with other classroom approaches.

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Other Information:	Students at South River Primary School attend each day from 8:55 to 3:30. The day is structured to ensure that all subjects are provided in addition to lunch and recess. There is no uniform policy at this school. All admissions for all schools within the district occur at 'Central Registration,' which is housed at the Primary School.