NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER ELEMENTARY SCHOOL
(23-4920-065)
Grades Offered: PK-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	MIDDLESEX
District	SOUTH RIVER BORO
Principal Name	MS. WARGO
Address	81 JOHNSON PLACE SOUTH RIVER, NJ 08882
Phone Number	(732)613-4073
Email Address	LWARGO@SRIVERNJ.ORG
Website	https://es.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
PK	55	60	61
KG	0	0	0
1	0	0	0
2	0	0	0
3	153	180	158
4	177	150	177
5	202	176	152
Total	587	566	548

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	48.9%	48.8%	47.4%
Male	51.1%	51.2%	52.6%
Economically Disadvantaged Students	18.1%	43.3%	45.8%
Students with Disabilities	22.1%	21.4%	23.9%
English Learners	5.6%	8.1%	14.6%
Homeless Students		0.4%	0.7%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.2%	0.2%
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	54.0%	53.5%	49.5%
Hispanic	34.9%	37.3%	39.1%
Black or African American	6.5%	5.7%	8.4%
Asian	2.4%	1.9%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	2.0%	1.4%	1.1%

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
PK - Half Day	44	48	43
PK - Full Day	11	12	18
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	46.0%
Spanish	25.5%
Portuguese	21.9%
Other Languages	6.6%

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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	48	46	50	Met Standard	53	51	50	Met Standard
White	50.5	46.5	50	Met Standard	52	51	51	Met Standard
Hispanic	46	44	49	Met Standard	53.5	52	48	Met Standard
Black or African American	48	44.5	44	**	40	51	44	**
Asian, Native Hawaiian, or Pacific Islander	*	50.5	61	**	*	62	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49.5	49	**	*	56	51	**
Economically Disadvantaged	49	46	48	Met Standard	53	48	47	Met Standard
Students with Disabilities	31	41	41	Not Met	38	40.5	43	Not Met
English Learners	43	41	54	Met Standard	47	51	51	Met Standard

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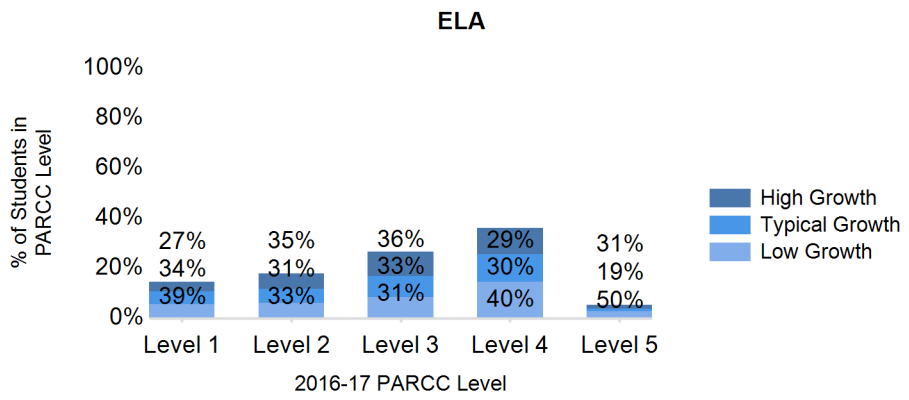
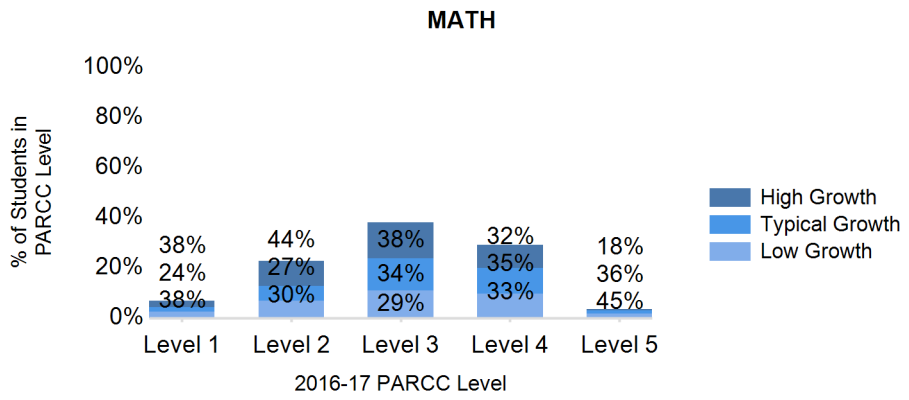
Student Growth by Performance Level

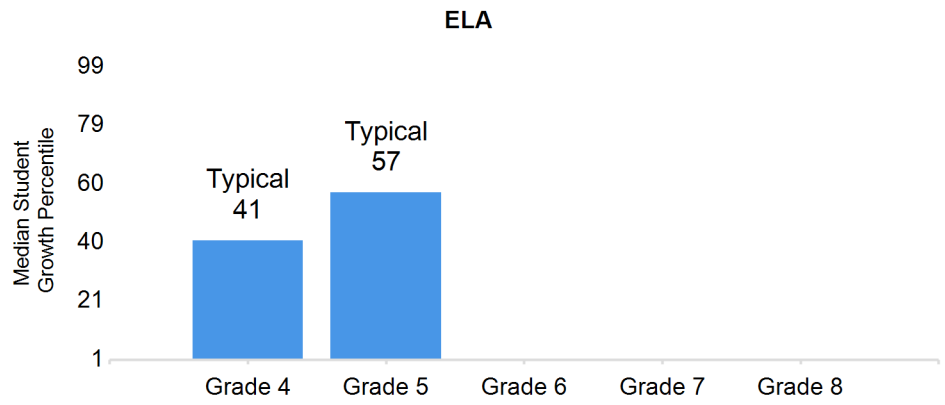
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

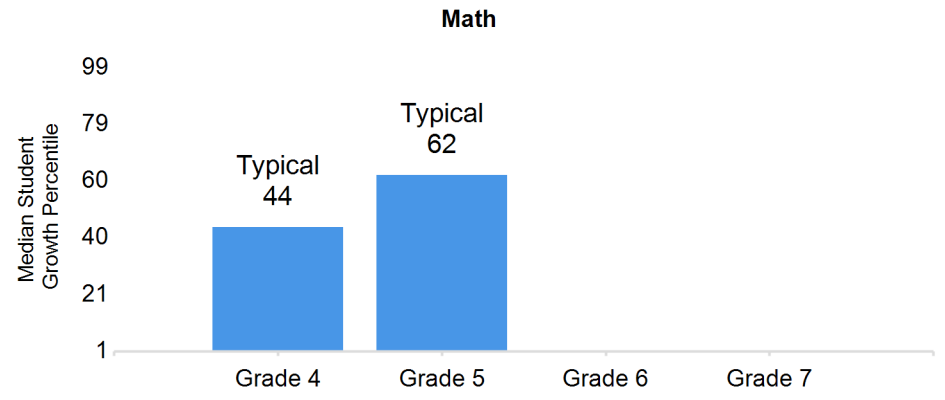




Student Growth by Grade

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	481	98.8	40.3	43.9	56.7	40.3	46.6	Not Met
White	238	98.8	44.5	50.9	65.6	44.5	49.3	Met Target†
Hispanic	188	99.0	33.5	34.5	42.5	33.5	41.7	Not Met
Black or African American	40	97.6	45.0	34.6	37.3	45.0	31.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	231	98.7	42.9	53.0	64.5	42.9		
Male	250	98.8	38.0	35.3	49.4	38.0		
Economically Disadvantaged Students	231	99.2	31.2	34.4	38.5	31.2	36.8	Not Met
Non-Economically Disadvantaged Students	250	98.4	48.8	51.6	67.5	48.8		
Students with Disabilities	93	97.9	12.9	*	21.6	12.9	22	Not Met
Students without Disabilities	388	99.0	46.9	*	63.9	46.9		
English Learners	99	99.0	17.2	*	27.3	17.2	18.7	Met Target†
Non-English Learners	382	98.7	46.4	*	59.4	46.4		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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	155	733	733	750	22%	14%	32%	*	*	32%	52%
White	68	735	735	759	19%	15%	35%	*	*	31%	61%
Hispanic	61	727	727	736	31%	*	*	30%	0%	30%	38%
Black or African American	19	745	745	733	*	*	*	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	78	732	732	756	*	*	28%	*	*	31%	57%
Male	77	734	734	744	*	*	36%	*	*	32%	46%
Economically Disadvantaged Students	77	727	727	733	26%	13%	36%	*	*	25%	34%
Non-Economically Disadvantaged Students	78	739	739	762	18%	15%	28%	*	*	38%	64%
Students with Disabilities	30	709	709	719	47%	*	33%	*	*	13%	24%
Students without Disabilities	125	739	739	756	16%	*	32%	*	*	36%	57%
English Learners	28	711	711	712	50%	*	*	*	*	18%	15%
Non-English Learners	127	738	738	753	16%	*	*	*	*	35%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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	174	743	743	756	10%	19%	24%	40%	7%	47%	58%
White	97	745	745	764	*	21%	21%	*	*	52%	68%
Hispanic	62	738	738	744	*	19%	29%	*	*	37%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	84	751	751	762	*	13%	30%	*	*	50%	63%
Male	90	736	736	751	*	24%	19%	*	*	43%	53%
Economically Disadvantaged Students	83	736	736	740	*	20%	28%	*	*	37%	40%
Non-Economically Disadvantaged Students	91	750	750	767	*	18%	21%	*	*	55%	70%
Students with Disabilities	28	708	708	726	*	36%	*	*	*	11%	25%
Students without Disabilities	146	750	750	762	*	16%	*	*	*	53%	64%
English Learners	24	713	713	720	*	*	*	*	*	*	17%
Non-English Learners	150	748	748	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	146	744	744	755	10%	18%	29%	*	*	43%	58%
White	71	750	750	763	*	18%	27%	*	*	49%	68%
Hispanic	62	738	738	743	*	19%	32%	*	*	35%	43%
Black or African American	11	744	744	738	*	*	*	*	*	45%	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	70	749	749	762	*	17%	30%	*	*	49%	66%
Male	76	739	739	749	*	20%	28%	*	*	38%	51%
Economically Disadvantaged Students	70	736	736	739	*	23%	34%	*	*	30%	39%
Non-Economically Disadvantaged Students	76	752	752	766	*	14%	24%	*	*	55%	71%
Students with Disabilities	24	717	717	724	*	54%	*	*	*	13%	22%
Students without Disabilities	122	750	750	762	*	11%	*	*	*	49%	65%
English Learners	14	702	702	712	*	*	*	*	*	*	11%
Non-English Learners	132	749	749	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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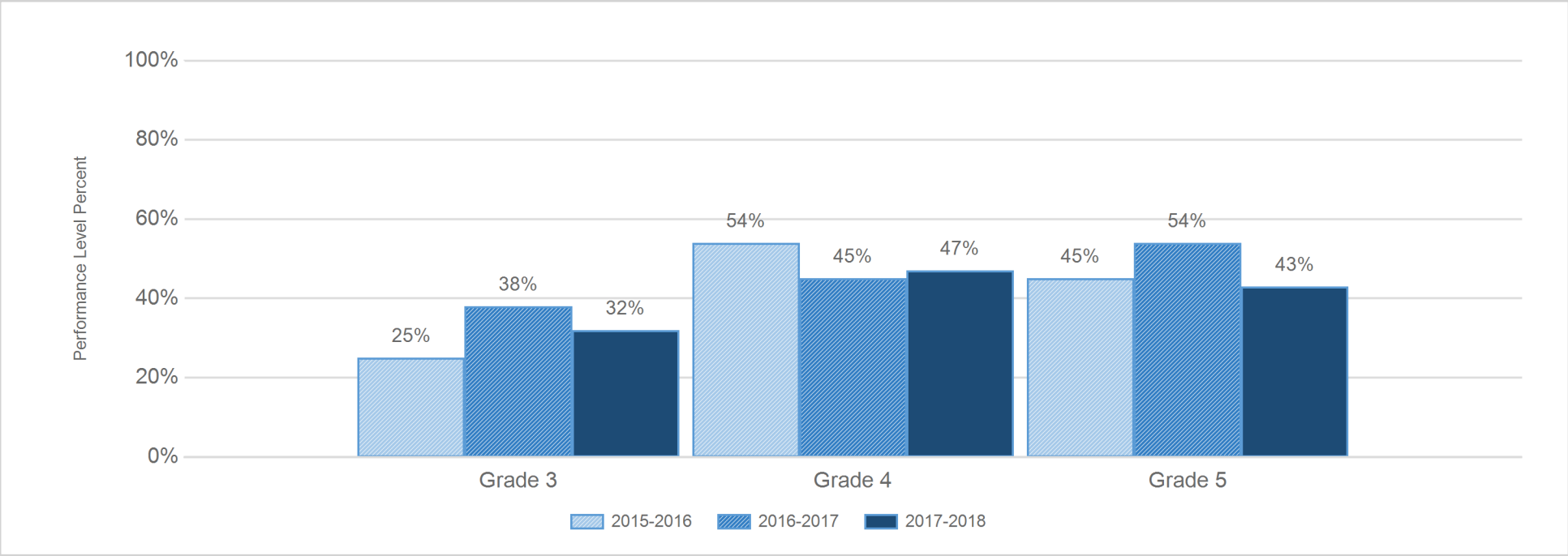
English Language Arts/Literacy Assessment - Performance Trends

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.

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	485	98.8	36.9	33.9	45.0	36.9	46.4	Not Met
White	240	98.8	39.6	36.8	54.1	39.6	51.5	Not Met
Hispanic	190	99.0	33.7	29.9	29.2	33.7	40.4	Not Met
Black or African American	40	97.6	32.5	21.7	23.4	32.5	20.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	235	98.8	32.3	34.7	46.0	32.3		
Male	250	98.8	41.2	33.3	43.9	41.2		
Economically Disadvantaged Students	234	99.2	30.7	28.2	26.6	30.7	37.3	Not Met
Non-Economically Disadvantaged Students	251	98.4	42.6	38.7	55.9	42.6		
Students with Disabilities	93	97.9	17.3	*	17.1	17.3	22.9	Met Target†
Students without Disabilities	392	99.0	41.6	*	50.5	41.6		
English Learners	102	99.1	18.6	*	24.6	18.6	29.4	Not Met
Non-English Learners	383	98.7	41.8	*	46.9	41.8		
Homeless Students	*	*	*	20.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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	155	737	737	752	8%	28%	30%	27%	6%	34%	53%
White	68	740	740	760	*	26%	29%	*	*	37%	64%
Hispanic	61	734	734	739	*	31%	30%	*	*	30%	38%
Black or African American	19	737	737	734	*	*	*	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	78	728	728	752	*	35%	33%	*	*	21%	53%
Male	77	747	747	751	*	22%	26%	*	*	47%	53%
Economically Disadvantaged Students	77	733	733	736	*	32%	27%	*	*	29%	35%
Non-Economically Disadvantaged Students	78	741	741	762	*	24%	32%	*	*	38%	66%
Students with Disabilities	30	727	727	730	*	33%	*	*	*	20%	29%
Students without Disabilities	125	740	740	756	*	27%	*	*	*	37%	57%
English Learners	28	720	720	726	*	43%	*	*	*	14%	23%
Non-English Learners	127	741	741	754	*	25%	*	*	*	38%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER ELEMENTARY SCHOOL
(23-4920-065)
Grades Offered: PK-05
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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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	176	737	737	748	10%	23%	31%	*	*	36%	49%
White	98	741	741	755	*	22%	33%	*	*	39%	60%
Hispanic	63	732	732	737	*	30%	*	30%	0%	30%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	85	738	738	748	*	24%	31%	*	*	36%	50%
Male	91	736	736	748	*	23%	32%	*	*	35%	49%
Economically Disadvantaged Students	85	732	732	733	*	29%	28%	*	*	31%	30%
Non-Economically Disadvantaged Students	91	742	742	758	*	18%	34%	*	*	41%	62%
Students with Disabilities	28	715	715	725	*	43%	*	*	*	14%	22%
Students without Disabilities	148	741	741	753	*	20%	*	*	*	40%	55%
English Learners	26	714	714	722	*	50%	*	*	*	12%	16%
Non-English Learners	150	741	741	750	*	19%	*	*	*	40%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER ELEMENTARY SCHOOL
(23-4920-065)
Grades Offered: PK-05
2017-2018

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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	150	741	741	748	*	15%	38%	*	*	41%	49%
White	74	743	743	756	*	16%	36%	*	*	43%	60%
Hispanic	63	739	739	736	*	*	38%	41%	0%	41%	32%
Black or African American	11	737	737	730	*	*	*	*	*	27%	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	73	741	741	749	*	16%	40%	*	*	40%	50%
Male	77	741	741	747	*	13%	36%	*	*	43%	48%
Economically Disadvantaged Students	73	735	735	733	*	*	42%	*	*	30%	29%
Non-Economically Disadvantaged Students	77	747	747	758	*	*	34%	*	*	52%	62%
Students with Disabilities	24	725	725	726	*	*	*	*	*	*	20%
Students without Disabilities	126	744	744	752	*	*	*	*	*	*	55%
English Learners	17	718	718	718	*	*	*	*	*	*	13%
Non-English Learners	133	744	744	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER ELEMENTARY SCHOOL
(23-4920-065)
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2017-2018

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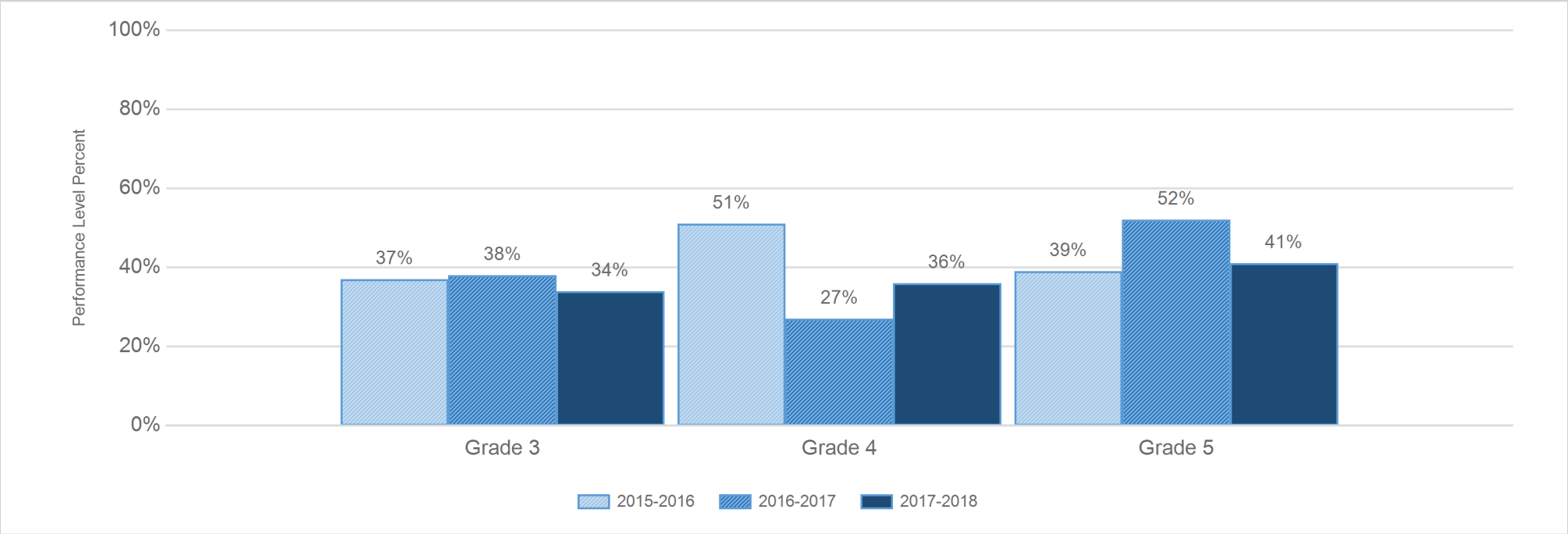
Mathematics Assessment – Performance Trends

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
3	*	*
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	68.9%	60.7%	Met Target

† 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	23	82.6%	17.4%
3-4	28	71.4%	28.6%
5 or more	20	70.0%	30.0%

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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.

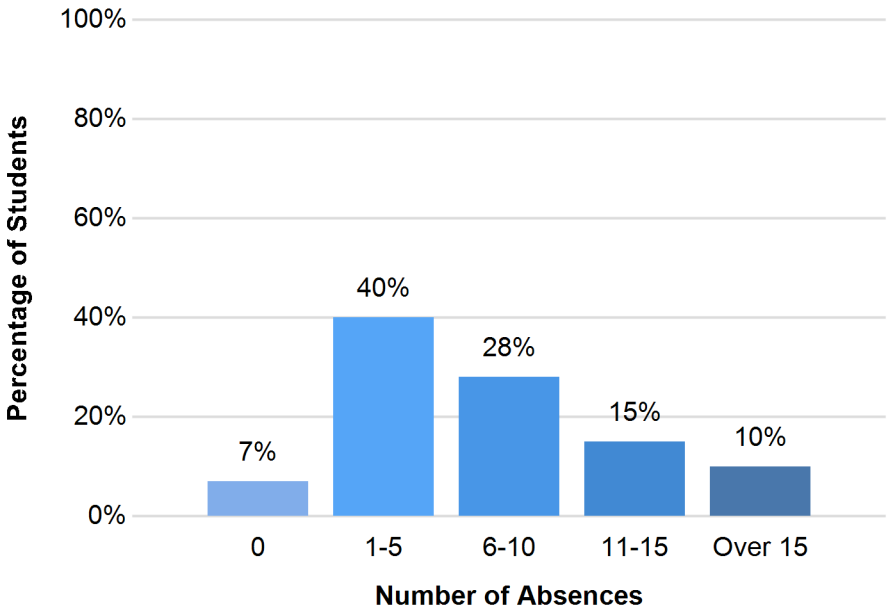
Chronic Absenteeism

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	35	7.1	7.6	Met
White	13	5.4	7.6	Met
Hispanic	13	6.8	7.6	Met
Black or African American	8	19.5	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	21	8.9	7.6	Not Met
Students with Disabilities	14	14.6	7.6	Not Met
English Learners	4	5.1	7.6	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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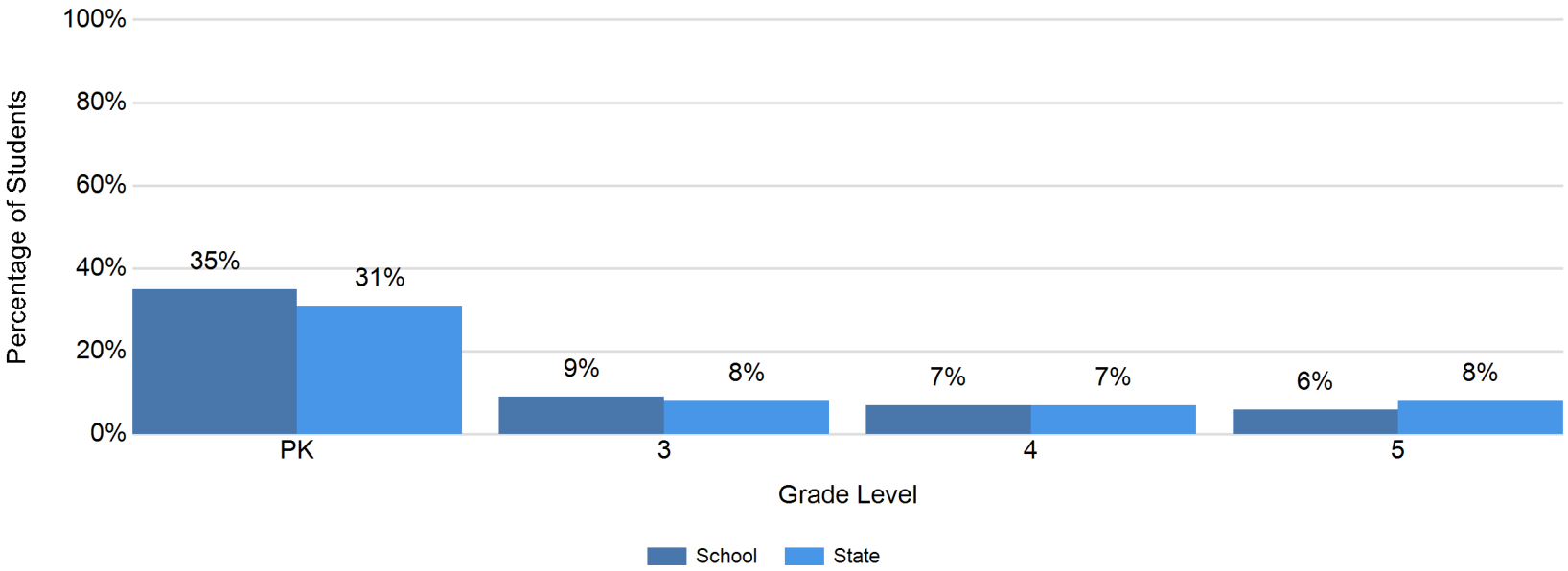
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	1	0	1
Other	7	0	7
No Identified Nature	8		8

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	10	1.8%
Any Suspension	10	1.8%
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
16

NJ SCHOOL PERFORMANCE REPORT

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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	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 33 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	2.5:1

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)	$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	50	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	80.0%	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	11:1	12:1
Students to Administrators	78:1	156:1
Teachers to Administrators	7:1	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

NJ SCHOOL PERFORMANCE REPORT

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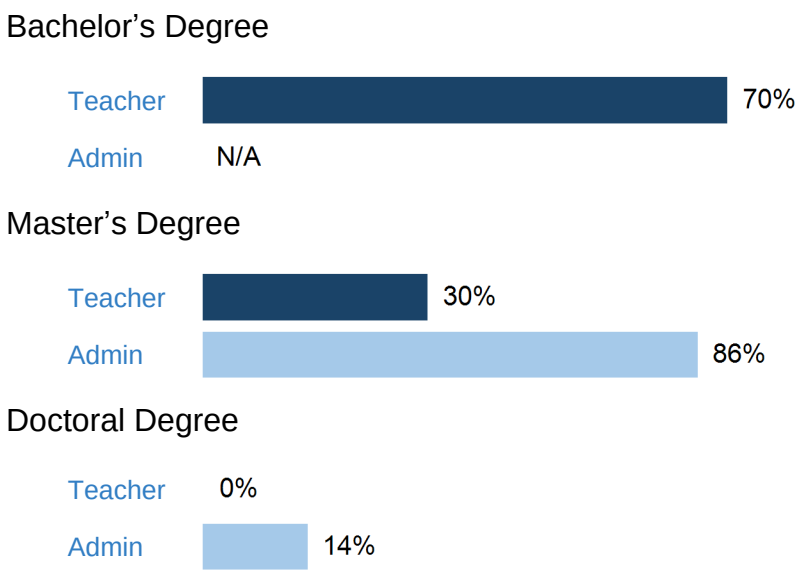
Teachers and Administrators - Level of Education

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	97.0%

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Key terms for staff data:
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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	94.0%	57.1%
Male	6.0%	42.9%
White	100.0%	100.0%
Hispanic	0.0%	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		

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER ELEMENTARY SCHOOL
(23-4920-065)
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2017-2018

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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	19.49	15.0%
Mathematics Proficiency	30.98	15.0%
English Language Arts Growth	34.95	20.0%
Mathematics Growth	53.29	20.0%
Progress Towards English Language Proficiency	82.13	20.0%
Chronic Absenteeism	50.18	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.66	n/a
Summative Rating: Percentile Rank of Summative Score	43.72	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	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	37.79	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	50.53	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	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	57.50	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	31.84	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	45.30	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Met	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:	• Science courses have been revamped to focus on the Next Generation Science Standards and emphasize critical thinking skills. • The Kindness Club promotes positive school culture and climate through a variety of activites that support students and the school community. • The continued implementation of the "iReady" program enhanced student learning via utilization of technology to learn Mathematics and English Language Arts in independent applications.
Mission, Vision, Theme:	At South River Elementary School, our mission is to promote strong academics and critical thinking skills. We take pride in our efforts to promote high expectations for students and foster positive commuication between school and home. Our philosophy is that all students can and will succeed.
Awards, Recognition, Accomplishments:	Artwork created by our students continues to be recognized by local and state organizations. Teachers have been awarded grants by the South River Foundation for Educational Excellence and the New Jesey Education Association. Student academic performance is recognized through Honor Roll status.

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Courses, Curriculum, Instruction:	Each grade 3-5 has a team of teachers who are responsible for instruction in the areas of ELA, math, science, and social studies. The schedule is a modified block, providing additional time for math and ELA. Students participate in once weekly specials classes, which afford students an exploratory opportunity in technology, art, Spanish, physical education, media literacy, and music appreciation.
Clubs and Activities:	Students have the opportunity to participate in Drama Club, Talent Show, Kindness Club, chorus, band, and Battle of the Books.

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Before and After School Programs:	Students had the opportunity to receive additional instruction in the areas of math and ELA via a before/after school tutoring program. A reading interventionist worked with students to remediate reading skills. A gifted and talented program was offered after school at each grade level.
Staff and Professional Learning:	Faculty members are presented ongoing opportunities to engage in meaningful, high quality, sustained, job-embedded professional learning opportunities via workshops. Staff turn-key information gleaned from attending workshops to district colleagues. Faculty members are also provided the opportunity to conduct an observation of another instructional program/school. Staff was trained in various collaborative teaching models. The school's School Improvement Committee plays a role by facilitating a needs assessment and establishing goals.

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Student Supports and Services:	English language learners receive instruction each day. ELL students are also afforded the opportunity for additional support in math via our ASI (academic support instruction) program. Students with special needs have access to the least restrictive learning environment via in-class resource room classes or resource room classes. These are taught by special education teachers with content certification. A specialized reading program using Wilson and Orton Gillingham reading protocols is offered. The Fast ForWord program was also used to strengthen phonics/reading skills. Speech, language, occupational therapy, physical therapy, and counseling related services are provided.
Student Health and Wellness:	Students have access to a healthy breakfast option through Breakfast after the Bell offered each morning. Students and staff partner with the food service vendor through a Youth Advisory Council, providing an opportunity for input into cafeteria offerings. Physical education classes occur on a weekly basis, and a daily recess period is offered for students.
Parent and Community Involvement:	South River Elementary School shares a strong partnership with its PTA which sponsors a number of programs for students, including assemblies, school spirit days, and evening programs. Teachers have been awarded grants from the South River Foundation for Educational Excellence, which supports our school community. Parent Access provides parents with access to their children's grades, discipline, and attendance information online. Connect Ed is a notification system that provides emergency information as well as reminders of events, another way we work to communicate with parents.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A yearly survey of the various stakeholder groups is utilized to provide feedback regarding school practices and assist in future planning. The survey was administered via an online site, translated into several languages. Translators were also available to provide assistance in the survey process during parent/teacher conferences. The Media Center was available for parents to complete the survey.
Facilities:	The current school building opened in 1997. Recent renovations include replacement of the roof, media center window system, and gutters/flashing. The media center was renovated as well, with new carpeting installed and a reconfiguration of the bookshelves to allow for additional computers for student use. A security camera system was also installed as part of the renovation.
School Safety:	Cameras are located throughout the building. Visitors to the building must be buzzed in and present photo ID. We have a close working relationship with our local police department, and conduct carefully designed school security and fire drills on a monthly basis.

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Technology and STEM:	Technology infusion is evident via computer labs and individual classroom computers/chromebooks. Math and ELA instruction is supplemented with the use of iReady. Classroom teachers are provided with access to SMART Boards, LCD projectors, Smart Response clickers, and a TI-avigator system. The use of iPads, Chromebooks, and laptops via a wireless network enhances student and staff access. Google Classroom is used by many teachers in the school.