NJ SCHOOL PERFORMANCE REPORT

JOHNSON PARK SCHOOL
(21-4255-070)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MERCER
District	PRINCETON REGIONAL
Principal Name	DR. GINSBERG
Address	285 ROSEDALE ROAD PRINCETON, NJ 08540
Phone Number	(609)806-4240
Email Address	ROBERTGINSBERG@PRINCETONK12.ORG
Website	http://jp.princetonk12.org/
Facebook	https://www.facebook.com/PrincetonPublicSchoolsNJ
Twitter	https://twitter.com/DrG_JP

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	26	24	31
KG	45	43	53
1	55	57	43
2	57	70	58
3	61	62	69
4	50	68	67
5	54	56	69
Total	348	380	390

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	41.1%	43.4%	45.6%
Male	58.9%	56.6%	54.4%
Economically Disadvantaged Students	25.6%	27.4%	27.9%
Students with Disabilities	24.7%	25.3%	27.9%
English Learners	5.2%	6.6%	5.9%
Homeless Students		0.3%	0.3%
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	42.5%	42.6%	40.3%
Hispanic	25.9%	27.6%	27.9%
Black or African American	8.6%	9.5%	9.5%
Asian	16.4%	13.9%	12.6%
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	6.6%	6.3%	9.7%

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
PK - Half Day	0	0	0
PK - Full Day	26	24	31
KG - Half Day	0	0	0
KG - Full Day	45	43	53

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	74.4%
Spanish	16.7%
Chinese	3.3%
German	1.0%
Other Languages	4.6%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	59	50	Exceeds Standard	61.5	63	50	Exceeds Standard
White	68	60	50	Exceeds Standard	60.5	64	51	Exceeds Standard
Hispanic	62.5	59.5	49	Exceeds Standard	63	60	48	Exceeds Standard
Black or African American	*	56	44	**	*	52	44	**
Asian, Native Hawaiian, or Pacific Islander	61	57.5	61	**	63	64	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	63	49	**	*	57	51	**
Economically Disadvantaged	58	63	48	Met Standard	69	61	47	**
Students with Disabilities	65	59	41	**	73.5	59	43	**
English Learners	*	67	54	**	*	72.5	51	**

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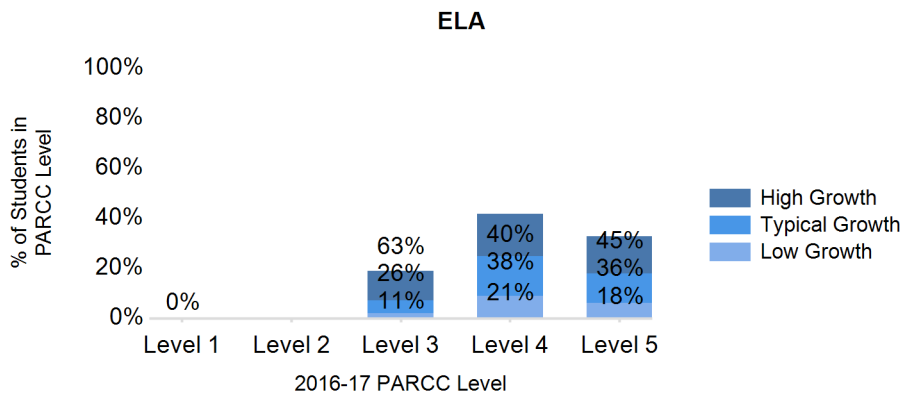
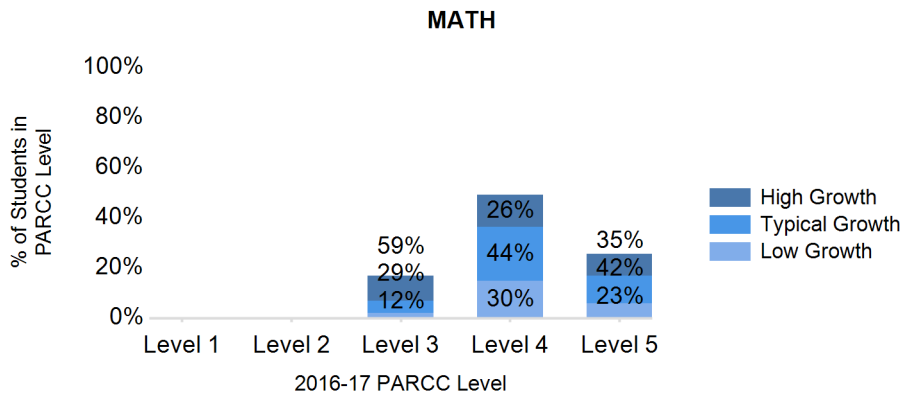
Student Growth by Performance Level

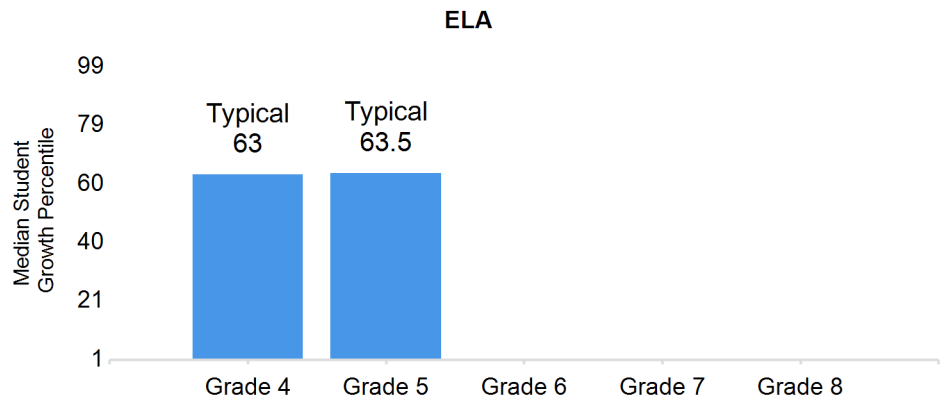
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

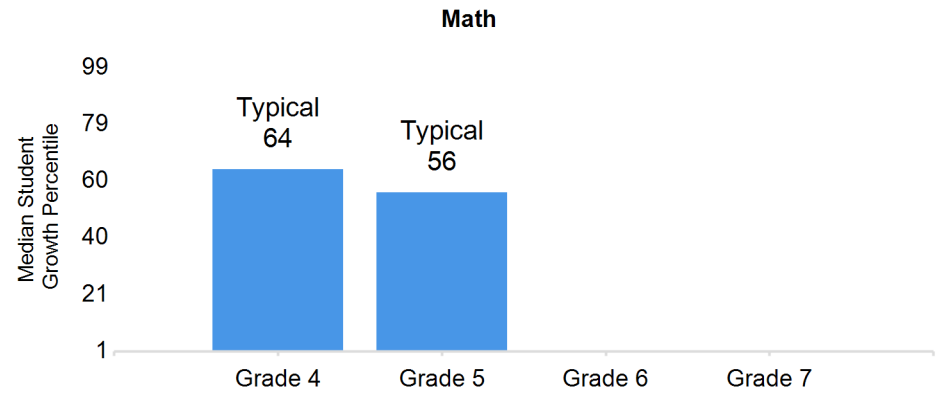




Student Growth by Grade

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	171	94.5	84.2	79.0	56.7	83.7	74.9	Met Goal
White	85	97.7	89.4	83.7	65.6	89.4	79.5	Met Goal
Hispanic	42	89.4	71.5	58.1	42.5	67.1	62	Met Target
Black or African American	10	91.7	60.0	*	37.3	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	23	92.0	100.0	86.0	82.3	96.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	11	100.0	81.8	91.8	63.4	81.8	**	**
Female	90	96.8	81.2	84.3	64.5	81.2		
Male	81	92.1	87.7	73.8	49.4	84.9		
Economically Disadvantaged Students	33	91.9	48.5	43.0	38.5	46.8	33.7	Met Target
Non-Economically Disadvantaged Students	138	95.2	92.8	83.8	67.5	92.8		
Students with Disabilities	38	82.6	71.0	47.0	21.6	61.8	53	Met Target
Students without Disabilities	133	98.5	87.9	85.4	63.9	87.9		
English Learners	14	87.5	57.1	45.8	27.3	52.6	**	**
Non-English Learners	157	95.2	86.6	81.6	59.4	86.6		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	59	777	761	750	*	*	*	53%	25%	78%	52%
White	29	779	763	759	0%	*	*	*	*	83%	61%
Hispanic	18	768	752	736	*	*	*	*	*	67%	38%
Black or African American	*	*	737	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	769	758	*	*	*	*	*	*	58%
Female	26	783	*	756	*	*	*	*	*	73%	57%
Male	33	773	*	744	*	*	*	*	*	82%	46%
Economically Disadvantaged Students	12	741	733	733	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	47	787	766	762	*	*	*	*	*	87%	64%
Students with Disabilities	19	764	753	719	*	*	*	*	*	68%	24%
Students without Disabilities	40	784	765	756	*	*	*	*	*	83%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	779	770	756	0%	*	*	51%	34%	85%	58%
White	26	780	776	764	0%	0%	*	*	*	92%	68%
Hispanic	13	765	748	744	0%	*	*	*	*	69%	44%
Black or African American	*	*	754	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	772	763	*	*	*	*	*	*	63%
Female	33	779	771	762	0%	*	*	*	*	79%	63%
Male	26	779	768	751	0%	*	*	*	*	92%	53%
Economically Disadvantaged Students	15	753	743	740	0%	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	44	788	776	767	0%	*	*	*	*	93%	70%
Students with Disabilities	12	776	751	726	0%	*	*	*	*	83%	25%
Students without Disabilities	47	780	773	762	0%	*	*	*	*	85%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	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	55	783	772	755	0%	*	*	58%	31%	89%	58%
White	31	784	777	763	0%	*	*	58%	32%	90%	68%
Hispanic	11	783	758	743	0%	*	*	*	*	82%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	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	32	786	778	762	0%	*	*	*	*	91%	66%
Male	23	780	767	749	0%	*	*	*	*	87%	51%
Economically Disadvantaged Students	*	*	745	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	776	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	750	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	777	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	55	783	772	757	0%	*	*	58%	31%	89%	60%
Homeless Students	N	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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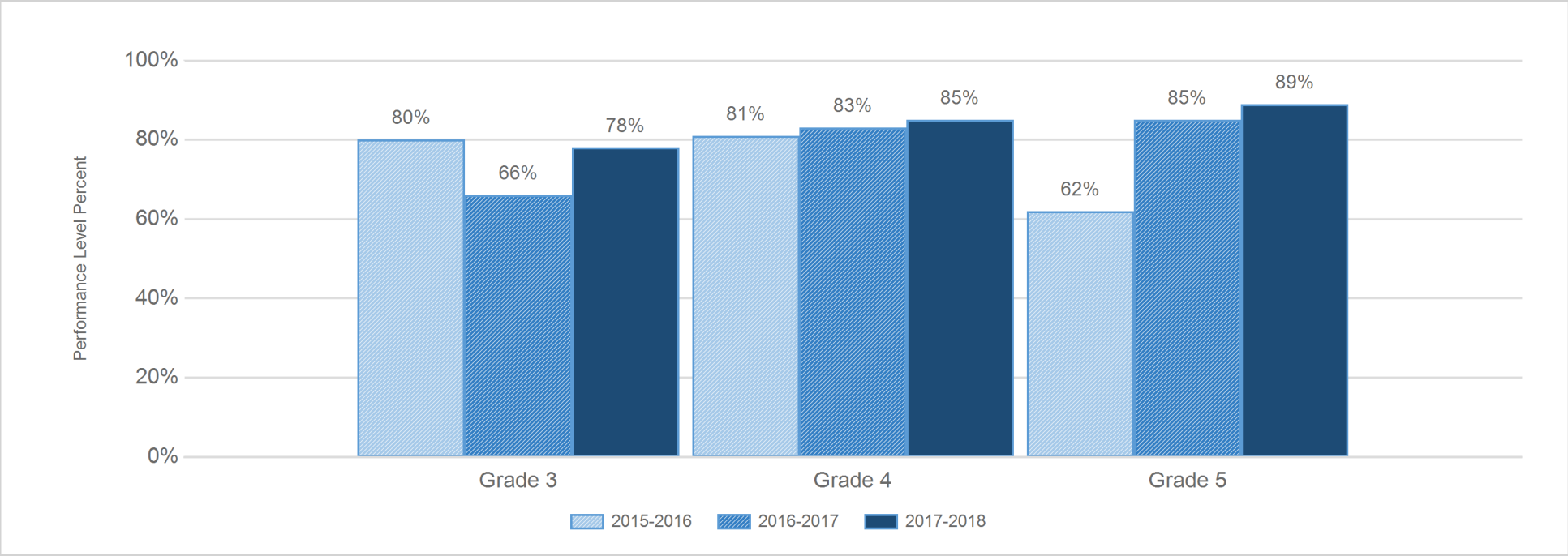
English Language Arts/Literacy Assessment - Performance Trends

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	172	93.6	77.3	66.5	45.0	76.1	74.9	Met Target
White	86	97.8	82.6	70.7	54.1	82.6	78.3	Met Goal
Hispanic	42	89.4	69.1	43.2	29.2	64.9	65	Met Target†
Black or African American	10	91.7	20.0	*	23.4	19.0	**	**
Asian, Native Hawaiian, or Pacific Islander	23	88.9	100.0	81.8	77.0	93.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	11	91.7	72.7	79.8	53.0	70.2	**	**
Female	90	95.8	68.9	65.4	46.0	68.9		
Male	82	91.2	86.6	67.4	43.9	83.1		
Economically Disadvantaged Students	33	91.9	45.5	29.8	26.6	*	38	Met Target
Non-Economically Disadvantaged Students	139	94.0	84.9	71.6	55.9	*		
Students with Disabilities	38	82.6	73.7	36.5	17.1	64.0	47.4	Met Target
Students without Disabilities	134	97.2	78.3	73.0	50.5	78.3		
English Learners	15	80.0	60.0	54.1	24.6	49.7	N	N
Non-English Learners	157	95.2	79.0	67.5	46.9	79.0		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	59	775	767	752	*	*	*	49%	32%	81%	53%
White	29	776	767	760	0%	*	*	*	*	83%	64%
Hispanic	18	764	757	739	*	*	*	*	*	72%	38%
Black or African American	*	*	744	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	776	757	*	*	*	*	*	*	59%
Female	26	768	*	752	*	*	*	*	*	73%	53%
Male	33	780	*	751	*	*	*	*	*	88%	53%
Economically Disadvantaged Students	12	745	743	736	*	*	*	*	*	67%	35%
Non-Economically Disadvantaged Students	47	782	771	762	*	*	*	*	*	85%	66%
Students with Disabilities	19	758	758	730	*	*	*	*	*	84%	29%
Students without Disabilities	40	783	770	756	*	*	*	*	*	80%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHNSON PARK SCHOOL
(21-4255-070)
Grades Offered: PK-05
2017-2018

Report Key:
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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	62	764	763	748	*	*	23%	*	*	69%	49%
White	28	767	769	755	0%	*	*	*	*	79%	60%
Hispanic	13	754	741	737	0%	*	*	*	*	54%	34%
Black or African American	*	*	732	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	767	752	*	*	*	*	*	*	55%
Female	34	760	760	748	*	*	*	*	*	59%	50%
Male	28	769	765	748	*	*	*	*	*	82%	49%
Economically Disadvantaged Students	15	743	735	733	*	*	*	*	*	33%	30%
Non-Economically Disadvantaged Students	47	771	769	758	*	*	*	*	*	81%	62%
Students with Disabilities	13	759	740	725	*	*	*	*	*	62%	22%
Students without Disabilities	49	766	767	753	*	*	*	*	*	71%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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

JOHNSON PARK SCHOOL
(21-4255-070)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	773	770	748	0%	*	*	54%	28%	81%	49%
White	30	769	773	756	0%	*	*	*	*	83%	60%
Hispanic	11	778	755	736	0%	0%	*	*	*	82%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	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	32	769	770	749	0%	*	*	*	*	78%	50%
Male	22	779	771	747	0%	*	*	*	*	86%	48%
Economically Disadvantaged Students	*	*	746	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	774	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	756	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	773	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	54	773	*	750	0%	*	*	54%	28%	81%	51%
Homeless Students	N	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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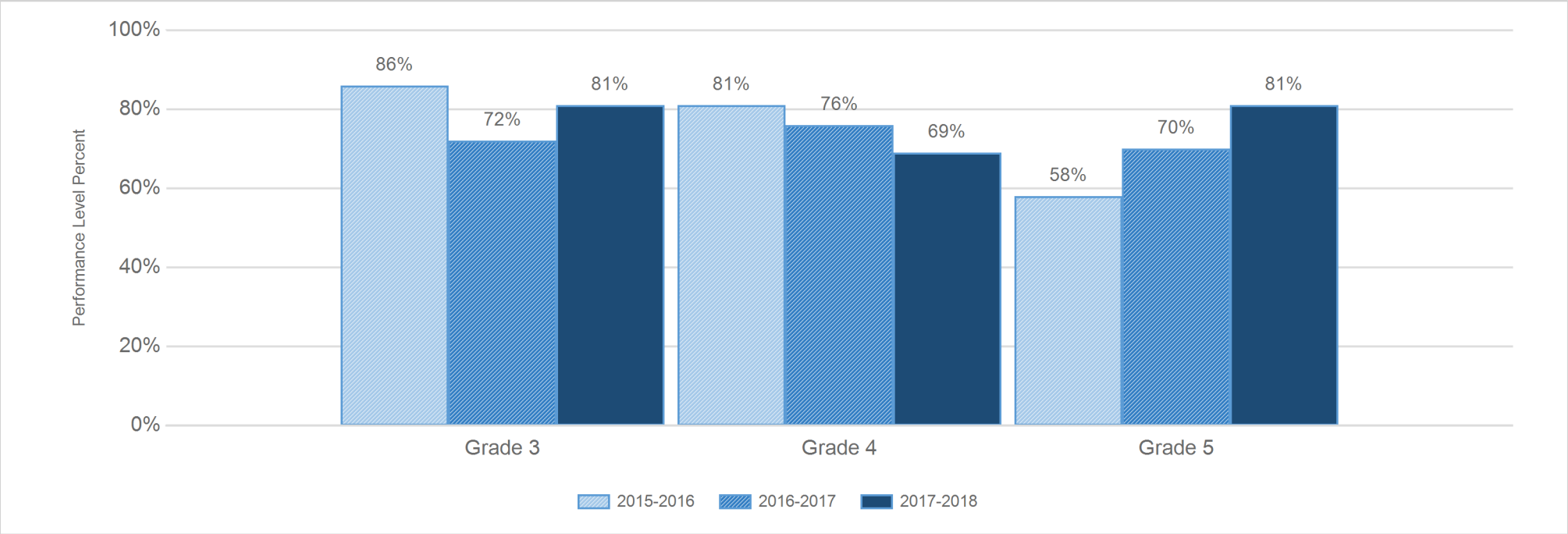
Mathematics Assessment – Performance Trends

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	76.9%	**	**

† 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	18	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

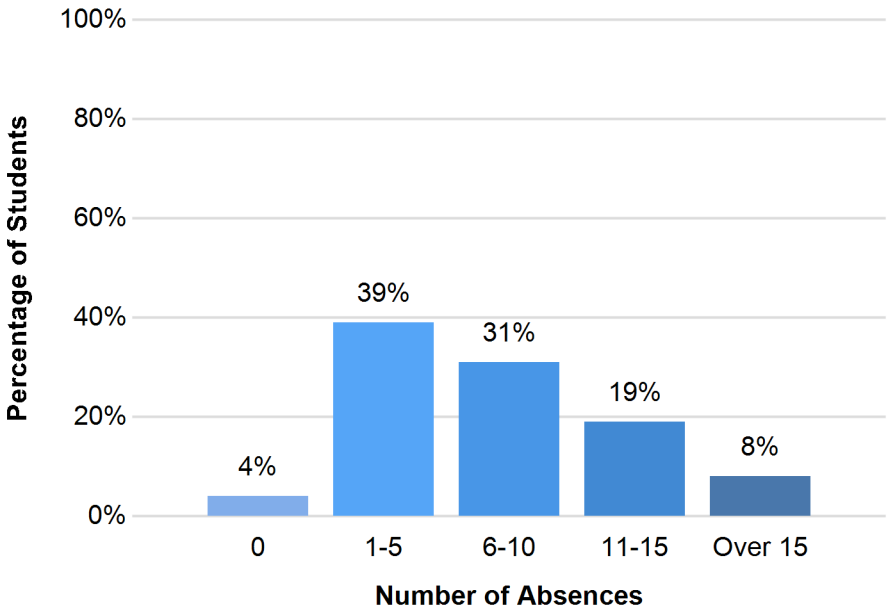
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	17	4.7	8.9	Met
White	5	3.3	8.9	Met
Hispanic	3	3.2	8.9	Met
Black or African American	2	6.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	5	10.9	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	5.7	8.9	Met
Economically Disadvantaged Students	2	2.2	8.9	Met
Students with Disabilities	4	4.0	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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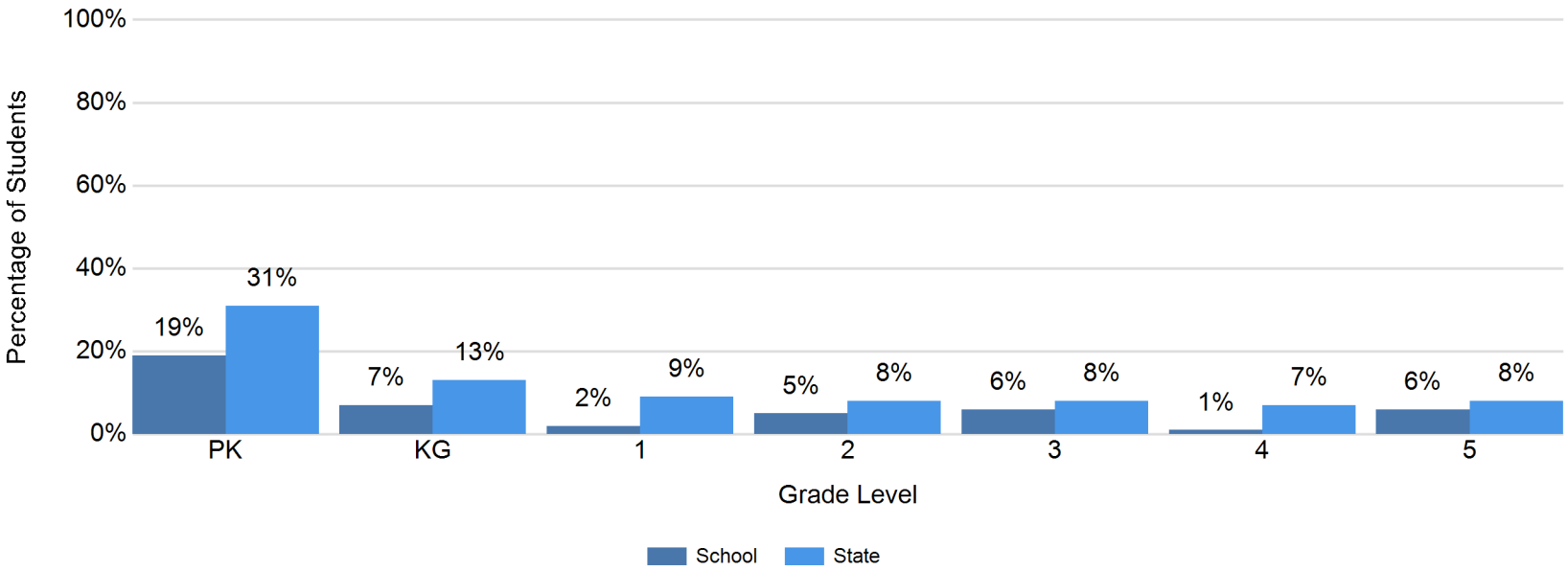
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
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)	$423	$18,595	$19,018

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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	41	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	78.0%	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	26	9,374
Average years experience in public schools	20.9	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	76.9%	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	11:1
Students to Administrators	390:1	145:1
Teachers to Administrators	41:1	13:1
Students to Librarians/Media Specialists		626:1
Students to Nurses		537:1
Students to Counselors		221:1
Students to Child Study Team		179:1

NJ SCHOOL PERFORMANCE REPORT

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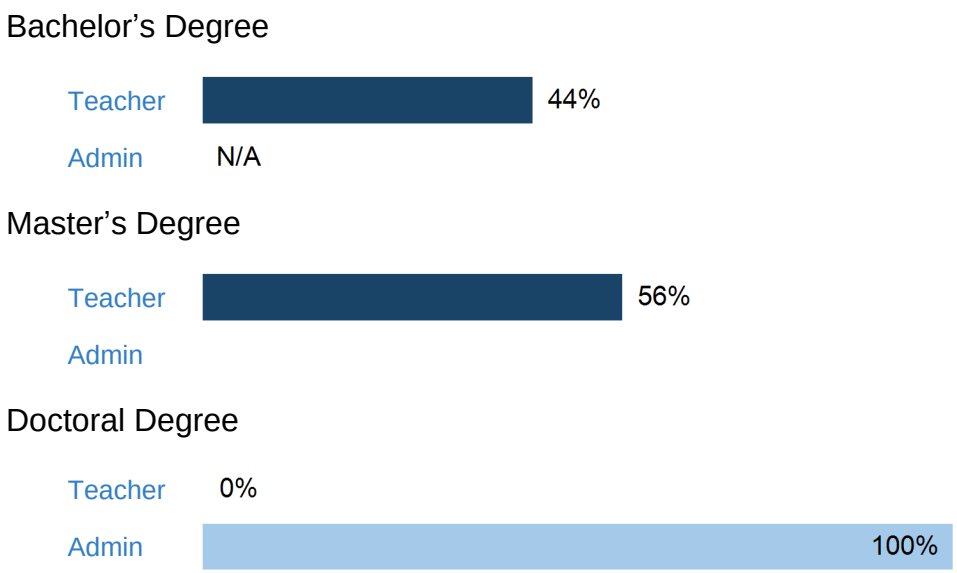
Teachers and Administrators - Level of Education

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	97.7%

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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	90.2%	0.0%
Male	9.8%	100.0%
White	92.7%	100.0%
Hispanic	4.9%	0.0%
Black or African American	2.4%	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

JOHNSON PARK SCHOOL
(21-4255-070)
Grades Offered: PK-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	93.13	17.5%
Mathematics Proficiency	93.84	17.5%
English Language Arts Growth	89.63	25.0%
Mathematics Growth	85.82	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	76.56	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	88.07	n/a
Summative Rating: Percentile Rank of Summative Score	96.80	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 Goal	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	89.65	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	90.51	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	83.13	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	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:	• Achieved outstanding results on the 2018 PARCC test. • Has award-winning environmental-ed and sustainability programs. • Celebrates our school's language, racial, ethnic, and economic diversity.
Mission, Vision, Theme:	Our learning environment nurtures our pupils' emotional and physical health and safety, intellect, appreciation of the arts and nature, and responsibility to self and others while reponding to the needs of our school and community. We offer a coherent, child-centered curriculum, and instruction that respects differing teaching and learning styles. We see each child as a capable learner, each parent as a welcome partner, and each colleague as a vital resource as we grow and develop together.
Awards, Recognition, Accomplishments:	In its last three surveys, K-12 Niche named JP in the top tier of public elementary schools and Sustainable NJ has recognized us as among the NJ's schools that have modeled "green" and ecologically friendly programs, including walk/bike-to-school days to discourage vehicular traffic. The Stony Brook-Millstone Watershed Assn bestowed the coveted Richard Rotter Award for Excellence in Envrionmental Education on JP for stewardship and instructional use of our bucolic setting.

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Courses, Curriculum, Instruction:	Our educational programs build on the diversity of our families, the skills of our staff, and JP's unique setting. Programs encompass cognitive and affective goals integrated across all curricula. Our curricula reflect the Core Curriculum State Standards. Children receive formal instruction in art, computers, health, language arts, library skills, math, music, phys.ed, science, social studies, and Spanish, and instruction in behavioral expectations, conflict resolution, and service learning.
Clubs and Activities:	We offer residencies (structured educational experiences) that artists, scientists, or other specialists with unique expertise present over time, such as ones related to gardening, ecology, drumming, dance, poetry, drama, and ceramics. We also have two dozen after-school clubs run for six-week sessions during fall, winter, and spring, clubs encompassing chess, robotics, athletics, art, coding, cooking, animals, journalism, tennis, golf, and science.

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Before and After School Programs:	We offer drop-off supervision each morning from 8:00 till school begins at 8:30, with breakfast available for those who seek it. Before-school activities include sports and gaga-pit games, an open library, and building in our LegoLounge. For after school, in addition to our school-run clubs, the Y.M.C.A. hosts an on-site childcare program that provides homework supervision and recreational and enrichment activities.
Staff and Professional Learning:	Staff members participate in workshops to familiarize themselves with curricula, instructional assessment, and pedagogical effectiveness, all geared to enhance pupil achievement. They study current research to improve reading, writing, and math instruction and develop culturally-responsive classrooms to reach all children, including those from ethinic, racial, or cultural minorities, those whose families may face financial challenges, and those who may have learning difficulties.

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Student Supports and Services:	We offer a continuum of general- and special-education services, from remedial supports to more intensive interventions. In-class, out-of-class, and summer instruction and after-school tutoring aid struggling learners in "the three R's." Other services, e.g., speech development, occupational therapy and phyiscal therapy, and English-as-a-second-language, assist pupils with special needs.
Student Health and Wellness:	JP has a full-time nurse and one full- and one part-time phys.ed teacher to provide health and wellness instruction and relevant leadership for our school. Our school counselor supports social-emotional learning through classroom lessons and through our School Climate and Safety Committee composed of staff and parent representatives.
Parent and Community Involvement:	JP has an active, involved parent community. All families are automatically members of our P.T.O. Parents and staff work together in school governance and implementing activities that enhance the experience of our pupils, their families, and our faculty. We reach out to parents in traditionally underserved groups to ensure they feel welcome and valued at JP by providing rides to events and interpreters for non-English speakers.

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Climate Surveys:	Who is surveyed: Students We conducted a survey among our pupils, grs.3-5. The overwhelmingly positive results suggest our children feel happy and safe at JP, supported by staff who love them, and comfortable with their peers. We published the raw data and our analysis in our weekly newsletter.
Facilities:	Our school sits in a clearing surrounded by woods. The building is clean and bright. We have rooms for art and vocal music, an instrumental-music studio, a science lab, and a library with a range of materials that reflect the needs, interests, and backgrounds of our pupils. We have in- and outdoor athletic facilities, a LegoLounge, and a MakerSpace. One courtyard features our school garden and the other is a turtle sanctuary, an offical butterfly waystation, and a native-plant habitat.

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Other Information:	Our school is a happy, diverse, inclusive community of learners. Parents, staff members, and children work productively together, fulfilling our Johnson Park Pledge: Be responsible. Be respectful. Be safe. Be kind. Be successful. We provide a solid academic program as well as instruction in the arts, world language (Spanish), and laboratory science. A robust array of field trips and of instructional experiences on our environmental trail, in the stream adjacent to our campus, and with a range of organizational partners, such as the Princeton Public Library, the Delaware and Raritan Greenway, the Stony Brook-Millstone Watershed Association, the NJ Performing Arts Center, the NJ Audubon Society, and Princeton Univ., enhance the education of our pupils. We celebrate and develop our school community through a range of events: a new-family open house, fall and spring picnics, service-learning campaigns and charity drives (under the theme, "Be kind to all living things near and far"), a festival of the arts, writers' celebrations, concerts, and class performances. We have a pupil-run t.v. station and a Student Leadership Council. We have an active and extensive corps of volunteers. Parents help with a range of school projects and our GrandPals initiative brings senior citizens to JP weekly to read with our kindergartners.