NJ SCHOOL PERFORMANCE REPORT

ALAN B. SHEPARD ELEMENTARY SCHOOL
(23-3845-082)
Grades Offered: KG-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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† This indicates a table specific note,see note below table

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	OLD BRIDGE TWP
Principal Name	MR. MARINZOLI
Address	33 BUSHNELL RD OLD BRIDGE, NJ 08857-2320
Phone Number	(732)360-4499
Email Address	JOSEPH.MARINZOLI@OBPS.ORG
Website	https://www.oldbridgeadmin.org/Domain/617
Twitter	https://twitter.com/AlanBShepPrin

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	42	29	38
1	39	44	29
2	37	48	49
3	54	38	46
4	33	55	37
5	58	41	54
Total	263	255	253

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.0%	45.1%	49.0%
Male	51.0%	54.9%	51.0%
Economically Disadvantaged Students	22.1%	22.4%	24.1%
Students with Disabilities	24.7%	25.1%	26.9%
English Learners	9.5%	12.5%	13.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.8%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	62.0%	59.2%	57.3%
Hispanic	19.4%	22.0%	21.7%
Black or African American	3.8%	3.1%	3.6%
Asian	14.8%	15.7%	17.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	42	29	38

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	78.3%
Spanish	10.7%
Gujarati	2.4%
Russian	1.2%
Hindi	1.2%
Other Languages	6.3%

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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	50	43	50	Met Standard	51	46	50	Met Standard
White	45	40	50	Met Standard	40	45	51	Met Standard
Hispanic	72	41	49	**	57	44.5	48	**
Black or African American	*	45	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	52	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	41	49	**	N	55	51	**
Economically Disadvantaged	47.5	40	48	**	45	44	47	**
Students with Disabilities	46	43	41	Met Standard	32	39	43	Not Met
English Learners	*	52	54	**	*	51.5	51	**

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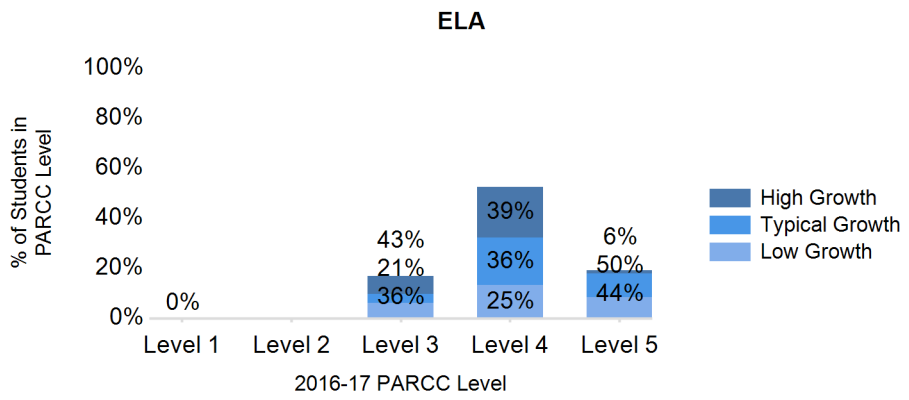
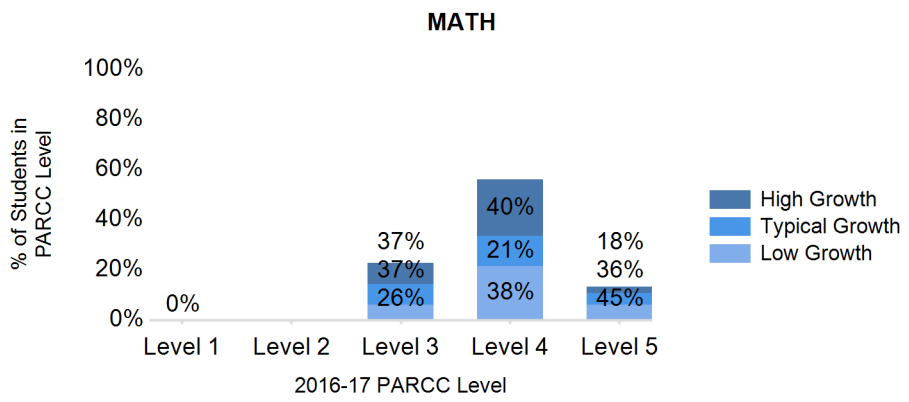
Student Growth by Performance Level

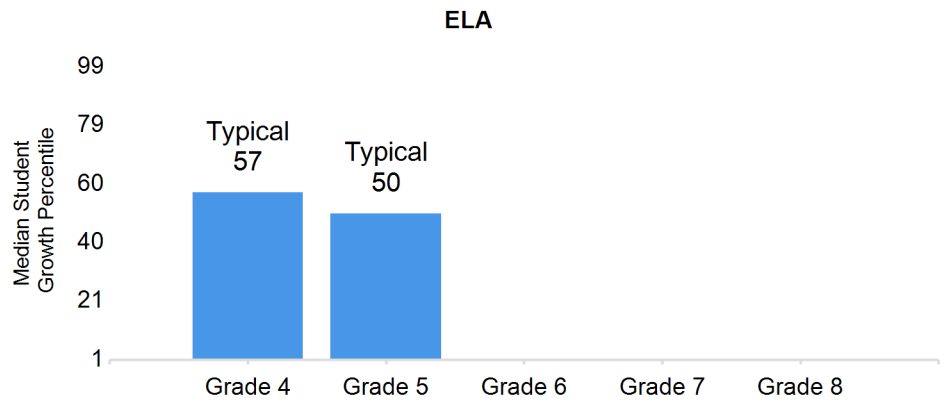
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

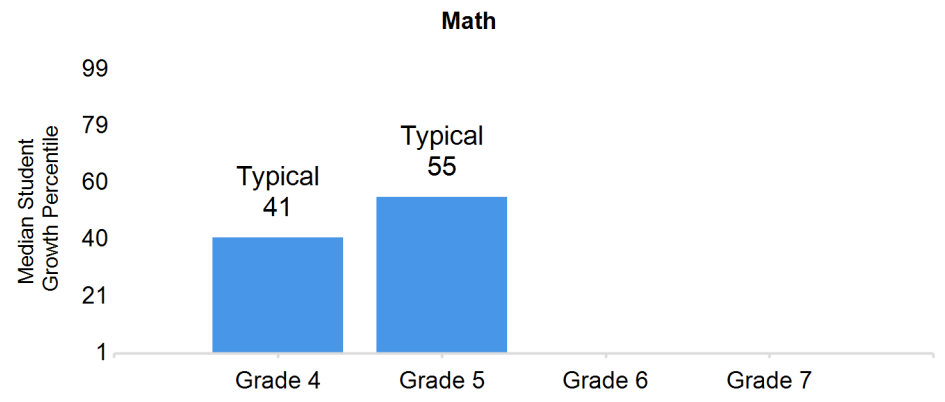




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	129	100.0	62.8	58.5	56.7	62.8	56.2	Met Target
White	78	100.0	61.6	57.7	65.6	61.6	57.4	Met Target
Hispanic	26	100.0	57.7	45.5	42.5	57.7	42.3	Met Target
Black or African American	*	*	*	49.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.2	82.3	*	60.1	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	60	100.0	61.7	66.9	64.5	61.7		
Male	69	100.0	63.7	50.6	49.4	63.7		
Economically Disadvantaged Students	22	100.0	45.5	*	38.5	45.5	40.7	Met Target
Non-Economically Disadvantaged Students	107	100.0	66.3	*	67.5	66.3		
Students with Disabilities	42	100.0	35.8	18.6	21.6	35.8	15.5	Met Target
Students without Disabilities	87	100.0	75.8	66.3	63.9	75.8		
English Learners	13	100.0	30.8	42.0	27.3	30.8	**	**
Non-English Learners	116	100.0	66.4	59.4	59.4	66.4		
Homeless Students	N	N	N	64.3	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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	44	754	763	750	*	*	32%	*	*	50%	52%
White	22	756	763	759	*	*	*	*	*	45%	61%
Hispanic	11	745	746	736	*	*	*	*	*	55%	38%
Black or African American	*	*	753	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	20	749	769	756	*	*	*	*	*	35%	57%
Male	24	758	758	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	748	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	767	762	*	*	*	*	*	*	64%
Students with Disabilities	14	729	722	719	*	*	*	*	*	29%	24%
Students without Disabilities	30	765	771	756	*	*	*	*	*	60%	57%
English Learners	*	*	732	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	764	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	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	35	771	765	756	*	*	*	46%	31%	77%	58%
White	25	767	763	764	*	*	*	*	*	76%	68%
Hispanic	*	*	757	744	*	*	*	*	*	*	44%
Black or African American	N	N	761	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	19	779	774	762	*	*	*	*	*	79%	63%
Male	16	762	756	751	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	767	*	*	*	*	*	*	70%
Students with Disabilities	11	749	733	726	*	*	*	*	*	45%	25%
Students without Disabilities	24	781	773	762	*	*	*	*	*	92%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	759	*	*	*	*	*	*	61%
Homeless Students	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	51	766	766	755	*	*	22%	*	*	69%	58%
White	32	765	765	763	0%	*	*	*	*	63%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	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	24	773	770	762	*	*	*	*	*	75%	66%
Male	27	761	762	749	*	*	*	*	*	63%	51%
Economically Disadvantaged Students	*	*	754	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	71%
Students with Disabilities	13	738	738	724	*	*	*	*	*	31%	22%
Students without Disabilities	38	776	772	762	*	*	*	*	*	82%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	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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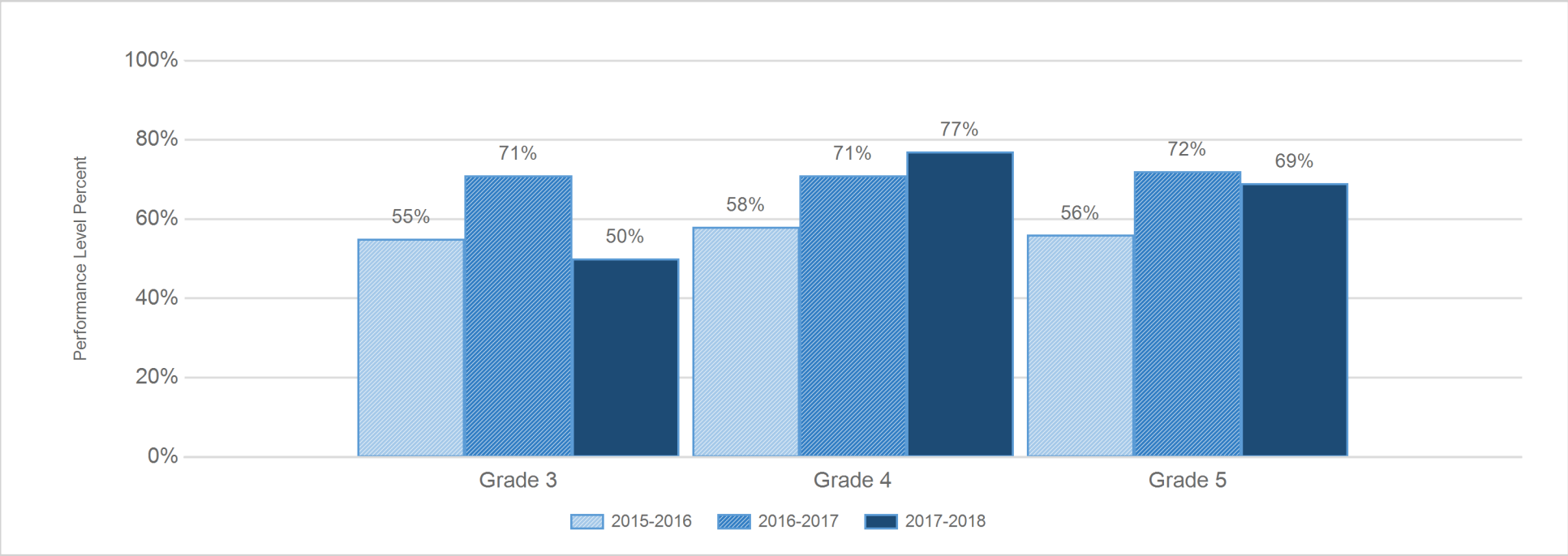
English Language Arts/Literacy Assessment - Performance Trends

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	129	100.0	54.3	47.2	45.0	54.3	47.8	Met Target
White	78	100.0	55.2	46.7	54.1	55.2	55.3	Met Target†
Hispanic	26	100.0	46.2	31.8	29.2	46.2	25.1	Met Target
Black or African American	*	*	*	36.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.3	77.0	*	50.7	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	60	100.0	50.0	50.1	46.0	50.0		
Male	69	100.0	58.0	44.7	43.9	58.0		
Economically Disadvantaged Students	22	100.0	40.9	*	26.6	40.9	30.9	Met Target
Non-Economically Disadvantaged Students	107	100.0	57.0	*	55.9	57.0		
Students with Disabilities	42	100.0	35.7	16.5	17.1	35.7	22.9	Met Target
Students without Disabilities	87	100.0	63.2	53.3	50.5	63.2		
English Learners	13	100.0	30.8	37.2	24.6	30.8	**	**
Non-English Learners	116	100.0	56.9	47.9	46.9	56.9		
Homeless Students	N	N	N	35.7	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	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	44	753	760	752	0%	*	32%	*	*	48%	53%
White	22	757	761	760	0%	*	*	*	*	55%	64%
Hispanic	11	742	743	739	0%	*	*	*	*	36%	38%
Black or African American	*	*	749	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	20	748	760	752	0%	*	*	*	*	30%	53%
Male	24	757	761	751	0%	*	*	*	*	63%	53%
Economically Disadvantaged Students	*	*	747	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	764	762	*	*	*	*	*	*	66%
Students with Disabilities	14	739	730	730	0%	*	*	*	*	29%	29%
Students without Disabilities	30	760	766	756	0%	*	*	*	*	57%	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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

ALAN B. SHEPARD ELEMENTARY SCHOOL
(23-3845-082)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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	35	754	751	748	*	*	*	*	*	60%	49%
White	25	752	749	755	*	*	*	*	*	56%	60%
Hispanic	*	*	740	737	*	*	*	*	*	*	34%
Black or African American	N	N	745	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	19	757	754	748	*	*	*	*	*	63%	50%
Male	16	751	747	748	*	*	*	*	*	56%	49%
Economically Disadvantaged Students	*	*	741	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	754	758	*	*	*	*	*	*	62%
Students with Disabilities	11	738	727	725	*	*	*	*	*	36%	22%
Students without Disabilities	24	761	756	753	*	*	*	*	*	71%	55%
English Learners	*	*	723	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	752	750	*	*	*	*	*	*	52%
Homeless Students	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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(23-3845-082)
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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	51	759	755	748	0%	*	29%	*	*	61%	49%
White	32	758	754	756	0%	*	34%	*	*	56%	60%
Hispanic	*	*	746	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	24	761	754	749	0%	*	*	*	*	63%	50%
Male	27	757	756	747	0%	*	*	*	*	59%	48%
Economically Disadvantaged Students	*	*	744	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	758	758	*	*	*	*	*	*	62%
Students with Disabilities	13	742	735	726	0%	*	*	*	*	38%	20%
Students without Disabilities	38	764	759	752	0%	*	*	*	*	68%	55%
English Learners	*	*	727	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	755	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	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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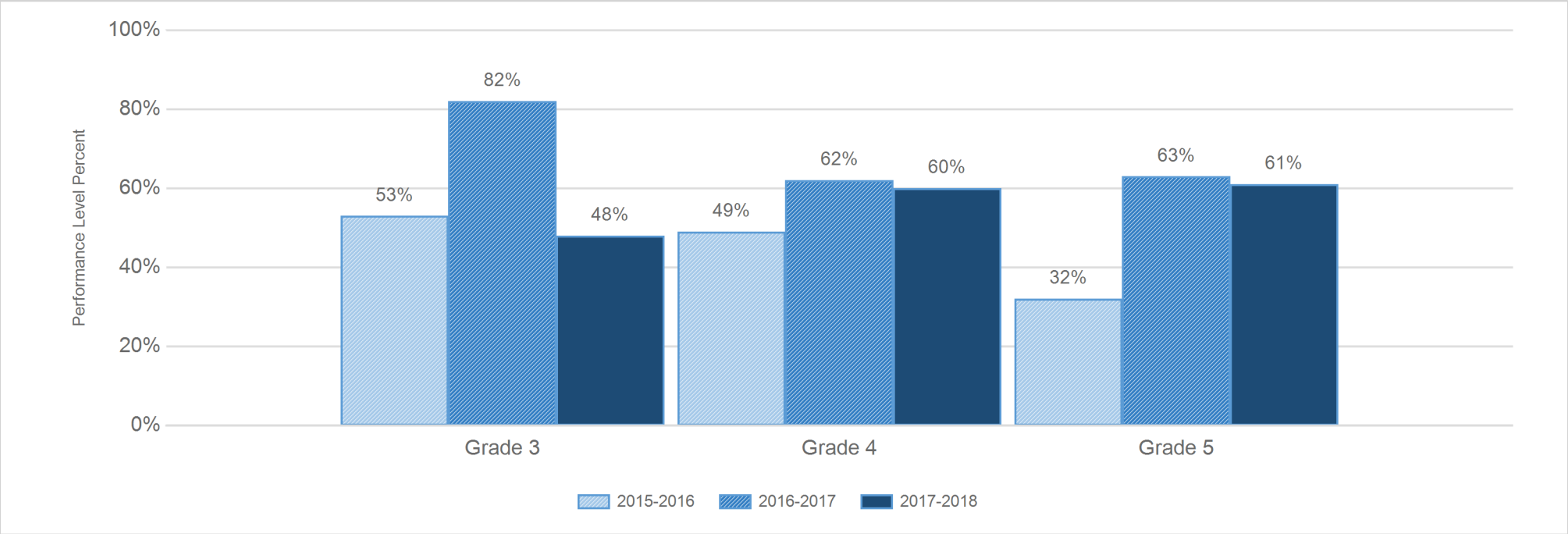
Mathematics Assessment – Performance Trends

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	41.7%	60.7%	Not Met

† 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	13	*	*
3-4	16	*	*
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.

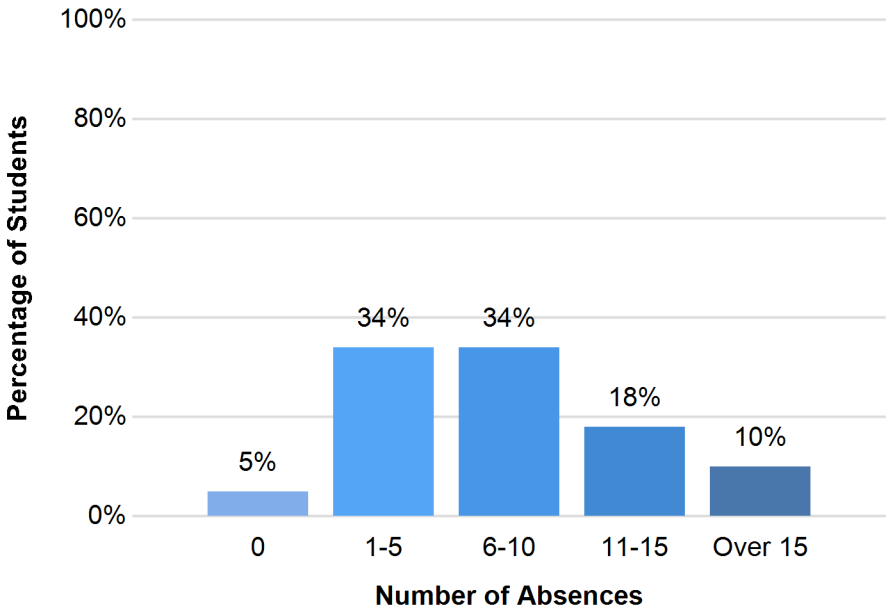
Chronic Absenteeism

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	16	6.3	8.9	Met
White	10	6.9	8.9	Met
Hispanic	4	7.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	4.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	11.5	8.9	Not Met
Students with Disabilities	7	10.4	8.9	Not Met
English Learners	1	2.9	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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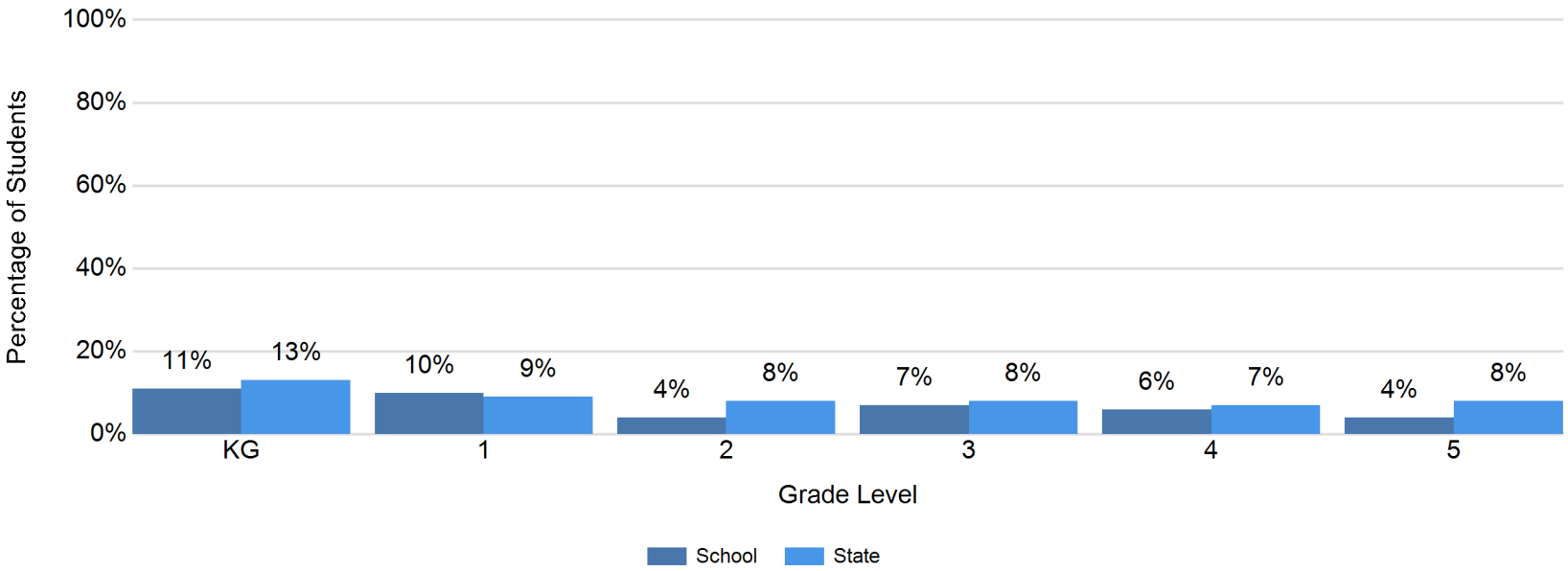
Chronic Absenteeism by Grade

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	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

NJ SCHOOL PERFORMANCE REPORT

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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	1	0	1
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$385	$14,524	$14,909

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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	31	117,464
Average years experience in public schools	8.8	12.0
Average years experience in district	8.0	10.7
Teachers in district for 4 or more years	74.2%	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	40	9,374
Average years experience in public schools	16.8	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	95.0%	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	8:1	12:1
Students to Administrators	253:1	217:1
Teachers to Administrators	31:1	18:1
Students to Librarians/Media Specialists		1738:1
Students to Nurses		668:1
Students to Counselors		362:1
Students to Child Study Team		272:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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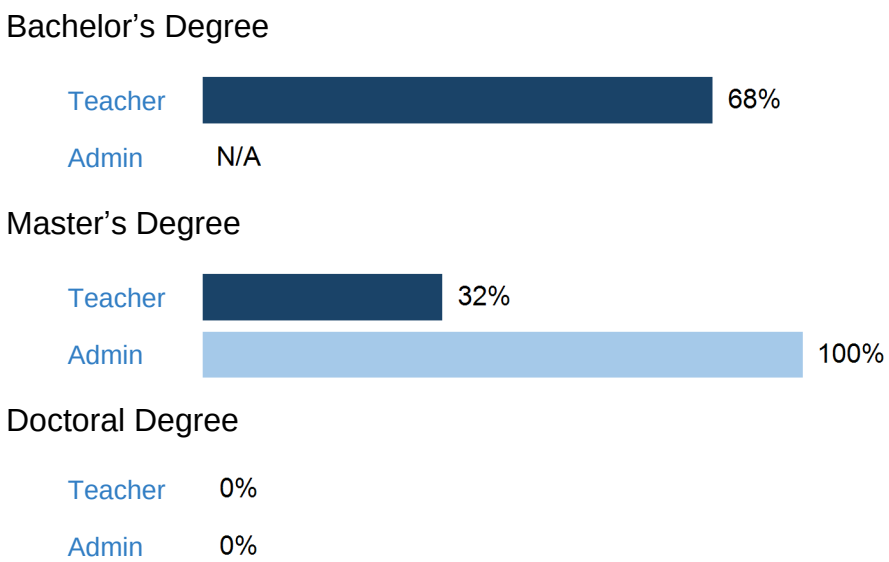
Teachers and Administrators - Level of Education

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	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	92.5%	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	97.2%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.1%	0.0%
Male	12.9%	100.0%
White	96.8%	100.0%
Hispanic	3.2%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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(23-3845-082)
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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	54.74	15.0%
Mathematics Proficiency	57.82	15.0%
English Language Arts Growth	46.21	20.0%
Mathematics Growth	28.43	20.0%
Progress Towards English Language Proficiency	20.85	20.0%
Chronic Absenteeism	58.15	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.80	n/a
Summative Rating: Percentile Rank of Summative Score	34.77	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	Met Standard	Not Met	Met	No
White	31.72	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	59.52	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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:	• 2016-2020 National School of Character -- this is the second time Shepard School has received this honor • Recognized by Princeton University as an ongoing community action partner in its Pace Center for Civic Engagement • Featured in NJ Classroom Closeup for its Play Unified Program – an inclusive program for children of all abilities and recognized as a Unified Champion School by Special Olympics
Mission, Vision, Theme:	The Alan B Shepard Elementary School is dedicated to creating an atmosphere of mutual respect where emerging knowledge is fostered, respected and shared. The students at Shepard pledge each day to: share, help, empower every person, promote positive character, accept others, respect all and do their best.
Awards, Recognition, Accomplishments:	State and National School of Character in 2011 with a requalification for both titles in 2016. Awarded several promising practices by Character.Org. Featured in NJN's Classroom Closeup for 3 practices: Number the Stars Holocaust Education Project, Shark News anchored by Shepard's ESL students and the Play Unified Integrated Play Program. Ongoing partner with Princeton University's Pace Center for Civic Engagement, Program for Community-Engaged Scholarship, and Engineers without Borders

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Courses, Curriculum, Instruction:	The curriculum and instruction at Shepard are guided by the NJ Learning Standards. Achievement is measured by clearly established benchmarks. Projects and hands on learning are included as part of instruction. Skills such as Critical Thinking, Problem Solving, Communication, Collaboration, Creativity and Innovation are all targeted.
Clubs and Activities:	There are several opportunities for student engagement and participation at Shepard. The Student Council, K Kids Club, Safety Patrol, Choir, Art Club, Running Club, and our Play Unified Partners are all opportunities where students can cultivate leadership, friendships, and a variety of other critical social skills.

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Before and After School Programs:	In collaboration with the Parks and Recreation Department of the Township of Old Bridge, our non-profit Before and After Care Program offers affordable childcare for students beginning at 7:00 am and ending at 6:00 pm. Supported by parent tuition fees only, all Shepard students are eligible to attend. Activities include 45 minutes of homework time followed by organized games, crafts, and movies.
Staff and Professional Learning:	A variety of opportunities for teachers and staff to continue professional learning are offered by both the district and the school. There are two in-service days that are built into the district calendar as well as several Professional Learning Community Days that focus on more building specific needs. In addition, staff members have the opportunity to take 2 professional development days during the year and have access to Frontline, an online professional development facilitation platform.

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Student Supports and Services:	A set of comprehensive services are offered at our school to address the needs of diverse learners. The Department of Special Services oversees our Resource and Multiply Disabled Program. An RTI program is also utilized to monitor progress and help students who are not classified. A robust ESL program is present at Shepard and G&T services are also available for students who qualify.
Student Health and Wellness:	Our nursing staff conducts general screenings including vision, hearing and scoliosis. Immunization records are monitored and communication is consistently maintained with parents. Free Breakfast and Lunch is offered to eligible students. Reduced and full price meals are also available for purchase. Physical education requirements are met by both in-class activities and weekly Physical Education activities and instruction.
Parent and Community Involvement:	A vibrant PTA enhances all aspects of our School. Parents are encouraged to join and participate. The PTA provides extra curricular activites and events during the course of the year that help foster community involvement. A Parent Advisory Council and School Safety Team also meet regularly with the building Principal in an effort to gain community and parental insight.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is administered on bi-annual basis. The results are analyzed by school administration and are used to effect change. The results are also reviewed by the Parent Advisory Council, the Teacher Advisory Council and the ScIP team. Changes and improvements are discussed collaboratively.
Facilities:	The building facility has air conditioned instructional classrooms and smartboard technology in each instructional classroom. The Gymnasium and Lunchroom are also air conditioned. The Playground Equipment has components that encourage inclusive play, and improvements are made to the entire facility annually.
School Safety:	The school and district have established partnerships with local Law Enforcement that have advanced the security of the schools. Professional Development on safety and security topics are part of staff and administration protocol.

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Technology and STEM:	Teachers in varous grades present STEM and STEAM related topics in a variety of styles and lessons. Integration of the available technology occurs progressively from K-5. Students become familiar with Bee Bots, and OzoBots. A 3-D printer is also utilized for select projects in the school.

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Other Information:	Shepard elementary is one of 12 elementary schools in the Old Bridge Township Public School District. Its dedicated staff included over 30 skilled professionals. The philosophy of Shepard School is derived from the "Mission Statement" of the Old Bridge Township Public Schools. Our focus is pupil-centered and our programs and activites are designed to address the academic, social and emotional needs of all our students.