NJ SCHOOL PERFORMANCE REPORT

WARREN G. HARDING ELEMENTARY SCHOOL
(39-2420-050)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	UNION
District	KENILWORTH BORO
Principal Name	MS. MURPHY
Address	426 BOULEVARD KENILWORTH, NJ 07033-1529
Phone Number	(908)276-5936
Email Address	KATHLEEN_MURPHY@KENILWORTHSCHOOLS.COM
Website	http://harding.kenilworthschools.com/

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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	40	45	45
KG	77	85	94
1	81	80	86
2	102	88	94
3	96	106	83
4	98	91	109
5	90	100	92
6	117	90	101
Total	701	685	704

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	45.6%	45.3%	45.7%
Male	54.4%	54.7%	54.3%
Economically Disadvantaged Students	20.8%	21.0%	20.5%
Students with Disabilities	17.4%	17.8%	16.3%
English Learners	6.6%	8.9%	6.8%
Homeless Students		0.0%	0.6%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.3%
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	63.3%	62.3%	58.8%
Hispanic	25.2%	27.4%	29.0%
Black or African American	4.1%	2.8%	3.1%
Asian	4.4%	4.7%	5.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	2.3%	2.5%	3.1%

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	24	36	42
PK - Full Day	16	9	3
KG - Half Day	0	0	0
KG - Full Day	77	85	94

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	69.6%
Spanish	16.3%
Portuguese	6.7%
Italian	1.4%
Panjabi	1.3%
Other Languages	4.7%

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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	44	50	50	Met Standard	37	40	50	Not Met
White	42	46.5	50	Met Standard	34	39	51	Not Met
Hispanic	53	54	49	Met Standard	48	47	48	Met Standard
Black or African American	*	43	44	**	*	33.5	44	**
Asian, Native Hawaiian, or Pacific Islander	55	67	61	**	48	31	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	54.5	49	**	*	*	51	**
Economically Disadvantaged	38	55	48	Not Met	48	44	47	Met Standard
Students with Disabilities	30	31	41	Not Met	32	29	43	Not Met
English Learners	49	46	54	Met Standard	64.5	59	51	Exceeds Standard

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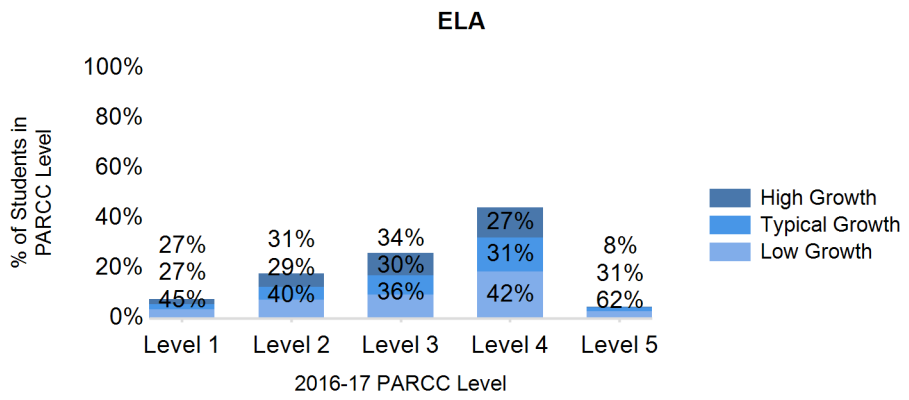
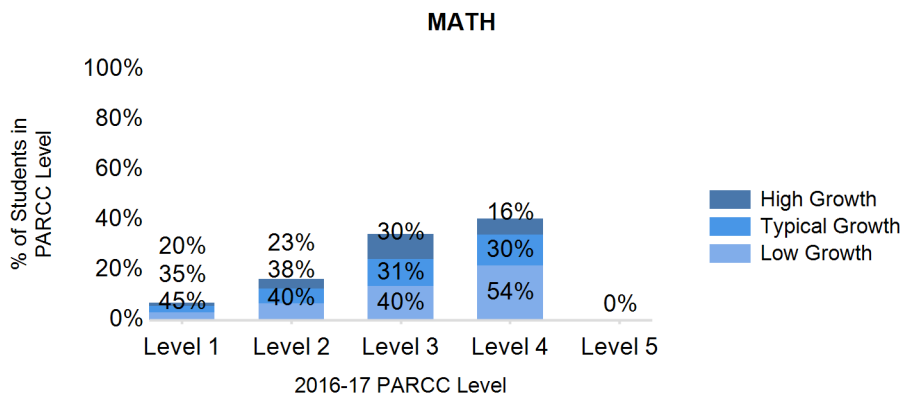
Student Growth by Performance Level

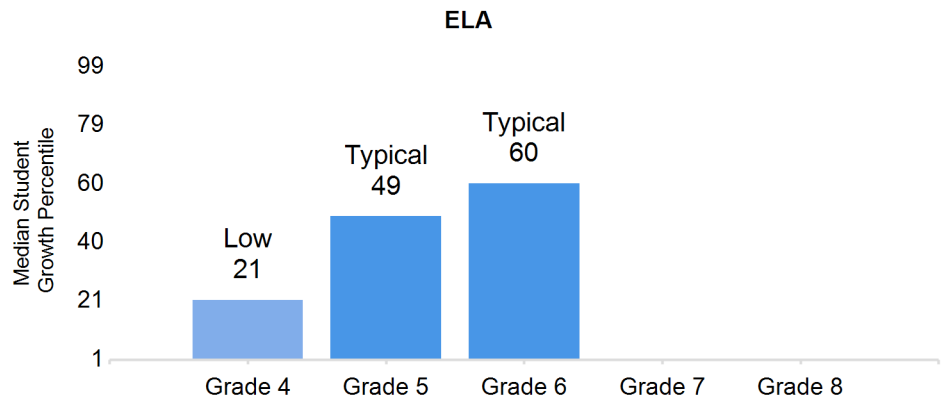
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

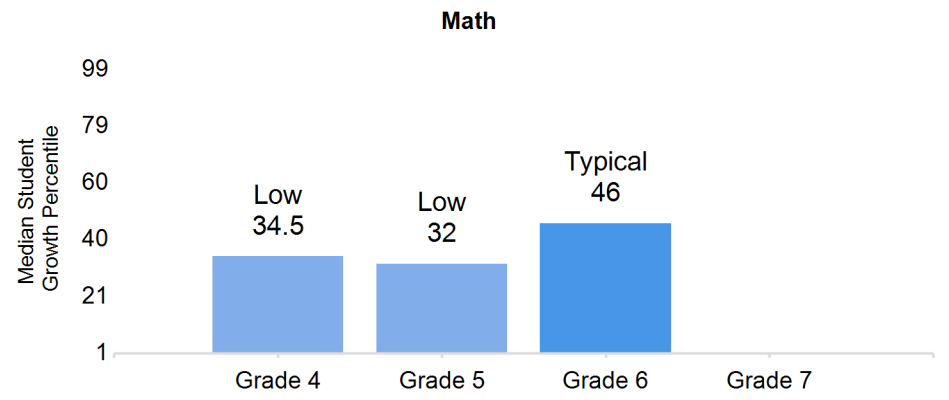




Student Growth by Grade

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	386	99.5	46.1	46.5	56.7	46.1	41.9	Met Target
White	240	99.6	46.3	45.1	65.6	46.3	44.7	Met Target
Hispanic	99	99.0	42.4	42.9	42.5	42.4	36.6	Met Target
Black or African American	12	100.0	50.0	54.8	37.3	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	58.4	68.2	82.3	58.4	N	N
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	11	100.0	45.5	*	63.4	45.5	**	**
Female	182	100.0	54.9	55.7	64.5	54.9		
Male	204	99.0	38.2	37.4	49.4	38.2		
Economically Disadvantaged Students	74	100.0	27.0	35.6	38.5	27.0	27.6	Met Target†
Non-Economically Disadvantaged Students	312	99.4	50.6	49.6	67.5	50.6		
Students with Disabilities	65	98.5	13.8	12.5	21.6	13.8	13.4	Met Target
Students without Disabilities	321	99.7	52.7	53.6	63.9	52.7		
English Learners	35	100.0	*	*	27.3	*	16.6	Not Met
Non-English Learners	351	99.4	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
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	80	743	743	750	*	23%	30%	*	*	41%	52%
White	44	748	748	759	*	*	27%	*	*	48%	61%
Hispanic	24	734	734	736	*	*	*	*	*	33%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	48	749	749	756	*	*	27%	*	*	50%	57%
Male	32	735	735	744	*	*	34%	*	*	28%	46%
Economically Disadvantaged Students	20	732	732	733	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	60	747	747	762	*	*	*	*	*	45%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	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	109	735	735	756	14%	23%	31%	*	*	32%	58%
White	68	737	737	764	15%	19%	34%	*	*	32%	68%
Hispanic	26	730	730	744	*	38%	*	*	*	23%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	744	744	782	*	*	*	*	*	55%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	55	742	742	762	*	*	31%	*	*	42%	63%
Male	54	729	729	751	*	*	31%	*	*	22%	53%
Economically Disadvantaged Students	18	721	721	740	*	*	*	*	*	11%	40%
Non-Economically Disadvantaged Students	91	738	738	767	*	*	*	*	*	36%	70%
Students with Disabilities	18	702	702	726	*	*	*	*	*	*	25%
Students without Disabilities	91	742	742	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	92	752	752	755	*	*	27%	*	*	60%	58%
White	58	752	752	763	*	*	29%	60%	0%	60%	68%
Hispanic	23	751	751	743	0%	*	*	57%	0%	57%	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	35	757	757	762	*	*	*	*	*	63%	66%
Male	57	749	749	749	*	*	*	*	*	58%	51%
Economically Disadvantaged Students	15	744	744	739	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	77	753	753	766	*	*	*	*	*	61%	71%
Students with Disabilities	13	726	726	724	*	*	*	*	*	23%	22%
Students without Disabilities	79	756	756	762	*	*	*	*	*	66%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	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 by Grade: Grade 6

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	104	752	752	754	*	11%	31%	*	*	55%	56%
White	67	751	751	761	*	*	34%	*	*	51%	66%
Hispanic	27	753	753	742	*	*	*	*	*	59%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	45	762	762	761	*	*	22%	*	*	71%	64%
Male	59	745	745	748	*	*	37%	*	*	42%	48%
Economically Disadvantaged Students	21	733	733	739	*	*	57%	*	*	19%	37%
Non-Economically Disadvantaged Students	83	757	757	764	*	*	24%	*	*	64%	68%
Students with Disabilities	20	730	730	723	*	*	*	*	*	25%	18%
Students without Disabilities	84	758	758	760	*	*	*	*	*	62%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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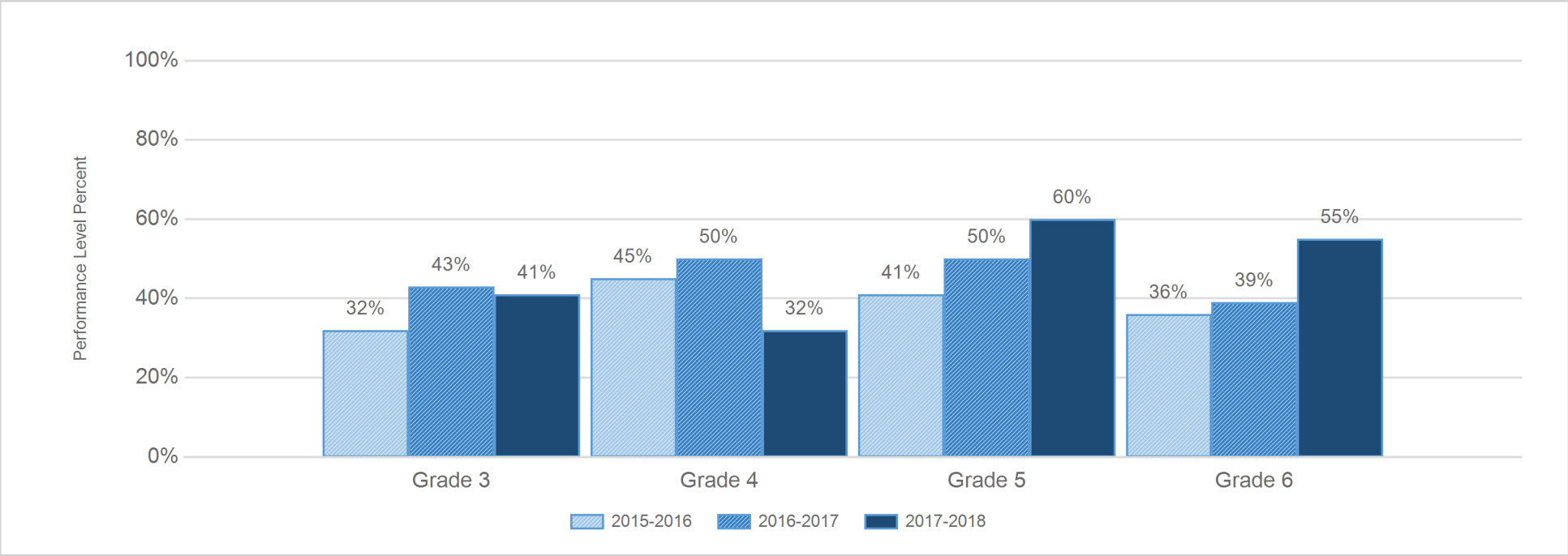
English Language Arts/Literacy Assessment - Performance Trends

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	386	99.5	36.8	28.7	45.0	36.8	40	Met Target†
White	240	99.6	38.0	30.8	54.1	38.0	41.2	Met Target†
Hispanic	99	99.0	27.3	19.3	29.2	27.3	34.8	Not Met
Black or African American	12	100.0	58.3	28.1	23.4	58.3	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	62.5	60.0	77.0	62.5	N	N
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	11	100.0	18.2	*	53.0	18.2	**	**
Female	182	100.0	37.9	28.6	46.0	37.9		
Male	204	99.0	35.8	28.8	43.9	35.8		
Economically Disadvantaged Students	74	100.0	23.0	20.7	26.6	23.0	36.1	Not Met
Non-Economically Disadvantaged Students	312	99.4	40.1	31.1	55.9	40.1		
Students with Disabilities	65	98.5	*	*	17.1	*	24.2	Not Met
Students without Disabilities	321	99.7	*	*	50.5	*		
English Learners	35	100.0	14.3	15.2	24.6	14.3	16.6	Met Target†
Non-English Learners	351	99.4	39.0	29.5	46.9	39.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WARREN G. HARDING ELEMENTARY SCHOOL
(39-2420-050)
Grades Offered: PK-06
2017-2018

Report Key:
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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	80	746	746	752	*	15%	33%	*	*	46%	53%
White	44	749	749	760	*	*	34%	*	*	48%	64%
Hispanic	24	735	735	739	*	*	*	*	*	33%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	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	48	750	750	752	*	*	*	*	*	46%	53%
Male	32	741	741	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	20	735	735	736	*	*	*	*	*	35%	35%
Non-Economically Disadvantaged Students	60	750	750	762	*	*	*	*	*	50%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	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%

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(39-2420-050)
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2017-2018

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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	109	736	736	748	13%	17%	31%	39%	0%	39%	49%
White	68	736	736	755	*	*	28%	43%	0%	43%	60%
Hispanic	26	731	731	737	*	*	42%	*	*	23%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	749	749	774	*	*	*	*	*	64%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	55	735	735	748	*	*	27%	38%	0%	38%	50%
Male	54	737	737	748	*	*	35%	39%	0%	39%	49%
Economically Disadvantaged Students	18	728	728	733	*	*	*	*	*	22%	30%
Non-Economically Disadvantaged Students	91	737	737	758	*	*	*	*	*	42%	62%
Students with Disabilities	18	709	709	725	*	*	*	*	*	17%	22%
Students without Disabilities	91	741	741	753	*	*	*	*	*	43%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	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

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(39-2420-050)
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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	92	738	738	748	*	*	39%	35%	0%	35%	49%
White	58	740	740	756	*	*	38%	38%	0%	38%	60%
Hispanic	23	737	737	736	0%	*	52%	*	*	22%	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	35	738	738	749	*	*	49%	29%	0%	29%	50%
Male	57	737	737	747	*	*	33%	39%	0%	39%	48%
Economically Disadvantaged Students	15	730	730	733	*	*	*	*	*	27%	29%
Non-Economically Disadvantaged Students	77	739	739	758	*	*	*	*	*	36%	62%
Students with Disabilities	13	707	707	726	*	*	0%	*	*	23%	20%
Students without Disabilities	79	743	743	752	*	*	46%	*	*	37%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	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%

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	104	735	735	744	*	*	38%	31%	0%	31%	44%
White	67	735	735	751	*	*	42%	28%	0%	28%	54%
Hispanic	27	735	735	731	*	*	*	*	*	33%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	45	739	739	745	*	*	33%	*	*	38%	45%
Male	59	733	733	742	*	*	41%	*	*	25%	42%
Economically Disadvantaged Students	21	723	723	729	*	*	*	*	*	10%	24%
Non-Economically Disadvantaged Students	83	738	738	753	*	*	*	*	*	36%	56%
Students with Disabilities	20	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	84	741	741	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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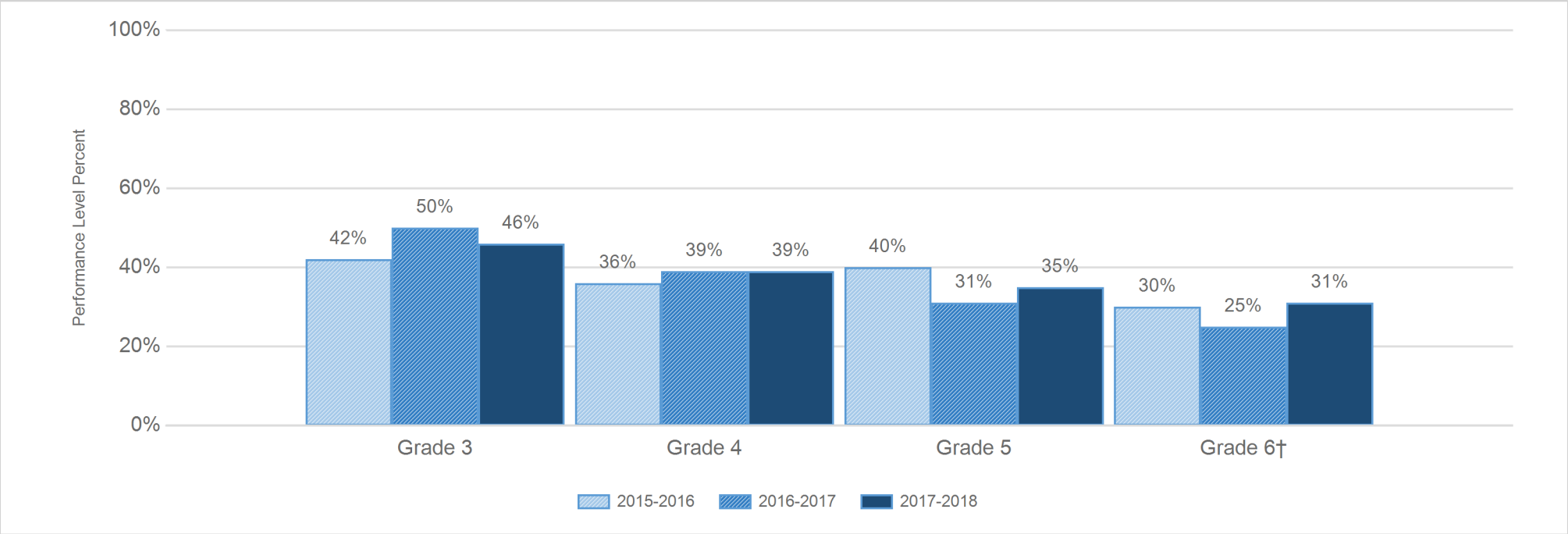
Mathematics Assessment – Performance Trends

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	N	N
6	*	*

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	61.5%	46.8%	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	21	85.7%	14.3%
3-4	14	*	*
5 or more	*	*	*

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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.

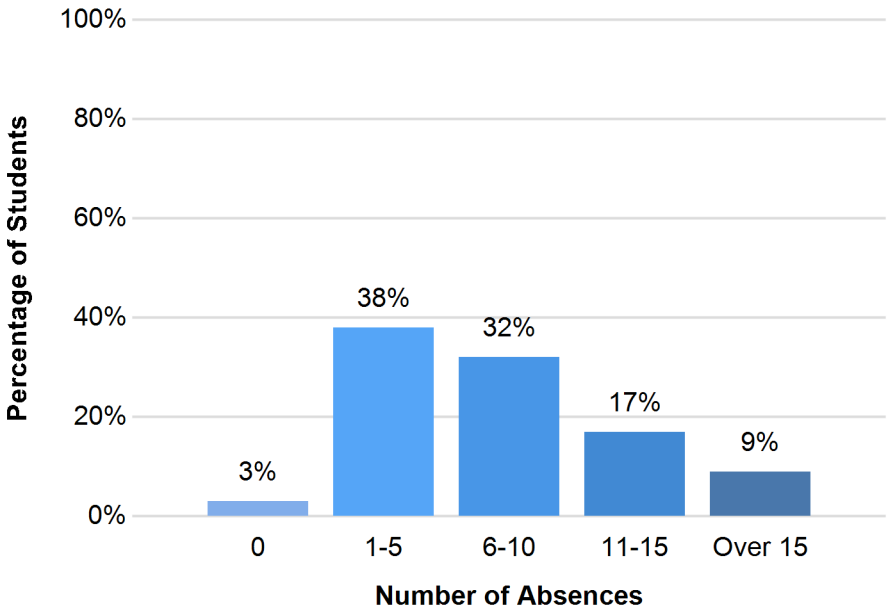
Chronic Absenteeism

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	42	6.3	8.9	Met
White	25	6.4	8.9	Met
Hispanic	11	5.7	8.9	Met
Black or African American	2	9.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	2.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	14.3	8.9	Not Met
Economically Disadvantaged Students	13	9.3	8.9	Not Met
Students with Disabilities	7	6.6	8.9	Met
English Learners	1	2.1	8.9	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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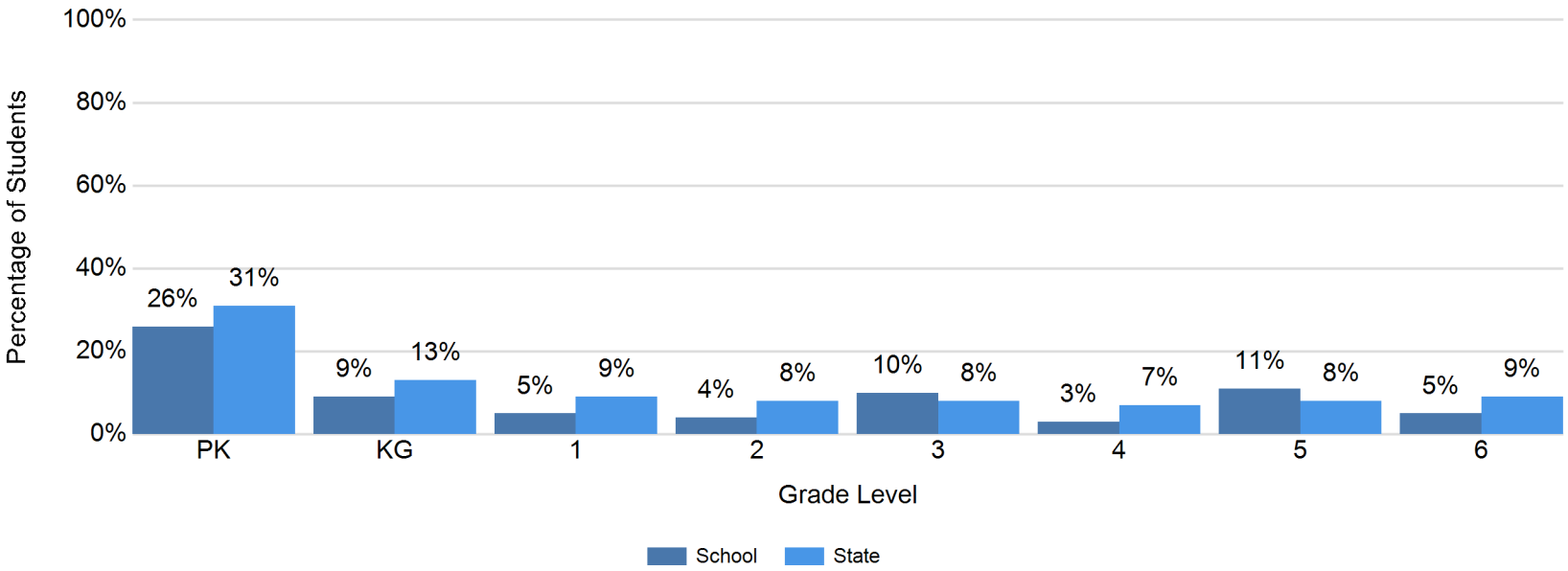
Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.85

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	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	3	3
No Identified Nature	3		3

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	12	1.7%
Out-of-School Suspensions	*	*
Any Suspension	13	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
*

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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	8:35 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

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	5.3:1

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)	$332	$14,458	$14,790

NJ SCHOOL PERFORMANCE REPORT

WARREN G. HARDING ELEMENTARY SCHOOL
(39-2420-050)
Grades Offered: PK-06
2017-2018

Report Key:
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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	63	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	81.0%	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	11	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	8.4	12.0
Administrators in district for 4 or more years	54.5%	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	101:1	131:1
Teachers to Administrators	9:1	12:1
Students to Librarians/Media Specialists		721:1
Students to Nurses		1442:1
Students to Counselors		240:1
Students to Child Study Team		240:1

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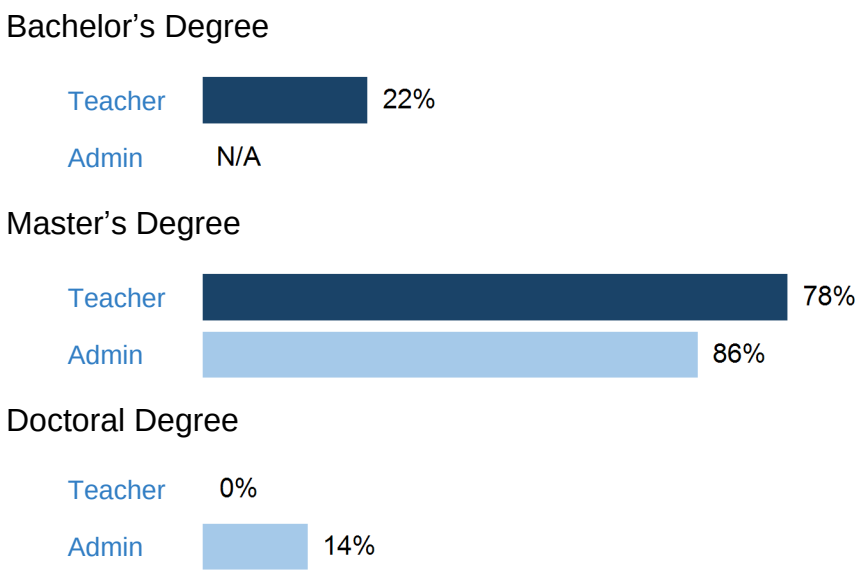
Teachers and Administrators - Level of Education

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	91.3%	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	98.5%

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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	90.5%	42.9%
Male	9.5%	57.1%
White	95.2%	100.0%
Hispanic	3.2%	0.0%
Black or African American	0.0%	0.0%
Asian	1.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	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	17.89	15.0%
Mathematics Proficiency	19.91	15.0%
English Language Arts Growth	26.30	20.0%
Mathematics Growth	18.81	20.0%
Progress Towards English Language Proficiency	67.45	20.0%
Chronic Absenteeism	60.43	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.23	n/a
Summative Rating: Percentile Rank of Summative Score	24.76	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	Met Target	Met Target†	Met Standard	Not Met	Met Target	Met	No
White	17.56	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	53.21	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	37.22	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	29.36	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	53.47	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	Exceeds 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:	• Harding School provides students in Grades Pre-K-6 with comprehensive curricula inclusive of all content areas including the arts and physical education while supporting Special Ed. and G&T needs. • We offer varied opportunities for students to shine in the area of performing arts inclusive of our winter and spring concerts as well as our annual Harding School spring play. • We offer a variety of clubs including STEM, Chess Club and Student Council.
Mission, Vision, Theme:	The mission of Harding Elementary School, a caring and nurturing Pre-K to Grade 6 elementary school, is to develop a strong academic and social foundation through the use of a wide variety of adaptable resources and developmentally appropriate instructional practices in partnership with parents.
Awards, Recognition, Accomplishments:	Our Before and After-Care Program was recognized in District Administrator, worthy of a District of Distinction status. Our Student Council has been recognized for charitable work for their fundraising efforts for Pennies for Patients as well as food drives. Many of our young musicians were given the honor of playing at County events, selected for their impressive skill level.

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Courses, Curriculum, Instruction:	Our Pre-K through 6 school encompasses curriculum inclusive of math, language arts, science, social studies, technology, physical education and the arts. Additional programs targeted to the needs of our students include ELL, special education, gifted and talented, and basic skills instruction.
Clubs and Activities:	Our school enjoys a remarkably high student involvement level in both our chorus and band. Students are also involved in lunchtime Chess Club as well as Family Science and Family Math, both evening programs. Our students showcase their artwork through Artsonia and are involved in helping others through peer tutoring and peer mediation.

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Before and After School Programs:	The Before and After-Care Program provides child care and homework support for students in Grades K to 6. In the morning, students are greeted by staff and can engage in active play, board games and quiet activities, or catch up on homework. The After-Care program runs until 6:30. Students are escorted to the cafeteria for a snack, and after complete homework with the assistance of teachers and instructional aides. As students finish, they return for a choice of activities, and students who may need more time for homework can remain with a certified teacher to complete the work. Parents, students and teachers agree this makes a huge difference in students being prepared for school the next day as well as allowing for more family time. When homework is finished, students have a variety of options and can make use of the technology lab, outdoor play area, gymnasium and classrooms for arts and crafts projects and board games. Parents feel good knowing their children are happy in our care.
Staff and Professional Learning:	Our teachers are involved in ongoing Professional Development throughout the school year. Examples include Go Math training and additional math training through Rutgers University. Teachers have also received ongoing training in Language Arts in the area of LLI kits as well as visits from a LA consultant focused on writing skills. Teachers and supervisors also use faculty meeting time for specific trainings.

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Student Supports and Services:	Harding School employs two ELL teachers to service students in Grades K-6. Comprehensive programs for students with disabilities are offered to provide the least restrictive environment and to be mainstreamed as often as possible with their peers. Co-teaching classrooms at every grade level support the inclusive environment. Speech teachers, occupational therapist, and a Child Study Team are also onsite. The Basic Skills program assists struggling learners in general education with routine support. Two full-time Guidance Counselors teach lessons in our classrooms across grade levels, and have outside programs to assist students in small groups or with individual concerns. The Multi-Tier System of Supports (MTSS) program assists teachers working with parents to refer students in need of additional assistance with strategies to meet academic success. The team meets to review interventions, develop a plan for new interventions, and track the progress of the student.
Student Health and Wellness:	Harding School offers a nutritious breakfast and lunch program for students in Grades K-6. Students engage in physical activities during physical education class and also on a daily basis during the recess period. The L.E.A.D. program is a staple of our 5th grade year as students work with our School Resource Officer on topics such as peer pressure and saying no to drugs and alcohol.
Parent and Community Involvement:	Community involvement thrives at Harding School. Student Council works with the Kenilworth Veterans Assoc. on projects such as our Thanksgiving Food Drive. Community members are invited in to share their knowledge and expertise with our students. The Harding School Band visits the Senior Center to perform for our senior citizens. The Kenilworth Rotary Club visits our school and provides new dictionaries for our third grade students. Students compete in academic contests and the L.E.A.D. Essay Contest. Students also participate in programs beyond the school such as the Four Centuries in a Weekend. The Harding School PTO is a great support to our teachers, students and families. A variety of PTO committees works each year in categories including, but not limited to, fundraising, Winter Wonderland, Room Parents and Teacher Appreciation. Parents are involved at all levels as class parents, room volunteers, mystery readers and event volunteers to name a few.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Our parents, students, and staff members are invited to share responses on their opinions to questions on various topics including school climate, academic performance and assessments, school safety, professional development, community involvement, visibility of administration, strategic planning, structure, and suggestions for improvement.
Facilities:	Harding School is a well-equipped facility that includes a gymnasium, auditorium, and a cafeteria which provides for an ease of use for daily programming. In addition, our school has a technology lab and a dedicated library/media center. Our building is a climate controlled space. There are ample grounds for play which include a soccer field, baseball field, playground equipment and plenty of room for recess and outdoor activities and lessons.
School Safety:	School safety is a primary concern at Harding School. All exits and entrances are secured, and visitors may only enter through the main door where they need to identify themselves to be buzzed in, then sign in and out. All staff wear staff ID tags, as well as all volunteers, substitute teachers and visitors. Regular drills keep us prepared in case of a real emergency.

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Technology and STEM:	Technology is always changing, and Harding School is keeping pace. Our students and staff have the use of a technology lab as well as computer carts housing Chromebooks. Our G & T teacher is leading our march toward an ever evolving STEM program. Students are involved in coding, a STEM Club after school, and are consistently training in technology as it advances. We also host Family Science and Family Math nights. Plans are in the works for an on-site Stem Lab next year.
Early Childhood Education:	Our Early Childhood Program includes a PSD class, an inclusive Pre-K class, as well as fifteen K-2 classrooms. We wrap around our students with varied programs including use of LLD kits and Touch math. Excellent growth occurs in our Grades Pre-K - 2 as we continue to use outstanding curricula and varied supports and researched based programs, such as GO Math, to help our youngest students reach their potential.

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Other Information:	Our Early Childhood Program is a focus for future growth, and a third Pre-kindergarten classroom was added to support our mission. In addition we do a stellar job with regarding to mainstreaming our special education students. For example, we have co-teaching classrooms at all grade levels. Our technology is ever growing with the addition of more laptop carts each year. Our goal is to regularly assess our needs and implement programs which help our students have the best education possible.The district curriculum and NJ Student Learning Standards continue to be the main thrust of the curricular activities at Harding School. A balanced language arts program is enthusiastically implemented in our classrooms. In addition to our reading series our students enjoy a core of "real" fiction and non-fiction books, which has stimulated an eagerness to read. Writing across the curriculum receives serious emphasis as students complete creative writing projects inclusive of stories, letters and poetry at varied grade levels. Primary teachers are using a balanced literacy program to supplement the district?s basic reading materials. Selected fiction and non-fiction books complement the intermediate reading programs. Long term projects are a regular occurrence, which support our curricular goals and emphasize planning, writing, presentation and subject knowledge. These projects include those assigned by teachers as well as extra-curricular opportunities such as literature contests at the state and community level in which our students participate.