NJ SCHOOL PERFORMANCE REPORT

CHEESEQUAKE ELEMENTARY SCHOOL
(23-3845-105)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	DR. FERRY
Address	111 ROUTE 34 MATAWAN, NJ 07747-3450
Phone Number	(732)360-4552
Email Address	THOMAS.FERRY@OBPS.ORG
Website	https://www.oldbridgeadmin.org/Domain/198
Twitter	https://twitter.com/CheesequakePrin

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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	50	41	47
1	47	56	43
2	44	47	56
3	44	46	49
4	54	42	48
5	50	52	42
Total	289	284	285

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	47.4%	47.2%	46.7%
Male	52.6%	52.8%	53.3%
Economically Disadvantaged Students	37.4%	35.9%	31.9%
Students with Disabilities	12.1%	14.4%	11.2%
English Learners	10.7%	6.7%	8.4%
Homeless Students		0.4%	0.0%
Students in Foster Care		0.0%	0.0%
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	55.0%	50.0%	46.7%
Hispanic	9.3%	10.2%	12.3%
Black or African American	8.7%	11.3%	11.6%
Asian	26.6%	27.5%	28.8%
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	0.3%	1.1%	0.7%

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	50	41	47

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	74.7%
Urdu	6.0%
Gujarati	4.2%
Spanish	4.2%
Arabic	2.1%
Other Languages	8.8%

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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	56.5	43	50	Met Standard	39.5	46	50	Not Met
White	61.5	40	50	Exceeds Standard	38	45	51	Not Met
Hispanic	*	41	49	**	*	44.5	48	**
Black or African American	*	45	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	52	56	61	Met Standard	52	52	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	41	49	**	N	55	51	**
Economically Disadvantaged	56	40	48	Met Standard	40	44	47	Met Standard
Students with Disabilities	54.5	43	41	**	17	39	43	**
English Learners	62	52	54	Exceeds Standard	52	51.5	51	Met Standard

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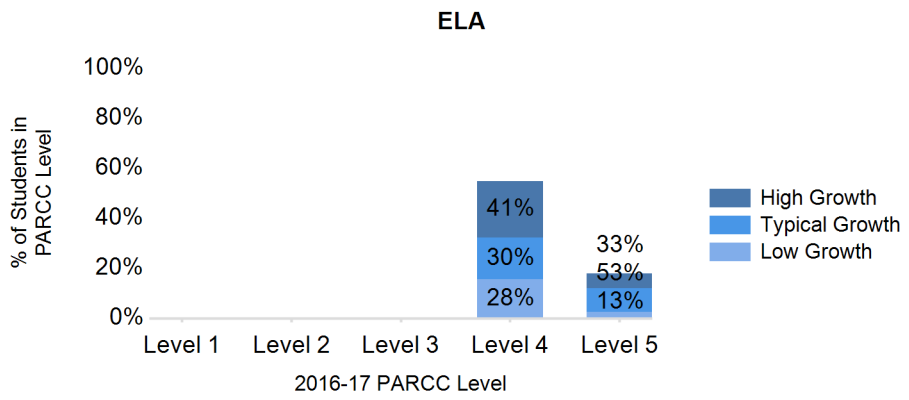
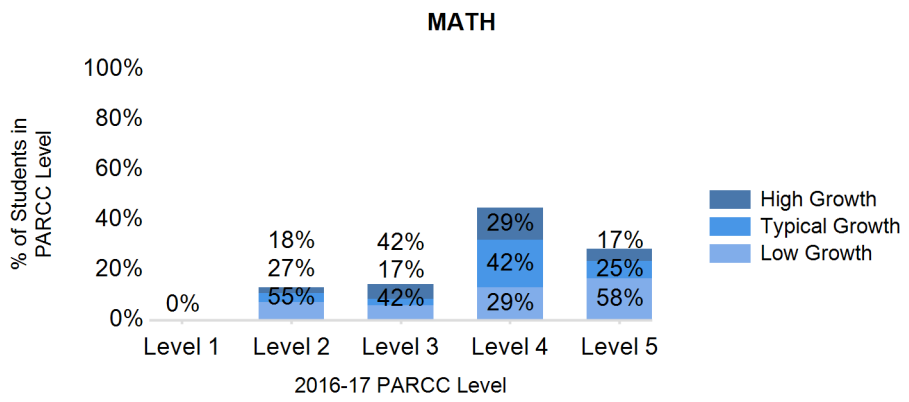
Student Growth by Performance Level

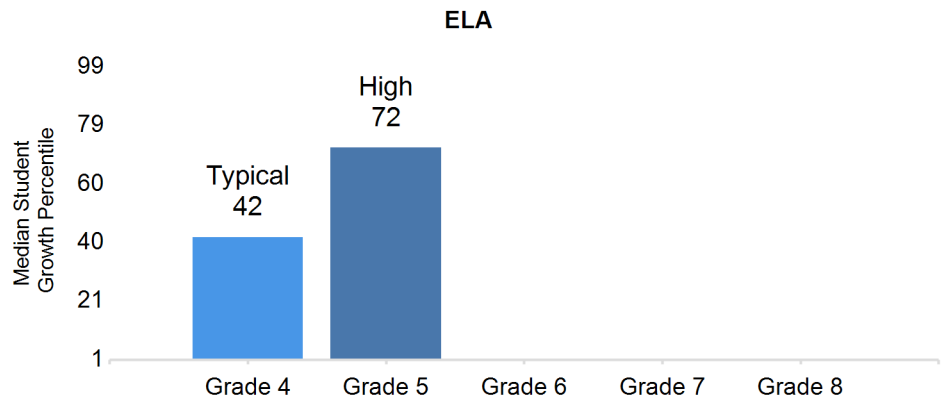
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

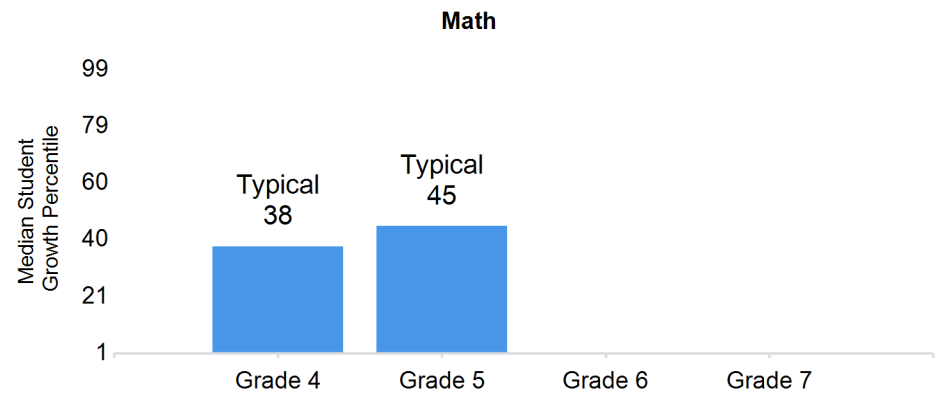




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	136	100.0	77.2	58.5	56.7	77.2	77.3	Met Target†
White	71	100.0	78.8	57.7	65.6	78.8	78.5	Met Target
Hispanic	*	*	*	45.5	42.5	*	**	**
Black or African American	14	100.0	78.6	49.1	37.3	78.6	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	84.6	75.2	82.3	84.6	72.8	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	61	100.0	78.7	66.9	64.5	78.7		
Male	75	100.0	76.0	50.6	49.4	76.0		
Economically Disadvantaged Students	48	100.0	60.4	*	38.5	60.4	63.8	Met Target†
Non-Economically Disadvantaged Students	88	100.0	86.4	*	67.5	86.4		
Students with Disabilities	25	100.0	48.0	18.6	21.6	48.0	33.3	Met Target
Students without Disabilities	111	100.0	83.8	66.3	63.9	83.8		
English Learners	29	100.0	55.2	42.0	27.3	55.2	54.9	Met Target
Non-English Learners	107	100.0	83.2	59.4	59.4	83.2		
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		

† 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	49	788	763	750	0%	*	*	57%	29%	86%	52%
White	23	783	763	759	0%	*	*	*	*	83%	61%
Hispanic	*	*	746	736	*	*	*	*	*	*	38%
Black or African American	*	*	753	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	17	797	779	777	0%	0%	*	*	*	88%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	23	787	769	756	0%	*	*	*	*	83%	57%
Male	26	788	758	744	0%	*	*	*	*	88%	46%
Economically Disadvantaged Students	13	774	748	733	0%	*	*	*	*	77%	34%
Non-Economically Disadvantaged Students	36	793	767	762	0%	*	*	*	*	89%	64%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	57%
English Learners	N	N	732	712	N	N	N	N	N	N	15%
Non-English Learners	49	788	764	753	0%	*	*	57%	29%	86%	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	46	764	765	756	*	*	24%	*	*	67%	58%
White	20	759	763	764	0%	*	*	*	*	65%	68%
Hispanic	*	*	757	744	*	*	*	*	*	*	44%
Black or African American	*	*	761	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	779	780	782	0%	*	*	*	*	80%	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	16	776	774	762	*	*	*	*	*	75%	63%
Male	30	758	756	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	20	754	753	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	26	772	769	767	*	*	*	*	*	77%	70%
Students with Disabilities	*	*	733	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	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	43	776	766	755	*	*	*	51%	28%	79%	58%
White	28	780	765	763	*	*	*	*	*	86%	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	N	N	*	763	N	N	N	N	N	N	65%
Female	24	777	770	762	*	*	*	*	*	79%	66%
Male	19	774	762	749	*	*	*	*	*	79%	51%
Economically Disadvantaged Students	15	754	754	739	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	28	787	769	766	*	*	*	*	*	93%	71%
Students with Disabilities	11	743	738	724	*	*	*	*	*	45%	22%
Students without Disabilities	32	787	772	762	*	*	*	*	*	91%	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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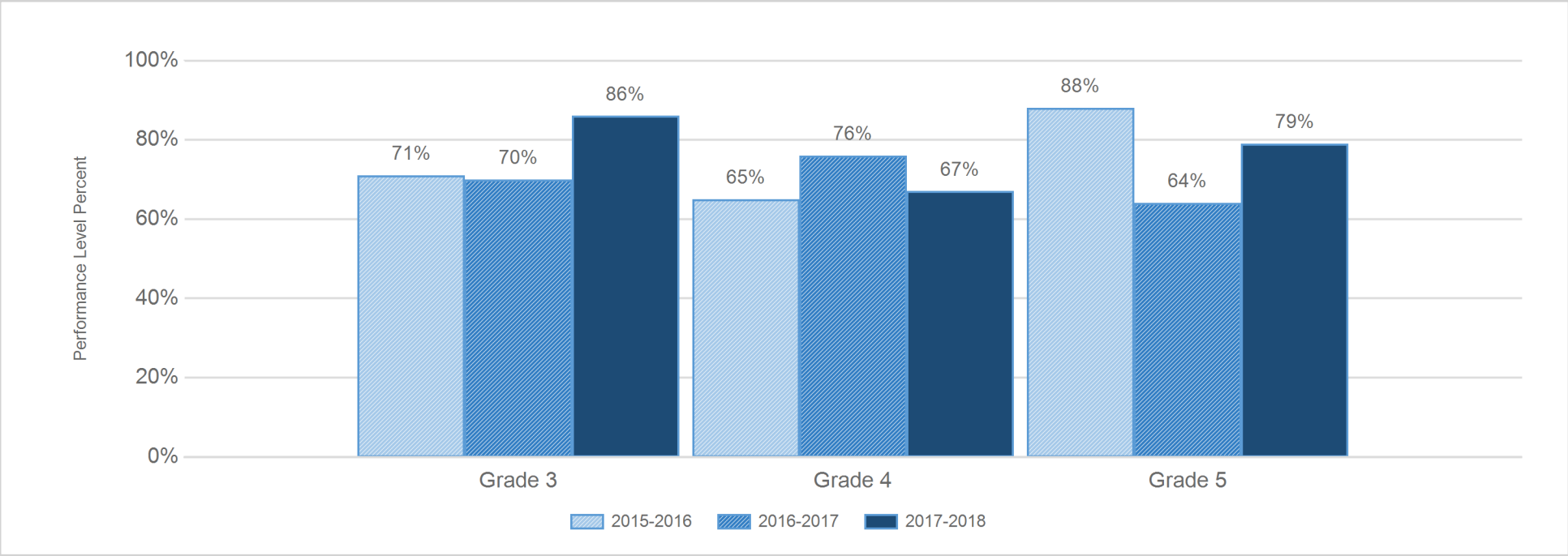
English Language Arts/Literacy Assessment - Performance Trends

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	138	100.0	74.6	47.2	45.0	74.6	70	Met Target
White	72	100.0	81.9	46.7	54.1	81.9	67.7	Met Goal
Hispanic	*	*	*	31.8	29.2	*	**	**
Black or African American	14	100.0	71.4	36.8	23.4	71.4	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	82.0	66.3	77.0	82.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	61	100.0	72.2	50.1	46.0	72.2		
Male	77	100.0	76.6	44.7	43.9	76.6		
Economically Disadvantaged Students	50	100.0	52.0	*	26.6	52.0	58.4	Met Target†
Non-Economically Disadvantaged Students	88	100.0	87.5	*	55.9	87.5		
Students with Disabilities	25	100.0	48.0	16.5	17.1	48.0	33.2	Met Target
Students without Disabilities	113	100.0	80.5	53.3	50.5	80.5		
English Learners	31	100.0	61.3	37.2	24.6	61.3	61.7	Met Target†
Non-English Learners	107	100.0	78.5	47.9	46.9	78.5		
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	49	786	760	752	0%	*	*	47%	45%	92%	53%
White	23	783	761	760	0%	*	0%	*	*	96%	64%
Hispanic	*	*	743	739	*	*	*	*	*	*	38%
Black or African American	*	*	749	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	794	776	780	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	23	776	760	752	0%	*	*	*	*	83%	53%
Male	26	795	761	751	0%	*	*	*	*	100%	53%
Economically Disadvantaged Students	13	775	747	736	0%	*	*	*	*	77%	35%
Non-Economically Disadvantaged Students	36	791	764	762	0%	*	*	*	*	97%	66%
Students with Disabilities	*	*	730	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	57%
English Learners	N	N	738	726	N	N	N	N	N	N	23%
Non-English Learners	49	786	761	754	0%	*	*	47%	45%	92%	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

CHEESEQUAKE ELEMENTARY SCHOOL
(23-3845-105)
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
† This indicates a table specific note,see note below table

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	48	760	751	748	*	*	*	*	*	69%	49%
White	21	759	749	755	*	*	*	*	*	81%	60%
Hispanic	*	*	740	737	*	*	*	*	*	*	34%
Black or African American	*	*	745	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	780	768	774	0%	*	*	*	*	80%	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	16	767	754	748	*	*	*	*	*	75%	50%
Male	32	757	747	748	*	*	*	*	*	66%	49%
Economically Disadvantaged Students	22	745	741	733	*	*	*	*	*	55%	30%
Non-Economically Disadvantaged Students	26	773	754	758	*	*	*	*	*	81%	62%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	756	753	*	*	*	*	*	*	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

CHEESEQUAKE ELEMENTARY SCHOOL
(23-3845-105)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	757	755	748	*	*	*	*	*	63%	49%
White	28	760	754	756	*	*	*	*	*	71%	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	N	N	*	754	N	N	N	N	N	N	55%
Female	24	758	754	749	*	*	*	*	*	63%	50%
Male	19	757	756	747	*	*	*	*	*	63%	48%
Economically Disadvantaged Students	15	744	744	733	*	*	*	*	*	27%	29%
Non-Economically Disadvantaged Students	28	764	758	758	*	*	*	*	*	82%	62%
Students with Disabilities	11	728	735	726	*	*	*	*	*	27%	20%
Students without Disabilities	32	767	759	752	*	*	*	*	*	75%	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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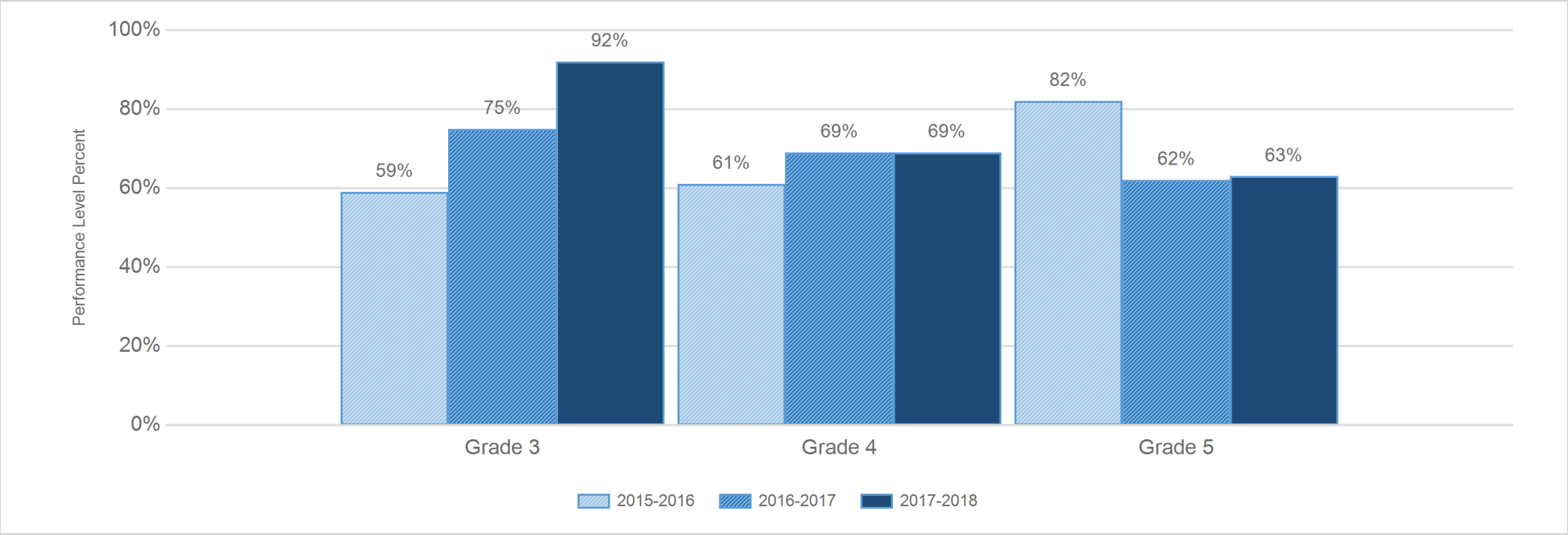
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	N	N

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	84.6%	**	**

† 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	15	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

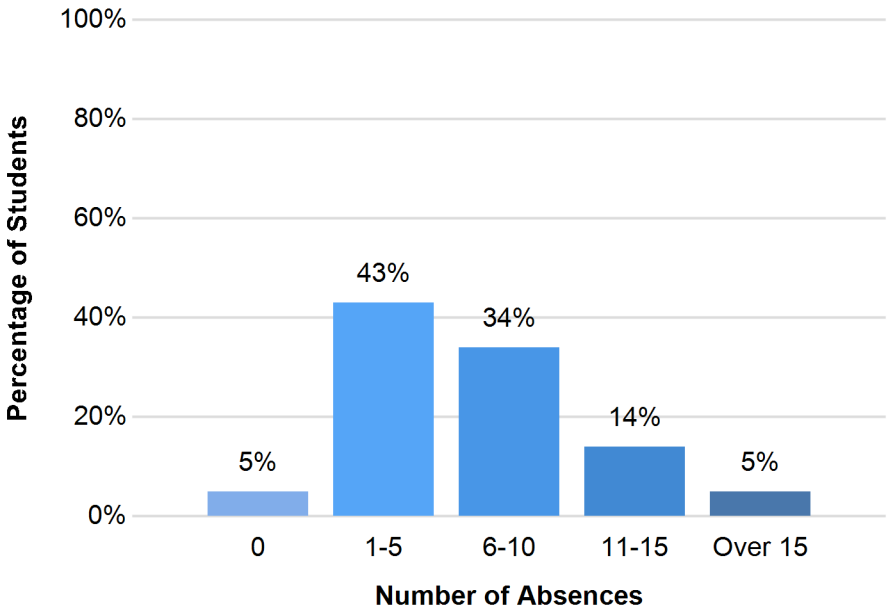
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	4	1.4	8.9	Met
White	3	2.2	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	2.2	8.9	Met
Students with Disabilities	2	6.1	8.9	Met
English Learners	0	0	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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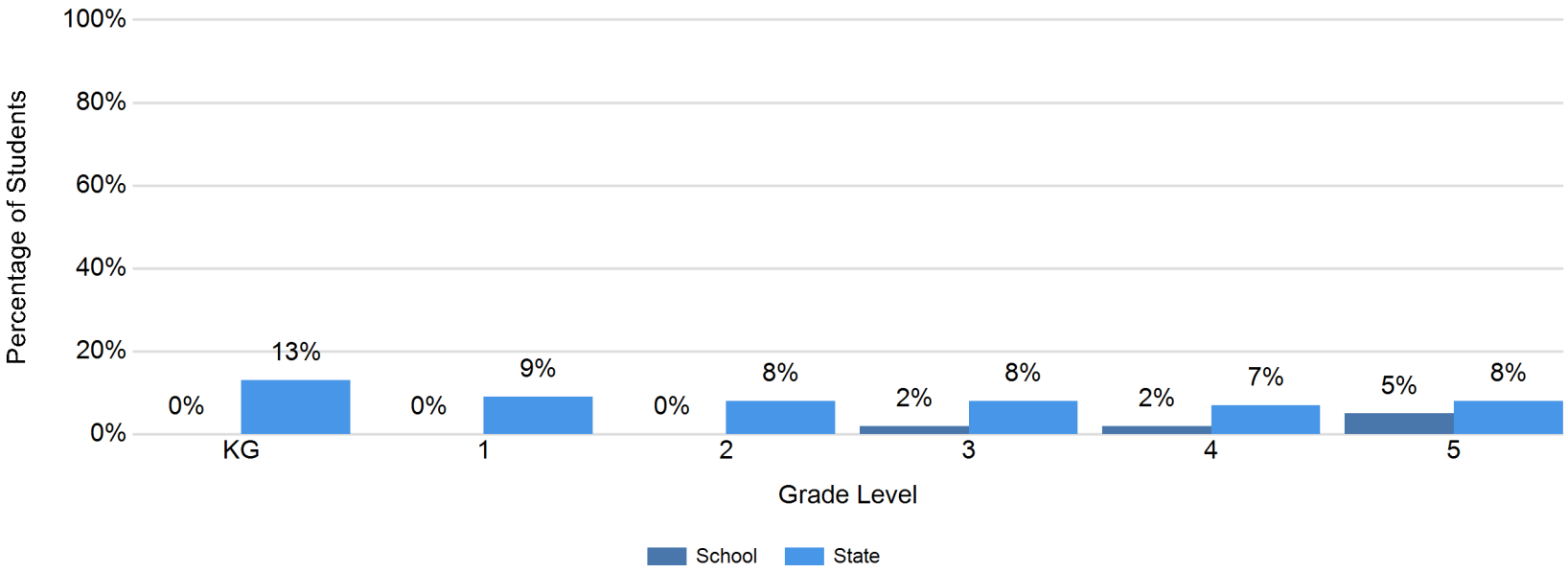
Chronic Absenteeism by Grade

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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.70

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	1	0	1
No Identified Nature	0		0

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

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

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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	25	117,464
Average years experience in public schools	15.3	12.0
Average years experience in district	14.5	10.7
Teachers in district for 4 or more years	92.0%	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	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	11:1	12:1
Students to Administrators	285:1	217:1
Teachers to Administrators	25:1	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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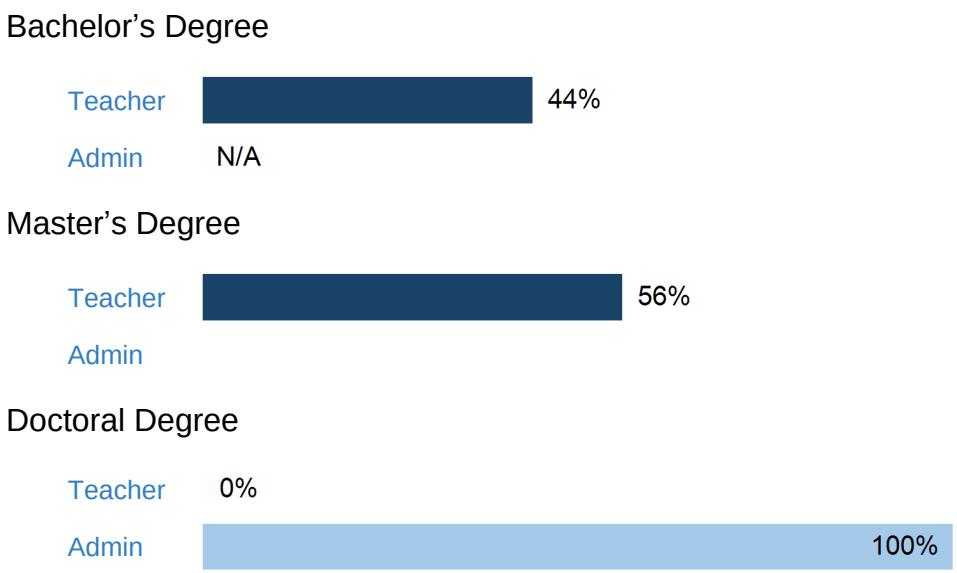
Teachers and Administrators - Level of Education

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	97.4%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	96.0%	0.0%
Male	4.0%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

CHEESEQUAKE ELEMENTARY SCHOOL
(23-3845-105)
Grades Offered: KG-05
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	84.18	17.5%
Mathematics Proficiency	91.53	17.5%
English Language Arts Growth	69.61	25.0%
Mathematics Growth	17.51	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	97.36	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	67.13	n/a
Summative Rating: Percentile Rank of Summative Score	76.54	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	No
White	68.95	14.08	No	Met Target	Met Goal	Exceeds Standard	Not Met	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	40.23	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	73.84	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
English Learners	78.52	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Cheesequake was named a 2017 National Blue Ribbon School by the United States Department of Education • Cheesequake is a National Title I Distinguished School, given this distinction as an Exemplary High Performing School. • Cheesequake is a National Model School of Character, as designated by Character.Org.
Mission, Vision, Theme:	Cheesequake's mission is to inspire the love of learning, embrace diversity, and cultivate a caring, respectful, supportive environment that is conducive to empowering individual achievement.
Awards, Recognition, Accomplishments:	In 2014, Cheesequake was named a National School of Character by character.org for the multifaceted character education system that we instituted and foster. In 2015, as a result of our outstanding academic results on state assessments, Cheesequake was named a National Title I Distinguished School, one of only two schools in NJ that year to earn the honor. Due to continued academic excellence, the US Department of Education named Cheesequake a 2017 National Blue Ribbon School of Excellence.

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Clubs and Activities:	Our students have a multitude of volunteer opportunities, activities, clubs, and leadership roles available to them. Older students serve as Bus Character Leaders, teachers' helpers, referees at recess, peer mentors to younger children, and Student Council members. Students help with Relay for Life and give hair for Locks of Love, participate in Jump Rope for Heart, do math for St. Jude's Children's Hospital, and gather care packages for the homeless, as just a few examples.

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Before and After School Programs:	Before Care and After Care is offered for students in Grades K-5 for parents who need additional supervision in the early morning or late afternoon and evening hours. This program, run by the Township of Old Bridge, is utilized by dozens of our students and, while separate from the school district itself, is very helpful for our students, parents, and school community.
Staff and Professional Learning:	Cheesequake's professional development approach provides sustained, data-driven, and need-focused support and learning opportunities to enhance teacher and principal effectiveness and student and school success. Cheesequake teachers receive PD through three district-wide professional development days, five research-supported, Cheesequake-based Professional Learning Community (PLC) days (two hours each), 10 faculty meetings, and two additional professional days for each teacher.

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Student Supports and Services:	Our Challenge program provides a robust STEAM program for students identified as gifted & talented. Multiple academic supports exist for struggling learners. Struggling learners may receive Tier I, II, and III interventions through our thriving RTI program. Others receive Special Education services or ESL. Students eligible for Title I services also receive supplemental instruction in mathematics and ELA after school and in the summer.
Student Health and Wellness:	Students at Cheesequake receive 150 minutes or more of physical education, health, and classroom PE per week. They enjoy recess daily, and students also engage in "brain breaks" and exercise at different junctures throughout the day. Numerous programs, activities, and initiatives are designed to help students be as physically, emotionally, and socially healthy as possible throughout the school year.
Parent and Community Involvement:	Our excellent Parent Teacher Association (PTA) assists with planning school events, trips, and fundraising. The principal and teachers attend the monthly PTA meetings to discuss student and school highlights. Parents and the community are informed of students' academic achievements in multiple ways. Twitter has become a frequently used social media vehicle to highlight student and school accomplishments. Our Realtime Parent Portal provides updated access to student grades and attendance.

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Climate Surveys:	Cheesequake's school climate survey is provided annually to students, parents, and staff. Like our overall extensive use of data, the climate survey is used to identify our strengths so that we can continue, replicate, and expand them, as well as to identify any areas that we can further strengthen and enhance.
Facilities:	Cheesequake's school facility has experienced exciting technology upgrades in recent years. Every classroom and instructional space has a Smartboard or interactive whiteboard. HP Streams, Ipads, an Kindles are provided to students, allowing our school to nearly be 1-to-1. Teachers employ this and a myriad of other technology daily to enhance teaching and learning. Cheesequake is currently undergoing renovations to enhance the building's energy efficiency.

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Other Information:	We strive to consistently cultivate and foster a warm, inclusive, respectful, and collaborative school culture. We engage our racially, religiously, ethnically, and socioeconomically diverse student population by showing that we value and celebrate diversity while calling positive attention to collective goals and expectations. Each student demonstrates pride in his/her ethnicity through The Eagle Has Landed Program, nationally recognized as a Promising Practice by character.org. Through this program, each classroom celebrates diversity and multiculturalism for one week as they learn how to say hello and goodbye in all languages spoken in the room, create a class poster on tolerance, and engage in a cultural show and tell, explaining an item of cultural significance. Through this and other initiatives, we have transformed our diversity from a potential challenge into one of our greatest strengths. Thirty at-risk students take part in our Eagle Gets Mentored program and are mentored weekly by twenty-five staff volunteers.To help students with struggling socialization skills, the guidance counselor conducts “lunch bunches” each week, facilitating conversations during small group lunch meetings in her office. Students who are observed demonstrating a pillar of character are issued “Good Character Leaves,” have their names read over the PA system on Fridays, and receive a Good Character Certificate from the principal in class. Each marking period, students vote on which classmate showed the best character, and a Student With Character is recognized from each class in front of the school during a character education assembly. Students receive “Oh Wow! Certificates” from teachers for work that stands out as exemplary, and the principal places a congratulatory call to the parent in front of the student. These and many other practices allow us to foster a thriving school culture where students feel safe and happy and thus have their minds primed for optimal learning.