NJ SCHOOL PERFORMANCE REPORT

LEROY GORDON COOPER ELEMENTARY SCHOOL
(23-3845-113)
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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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	MS. GRAMATA
Address	160 BIRCHWOOD DRIVE CLIFFWOOD BEACH, NJ 07735-6123
Phone Number	(732)290-3881
Email Address	CGRAMATA@OBPS.ORG
Website	https://www.oldbridgeadmin.org
Twitter	https://twitter.com/coopthecrab

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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	24	25	24
1	45	42	37
2	36	44	42
3	53	37	38
4	38	53	35
5	39	38	48
Total	235	239	224

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	46.8%	49.4%	50.9%
Male	53.2%	50.6%	49.1%
Economically Disadvantaged Students	41.7%	46.4%	38.8%
Students with Disabilities	17.0%	14.2%	11.2%
English Learners	11.5%	11.7%	8.9%
Homeless Students		1.3%	1.3%
Students in Foster Care		0.0%	0.9%
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	56.6%	49.8%	47.8%
Hispanic	17.9%	18.0%	17.4%
Black or African American	10.2%	11.7%	12.1%
Asian	13.6%	16.7%	18.3%
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	1.7%	3.8%	4.5%

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	24	25	24

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	75.0%
Urdu	4.9%
Spanish	3.1%
Arabic	2.7%
Twi	2.2%
Other Languages	12.1%

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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	52	46	50	Met Standard
White	52	40	50	Met Standard	45	45	51	Met Standard
Hispanic	53.5	41	49	**	40	44.5	48	**
Black or African American	43.5	45	44	**	81	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	52.5	56	61	**	77.5	52	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	41	49	**	*	55	51	**
Economically Disadvantaged	45	40	48	Met Standard	53	44	47	Met Standard
Students with Disabilities	55	43	41	**	42	39	43	**
English Learners	67.5	52	54	**	81	51.5	51	**

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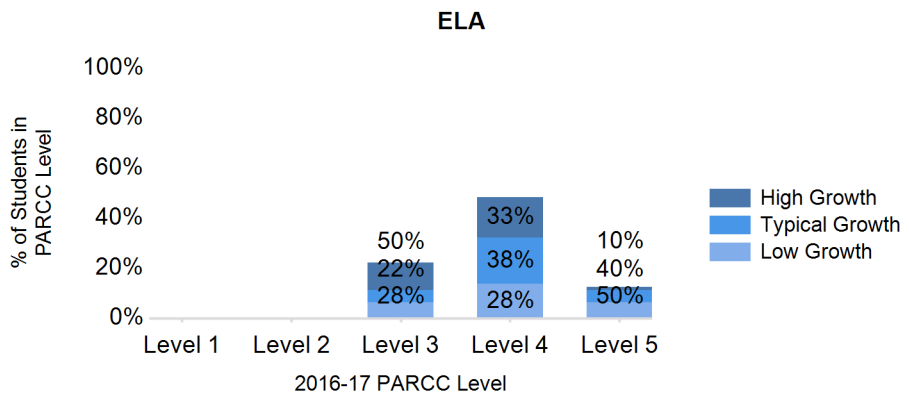
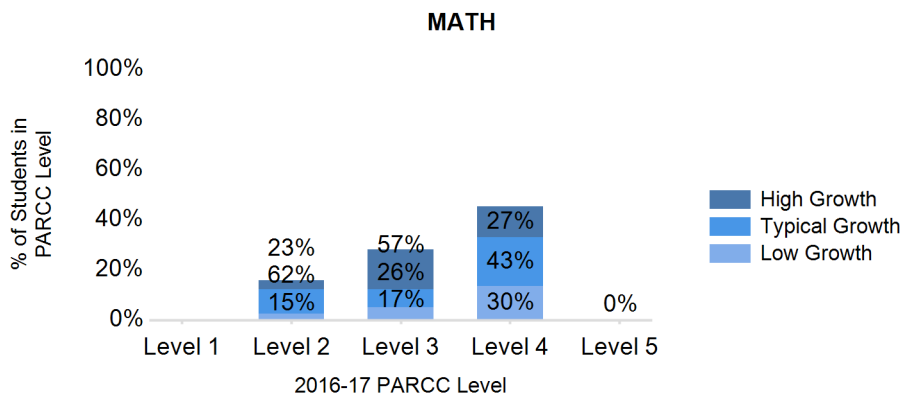
Student Growth by Performance Level

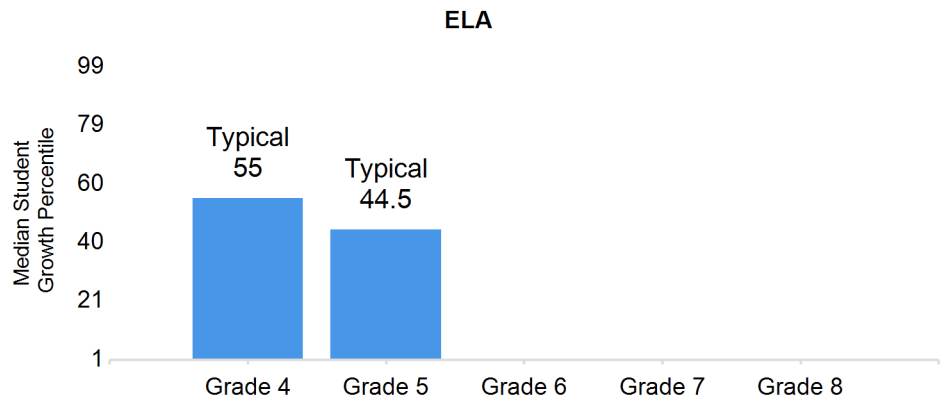
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

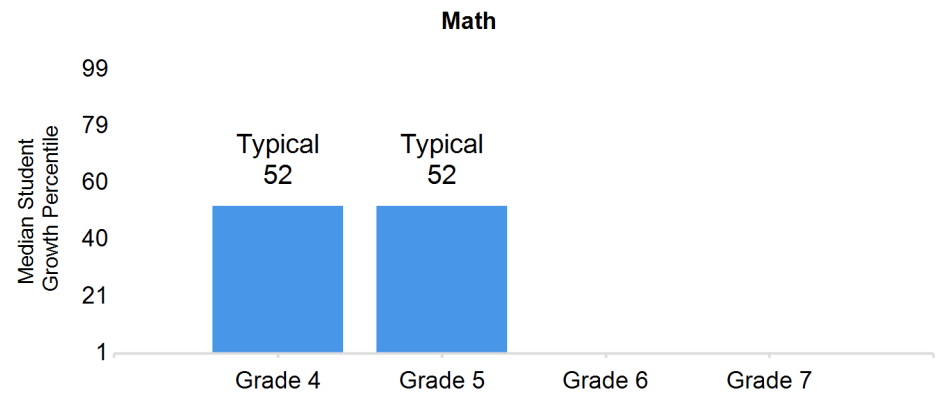




Student Growth by Grade

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	116	99.2	65.5	58.5	56.7	65.5	59.1	Met Target
White	53	100.0	69.8	57.7	65.6	69.8	63.9	Met Target
Hispanic	23	95.8	60.9	45.5	42.5	60.9	61	Met Target†
Black or African American	*	*	*	49.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	79.0	75.2	82.3	79.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	56	98.3	78.6	66.9	64.5	78.6		
Male	60	100.0	53.3	50.6	49.4	53.3		
Economically Disadvantaged Students	48	100.0	62.5	*	38.5	62.5	59.1	Met Target
Non-Economically Disadvantaged Students	68	98.6	67.6	*	67.5	67.6		
Students with Disabilities	19	100.0	21.1	18.6	21.6	21.1	**	**
Students without Disabilities	97	99.0	74.2	66.3	63.9	74.2		
English Learners	18	100.0	61.1	42.0	27.3	61.1	**	**
Non-English Learners	98	99.0	66.3	59.4	59.4	66.3		
Homeless Students	*	*	*	64.3	27.7	*		
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	37	761	763	750	*	*	30%	*	*	57%	52%
White	16	764	763	759	0%	*	*	*	*	63%	61%
Hispanic	*	*	746	736	*	*	*	*	*	*	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	*	*	*	758	*	*	*	*	*	*	58%
Female	18	779	769	756	*	*	*	*	*	83%	57%
Male	19	744	758	744	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	16	756	748	733	*	*	*	*	*	56%	34%
Non-Economically Disadvantaged Students	21	764	767	762	*	*	*	*	*	57%	64%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	57%
English Learners	*	*	732	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	764	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	760	765	756	*	*	*	*	*	74%	58%
White	17	763	763	764	*	*	0%	*	*	82%	68%
Hispanic	*	*	757	744	*	*	*	*	*	*	44%
Black or African American	*	*	761	739	*	*	*	*	*	*	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	*	*	*	763	*	*	*	*	*	*	63%
Female	16	771	774	762	*	*	*	*	*	94%	63%
Male	19	752	756	751	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	13	759	753	740	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	22	761	769	767	*	*	*	*	*	77%	70%
Students with Disabilities	*	*	733	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	64%
English Learners	N	N	725	720	N	N	N	N	N	N	17%
Non-English Learners	35	760	766	759	*	*	*	*	*	74%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	47	758	766	755	*	*	*	*	*	68%	58%
White	22	759	765	763	*	*	*	*	*	68%	68%
Hispanic	10	759	757	743	0%	*	*	*	*	60%	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	25	759	770	762	*	*	*	*	*	68%	66%
Male	22	756	762	749	*	*	*	*	*	68%	51%
Economically Disadvantaged Students	19	752	754	739	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	28	762	769	766	*	*	*	*	*	71%	71%
Students with Disabilities	*	*	738	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	772	762	*	*	*	*	*	*	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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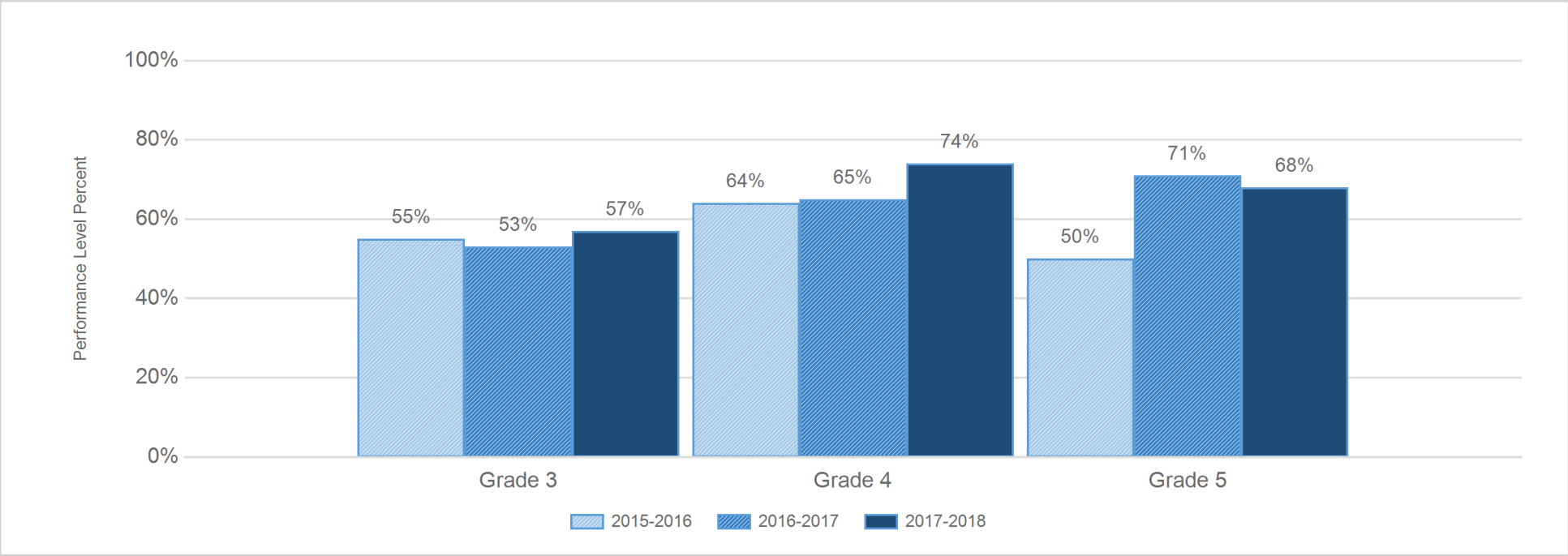
English Language Arts/Literacy Assessment - Performance Trends

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	118	99.2	57.6	47.2	45.0	57.6	53.8	Met Target
White	55	100.0	61.9	46.7	54.1	61.9	57.1	Met Target
Hispanic	23	95.8	39.1	31.8	29.2	39.1	40.2	Met Target†
Black or African American	*	*	*	36.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	73.7	66.3	77.0	73.7	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	58	98.4	60.3	50.1	46.0	60.3		
Male	60	100.0	55.0	44.7	43.9	55.0		
Economically Disadvantaged Students	50	100.0	58.0	*	26.6	58.0	51.9	Met Target
Non-Economically Disadvantaged Students	68	98.6	57.4	*	55.9	57.4		
Students with Disabilities	19	100.0	15.8	16.5	17.1	15.8	**	**
Students without Disabilities	99	99.0	65.7	53.3	50.5	65.7		
English Learners	20	100.0	65.0	37.2	24.6	65.0	N	N
Non-English Learners	98	99.0	56.1	47.9	46.9	56.1		
Homeless Students	*	*	*	35.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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	38	756	760	752	*	*	*	*	*	63%	53%
White	17	757	761	760	*	*	*	*	*	71%	64%
Hispanic	*	*	743	739	*	*	*	*	*	*	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	*	*	*	757	*	*	*	*	*	*	59%
Female	19	765	760	752	*	*	*	*	*	74%	53%
Male	19	746	761	751	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	17	748	747	736	*	*	*	*	*	65%	35%
Non-Economically Disadvantaged Students	21	762	764	762	*	*	*	*	*	62%	66%
Students with Disabilities	*	*	730	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

LEROY GORDON COOPER ELEMENTARY SCHOOL
(23-3845-113)
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	748	751	748	*	*	*	54%	0%	54%	49%
White	17	749	749	755	*	*	*	65%	0%	65%	60%
Hispanic	*	*	740	737	*	*	*	*	*	*	34%
Black or African American	*	*	745	730	*	*	*	*	*	*	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	*	*	*	752	*	*	*	*	*	*	55%
Female	16	758	754	748	*	*	*	*	*	69%	50%
Male	19	740	747	748	*	*	*	*	*	42%	49%
Economically Disadvantaged Students	13	747	741	733	*	*	*	*	*	54%	30%
Non-Economically Disadvantaged Students	22	749	754	758	*	*	*	*	*	55%	62%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	756	753	*	*	*	*	*	*	55%
English Learners	N	N	723	722	N	N	N	N	N	N	16%
Non-English Learners	35	748	752	750	*	*	*	54%	0%	54%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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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(23-3845-113)
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	48	747	755	748	*	*	21%	*	*	58%	49%
White	23	748	754	756	*	*	*	*	*	57%	60%
Hispanic	10	745	746	736	0%	*	*	*	*	60%	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	26	743	754	749	*	*	*	*	*	50%	50%
Male	22	751	756	747	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	20	740	744	733	*	*	*	*	*	55%	29%
Non-Economically Disadvantaged Students	28	752	758	758	*	*	*	*	*	61%	62%
Students with Disabilities	*	*	735	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	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	*	*	*	722	*	*	*	*	*	*	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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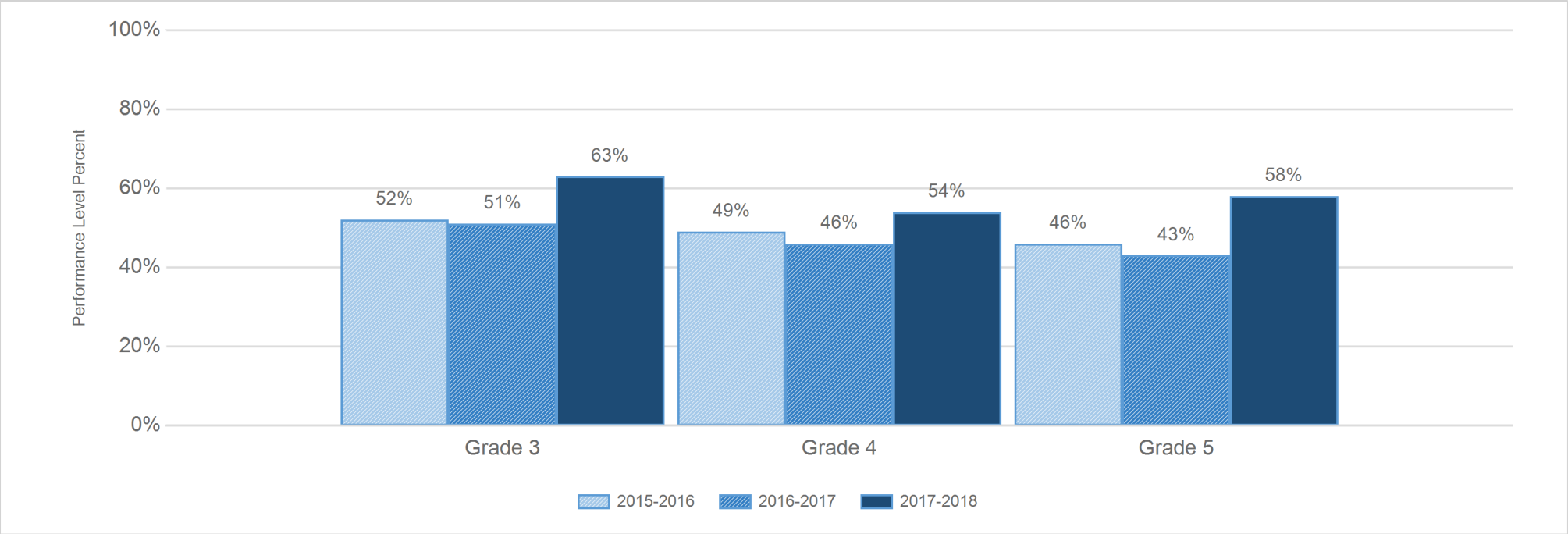
Mathematics Assessment – Performance Trends

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	46.2%	**	**

† 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	86.7%	13.3%
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.

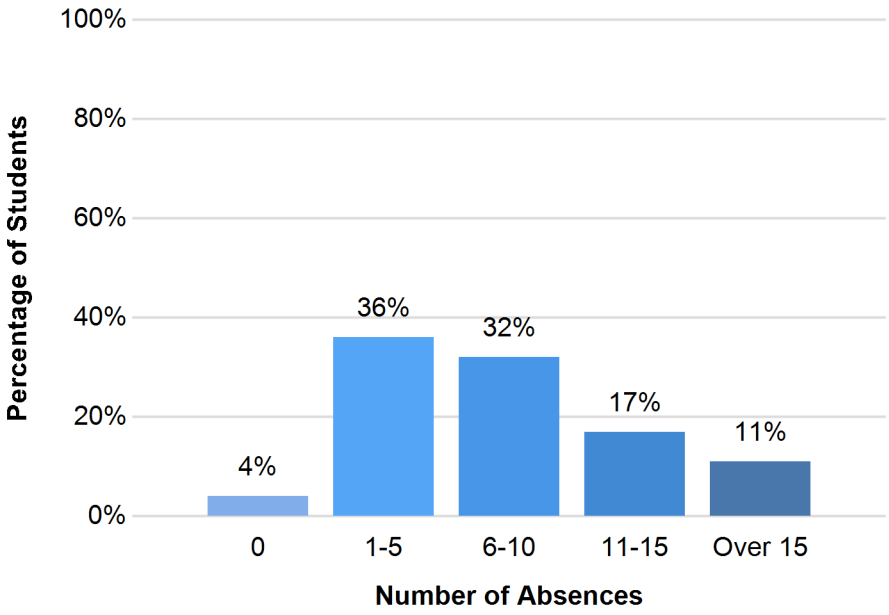
Chronic Absenteeism

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	16	7.1	8.9	Met
White	8	7.5	8.9	Met
Hispanic	3	7.7	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	9.8	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Economically Disadvantaged Students	12	13.8	8.9	Not Met
Students with Disabilities	3	12.0	8.9	Not 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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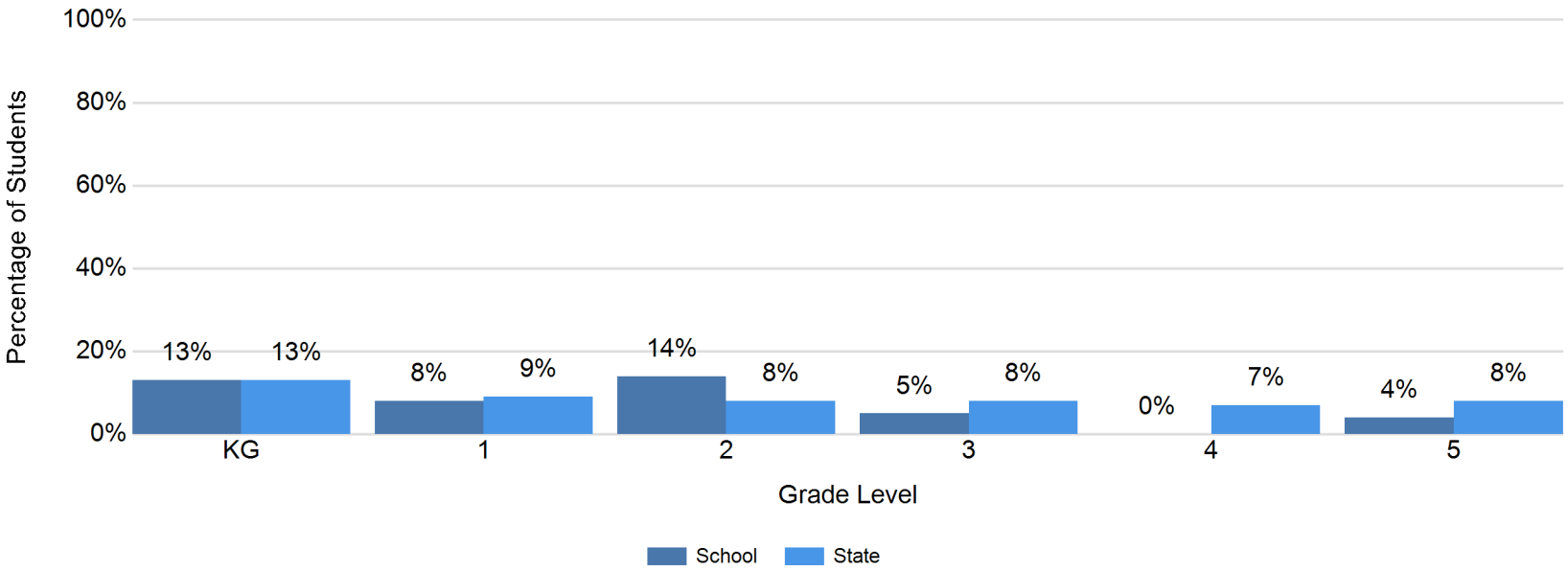
Chronic Absenteeism by Grade

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.45

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	22	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	72.7%	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	10:1	12:1
Students to Administrators	224:1	217:1
Teachers to Administrators	22:1	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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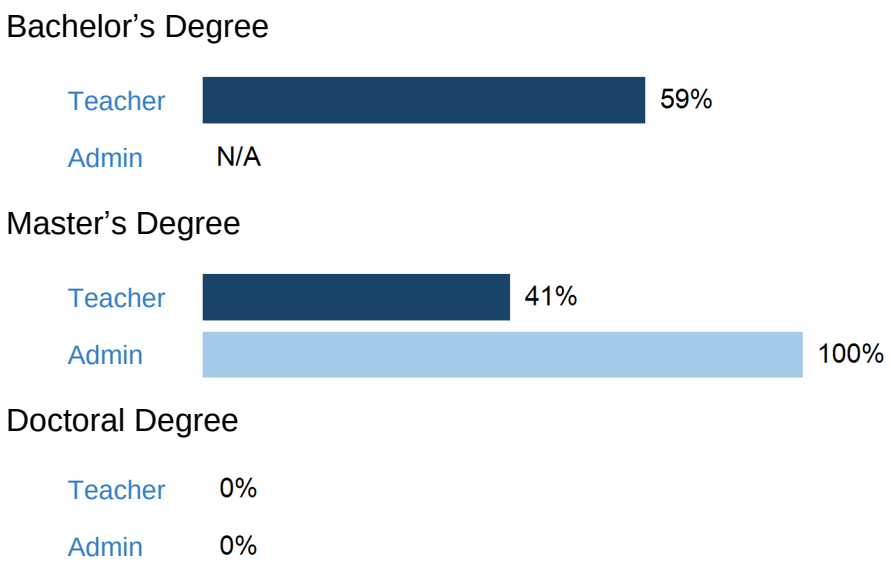
Teachers and Administrators - Level of Education

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	97.5%

NJ SCHOOL PERFORMANCE REPORT

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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	90.9%	100.0%
Male	9.1%	0.0%
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

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(23-3845-113)
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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	70.02	17.5%
Mathematics Proficiency	75.24	17.5%
English Language Arts Growth	47.33	25.0%
Mathematics Growth	50.39	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	51.98	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.65	n/a
Summative Rating: Percentile Rank of Summative Score	61.55	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	**	Met	No
White	46.93	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	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	68.05	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	**	N	**	**	**	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:	• Cooper was recognized as a National School of Character. • Cooper has been awarded four National Promising Practices • Cooper is a New Jersey State School of Character
Mission, Vision, Theme:	Cooper Elementary School shares the theme of the Old Bridge Township School District which states that each person has an inherent worth, and it is our mission to empower each student to learn, achieve success, and become a confident, productive member of a pluralistic, global society prepared to face the challenges of the 21st century.
Awards, Recognition, Accomplishments:	Cooper Elementary School has been recognized as a National School of Character, a New Jersey State School of Character, and has four award winning National Promising Practices from Character.org: "Readers of the Pack", "K-9 Comfort Club", "The Farm Project", and "Coop's Free Little Pantry". We also have a certified therapy dog program where the therapy dog is utilized in counseling services for students in need, as well as in academic programs at Cooper, and district-wide. This program has garnered several articles and news outlets to come to interview the school.

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Clubs and Activities:	At Cooper, students have a myriad of opportunities beyond the classroom which include Bus Patrols, Student Council, (Kiwanis)K-Kids Club, Kids at College, Cooper Counselor Lunch Bunch, Character Ambassadors, Junior Cadets with the Old Bridge HS Junior ROTC, Cooper Cooking Club, Pantry Patrol, Newspaper, Yearbook, Recycling Team, Superintendent Lunch Bunch, and school orator. Students participate in annual Pink Out fundraiser, along with Relay for Life, Jump Rope for Heart, St. Jude's Math-a-Thon, and assemble breakfast bags and decorations for Elijah's Promise Food Shelter. Our Character Ambassador program is two students selected to represent our school throughout various district events, along with the Old Bridge HS Peer Leaders. Finally, in partnership with the Old Bridge Police Department, the Too Good for Drugs program is offered, and other programs such as Child Assault Prevention (CAP) Footprints for Life, and activities with Partnership for a Drug Free America.

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Before and After School Programs:	Before and After Care is open to all students, and is for parents who need additional supervision in the early morning or late afternoon and evening hours. Offered by Township of Old Bridge and housed in our facility, it provides an extended school day which enables a higher number of families to work.
Staff and Professional Learning:	Professional development at Cooper is driven by the needs of the staff both by information derived from data, and to create learning opportunities and collaboration with other district colleagues. Educators are offered professional development through three district-wide professional development days, five collaborative EdCamp-style Professional Learning Community (PLC) days, faculty meetings, and two additional professional days which could be used for outside workshops or through the selection of our in-house OB Learning Academy.

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Student Supports and Services:	Our district offers multiple student support programs to enhance the learning experience. From our district Challenge program which centers around a STEAM program for students identified as gifted & talented, to academic support for struggling learners who may receive Tier I, II, and III interventions through our RTI program, and in turn, are eligible for before school and summer school supplemental instruction in mathematics and ELA. Recently, through Title 1 grants, Cooper has been able to start a before school STEM program which exposes students to a project-based journey utilizing applications within various content areas. Further, our district is known for our stellar Special Education services, and our comprehensive ESL program in each school.
Student Health and Wellness:	At Cooper, students are scheduled to receive 150 minutes or more of physical education, health, and classroom PE per week. Recess is built into this schedule, whether indoor or outdoor, daily, and teachers work extensively to provide various brain and physical breaks including, but not limited to, yoga, mindful breathing, and quick puzzles to solve. Further, through the assistance of various teachers throughout the building and our PTA, numerous programs, activities, and initiatives are offered to students to maintian a healthly balance between the academic and social-emotional student. Cooper Elementary offers a full daily breakfast program to all students in grades K-5, and after school intramurals for students in basketball and volleyball; students who participate on the volleyball team play a district tournament.
Parent and Community Involvement:	Cooper's PTA selflessly works to provide funding for school events, and the purchase of supplemental materials and equipment for a top-notch instructional experience. From the addition of state-of-the-art Smart Boards, birthday books for all, assemblies with author Skypes and Ned's Adventure, our PTA also has its own Facebook page, and a Remind 101 account. Parental involvement is also available through Coop's Free Little Pantry; a free, outdoor pantry on the property which is a self-sustained program of items for those in need, or those with extra. Along with it being a great success for our local community, it has earned national recognition, and has landed Cooper on the OB Bus Tour! To strengthen community ties, our Readers of the Pack program works with Monmouth County SPCA with monthly visits from therapy dogs, and our annual Pink Out consists of local community members such as police and firefighters, and all proceeds go to the Mama Mare Breast Cancer Foundation.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Cooper administers a yearly school climate survey to students, parents, and staff which is used as a resource to gather feedback from the various stakeholders and used to highlight strengths and areas in need of improvement, but most importantly, it provides a platform for suggestions and recommendations. The School Safety Team, comprised of teachers, the school counselor, principal, and a parent representative, meets at a minimum of twice a year to enhance the importance of character education in our school and continue to develop anti-bullying strategies and programs. This team also collects data from the annual school climate survey in order to strengthen the overall climate and culture of the school and build morale amongst staff and students. As a result of the data, Cooper staff developed Champions of Change, a school-wide morale-building initiative where staff highlights students, co-workers, and fellow schools for a positive change within the school and community.
Facilities:	Cooper school has gone through a technology transformation within the past several years. Every classroom and instructional space has a Smartboard, students in grades 3-5 are 1:1 with HP Streams, Kindergarten is 1:1 with Kindles, and grades 1 and 2 are a mixture of iPads and Kindles, making our school 1:1. In our entry way, an interactive Smart TV is installed which is used for displaying a rotating living yearbook, and live streaming events like the inaugural addresses. In recent years, we have had the local Eagle Scout Troop perform various beautification projects such as a bench planter at the faculty entrance, install a new bench with planter area at the walker entrance, an outdoor classroom with bird feeders for students, a landscape refresh accompanied by our very own school sign, and the installation of Cooper's outdoor pantry.

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Other Information:	Our school is considered to be a high tech building where our students are 1:1 on devices, and are utilizing the Microsoft 365 platform with their own email address, which enhances submission of projects and assignments to teachers and daily classroom lessons. Our classrooms are equipped with SmartBoards, Apple TVs, and integrated speakers and microphones to facilitate instruction. The media center is also completely equipped with the same technology which creates a space for STEM projects and lessons. Each teacher has access to all programs electronically, including gradebooks and data collection sites such as RTIm Direct, RealTime, and Easy CBM. Our full day Kindergarten program exposes students to the district curriculum and regular school day which prepares students for the first grade. As part of a district ranked 8th safest in the state of New Jersey, students participate in regular safety and security drills, and we have our own Special Law Enforcement Officer (SLEO), who is stationed outside in a security booth.