



**McKinley Avenue Elementary School**  
(29-5020-060)  
Grades Offered: 03-04  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

**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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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(29-5020-060)

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## School Contact Information

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

Type	Contact Information
County	Ocean
District	Stafford Township School District
Principal Name	Mrs. Margaret Hoffman
Address	1000 McKinley Avenue Manahawkin, NJ 08050-2807
Phone Number	609-978-5700
Email Address	<a href="mailto:mhoffman@staffordschools.org">mhoffman@staffordschools.org</a>
Website	<a href="https://www.staffordschools.org/Domain/12">https://www.staffordschools.org/Domain/12</a>
Twitter	<a href="https://twitter.com/STSD_McKinley">https://twitter.com/STSD_McKinley</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	264	300	259
4	319	272	310
Total	583	572	569

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	50.5%	47.6%
Male	52.1%	49.5%	52.4%
Economically Disadvantaged Students	24.4%	19.4%	19.3%
Students with Disabilities	18.4%	20.3%	20.6%
English Learners	1.7%	2.1%	1.8%
Homeless Students	0.0%	1.4%	0.4%
Students in Foster Care	0.3%	0.0%	0.2%
Military-Connected Students	0.0%	1.6%	1.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.7%	86.5%	85.8%
Hispanic	8.9%	10.0%	10.0%
Black or African American	1.0%	1.0%	1.6%
Asian	1.2%	1.2%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	1.2%	1.0%	1.1%

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	93.3%
Spanish	5.8%
Other Languages	0.9%



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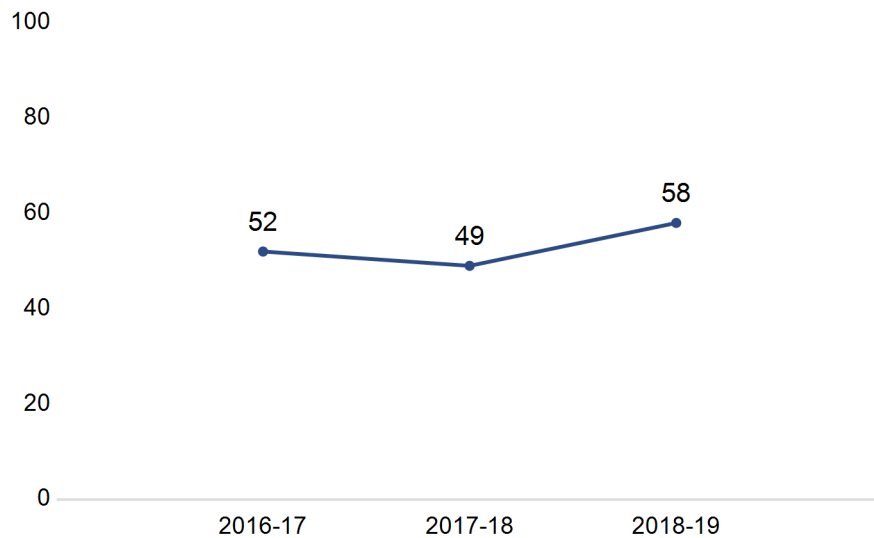
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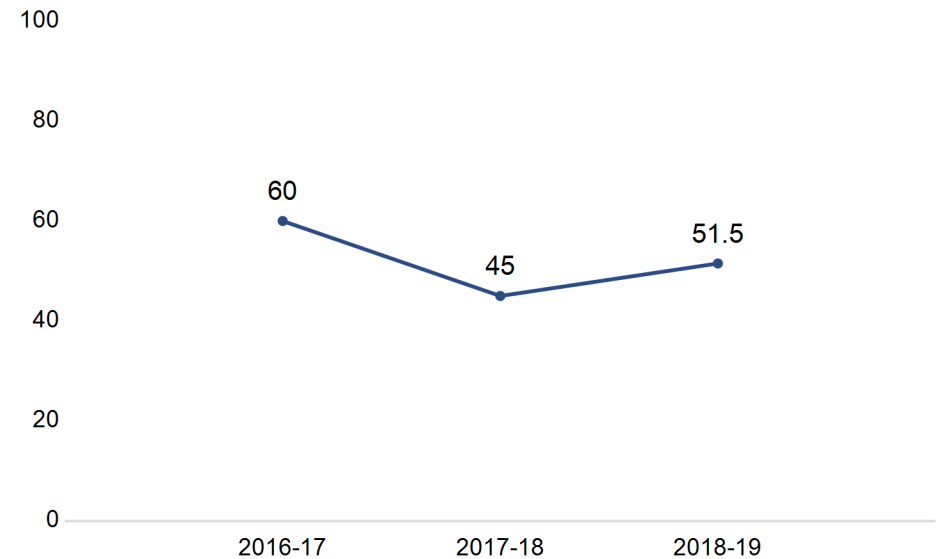
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	49	58	60	45	51.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	58	53	50	Met Standard	51.5	52	50	Met Standard
White	59	53	50	Met Standard	52	53	52	Met Standard
Hispanic	49	49	49	Met Standard	45	46	47	Met Standard
Black or African American	*	61	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	38.5	59	**	*	45.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	65	49	**	*	61	52	**
Female	52	51	53	N	47	51	50	N
Male	65.5	53	47	N	57	54	51	N
Economically Disadvantaged Students	53.5	53	48	Met Standard	47.5	50	46	Met Standard
Students with Disabilities	53	45	43	Met Standard	50	44	45	Met Standard
English Learners	*	75	52	**	*	45	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	39	49	N	*	37	51	N
Migrant Students	N	N	47	N	N	N	51	N



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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**

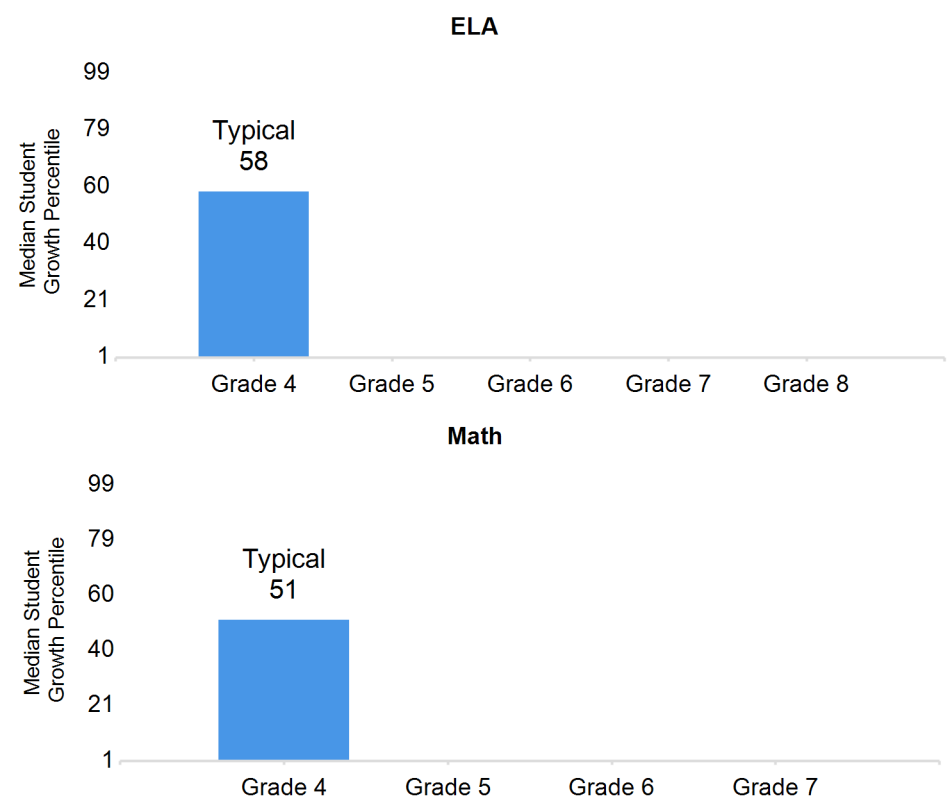
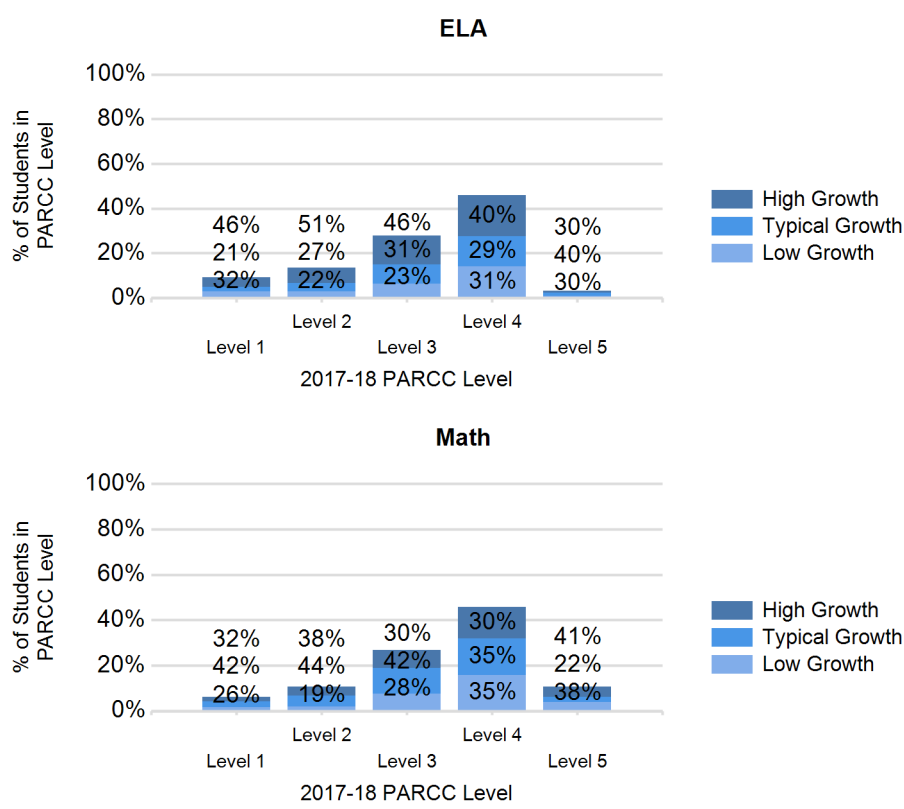
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated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

Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

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



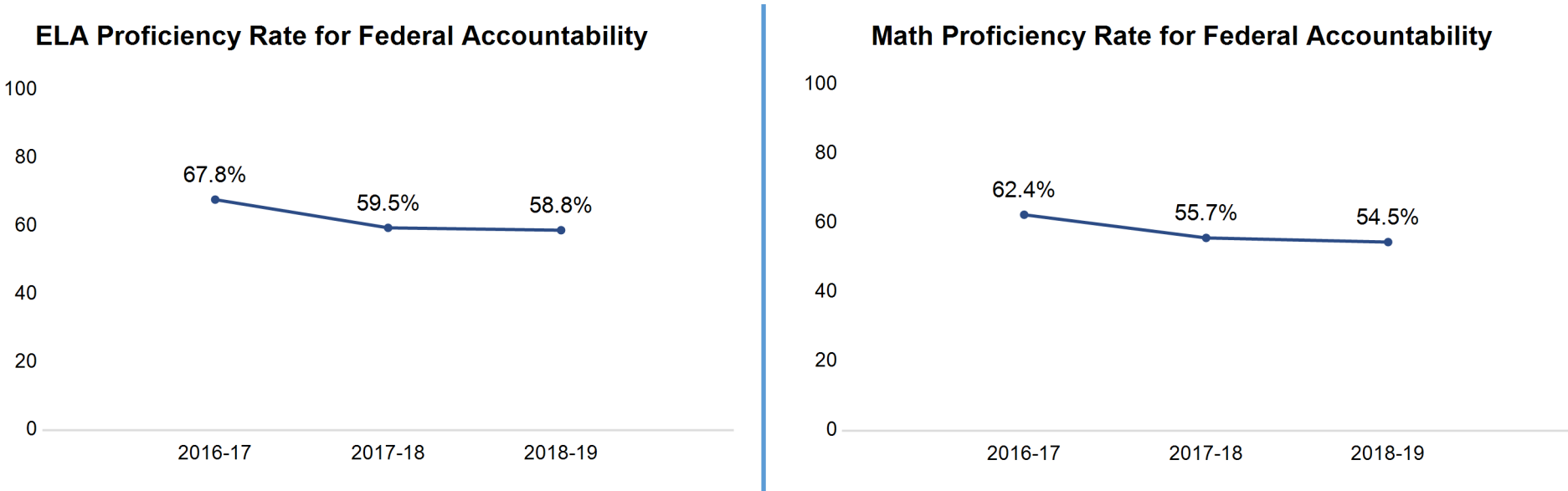


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	98.3%	98.8%	96.6%	98.3%	98.6%
Proficiency Rate for Federal Accountability	67.8%	59.5%	58.8%	62.4%	55.7%	54.5%
Annual Target	60.9%	61.9%	62.9%	56.7%	58.0%	59.2%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	98.8	58.8	62.9	57.9	58.8	62.9	Not Met
White	482	98.6	60.4	64.5	66.9	60.4	64.5	Not Met
Hispanic	54	100.0	40.7	47.1	43.9	40.7	44.1	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	268	99.3	64.6	70.2	64.8	64.6		
Male	290	98.4	53.4	56.2	51.3	53.4		
Economically Disadvantaged Students	107	100.0	37.4	43.1	40.0	37.4	54.8	Not Met
Non-Economically Disadvantaged Students	451	98.5	63.9	67.3	67.9	63.9		
Students with Disabilities	113	97.5	26.5	21.9	22.7	26.5	33.2	Met Target†
Students without Disabilities	445	99.1	67.0	73.1	65.1	67.0		
English Learners	*	*	*	29.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





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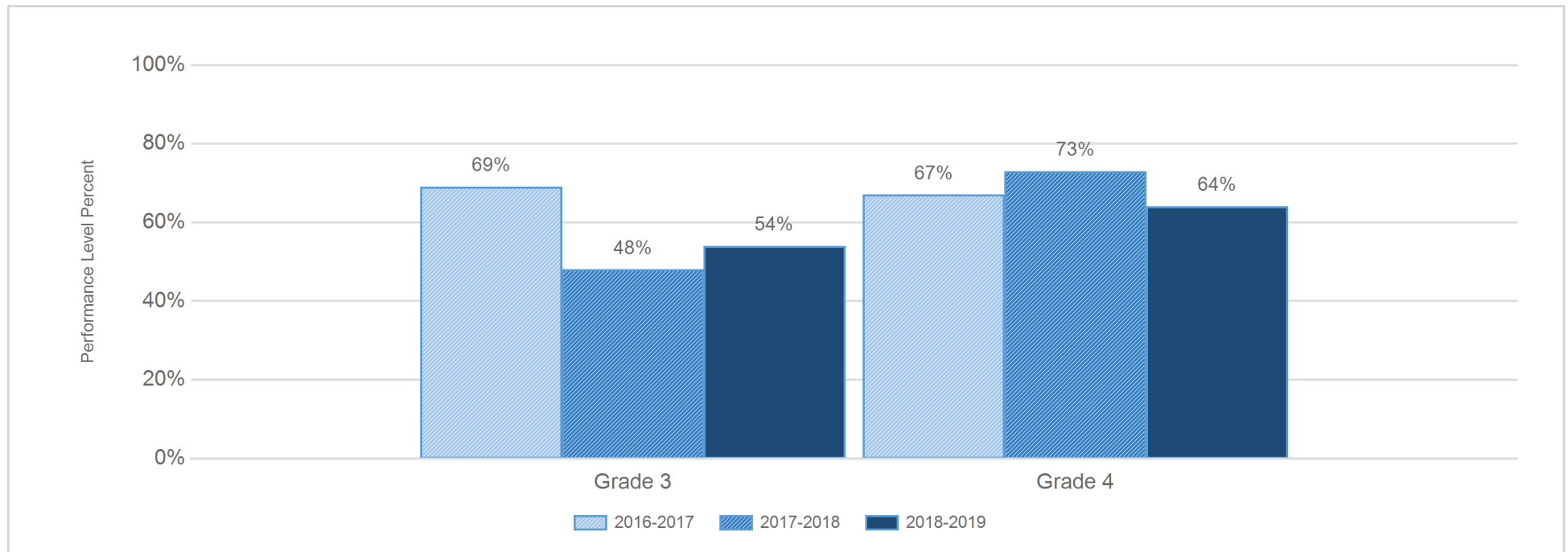
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	258	748	748	748	10%	17%	19%	49%	5%	54%	50%
White	221	751	751	757	8%	16%	20%	51%	5%	57%	60%
Hispanic	27	724	724	734	*	*	*	*	*	30%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	123	753	753	753	*	18%	17%	*	*	59%	55%
Male	135	743	743	743	*	17%	21%	*	*	49%	46%
Economically Disadvantaged Students	52	722	722	731	*	21%	21%	*	*	27%	33%
Non-Economically Disadvantaged Students	206	754	754	759	*	17%	18%	*	*	61%	61%
Students with Disabilities	40	710	710	719	*	35%	*	*	*	15%	24%
Students without Disabilities	218	754	754	754	*	14%	*	*	*	61%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	307	759	759	755	5%	9%	22%	47%	17%	64%	57%
White	264	760	760	763	4%	9%	23%	46%	18%	64%	67%
Hispanic	29	746	746	743	*	*	*	52%	0%	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	148	762	762	760	*	*	18%	54%	16%	70%	62%
Male	159	756	756	750	*	*	27%	41%	17%	58%	53%
Economically Disadvantaged Students	55	750	750	740	*	*	25%	*	*	49%	40%
Non-Economically Disadvantaged Students	252	761	761	765	*	*	22%	*	*	67%	69%
Students with Disabilities	70	735	735	725	*	*	24%	*	*	36%	25%
Students without Disabilities	237	766	766	761	*	*	22%	*	*	72%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	98.6	54.5	55.1	44.5	54.5	59.2	Not Met
White	481	98.4	56.3	56.4	54.1	56.3	60.4	Not Met
Hispanic	55	100.0	36.4	44.2	28.8	36.4	35	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	267	98.9	52.4	54.8	44.9	52.4		
Male	291	98.4	56.4	55.3	44.2	56.4		
Economically Disadvantaged Students	107	100.0	33.6	38.4	26.3	33.6	47	Not Met
Non-Economically Disadvantaged Students	451	98.3	59.4	58.8	54.9	59.4		
Students with Disabilities	113	96.7	21.2	18.9	17.4	21.2	35.3	Not Met
Students without Disabilities	445	99.1	62.9	64.1	50.0	62.9		
English Learners	10	100.0	10.0	*	25.0	10.0	**	**
Non-English Learners	548	98.6	55.3	*	46.5	55.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

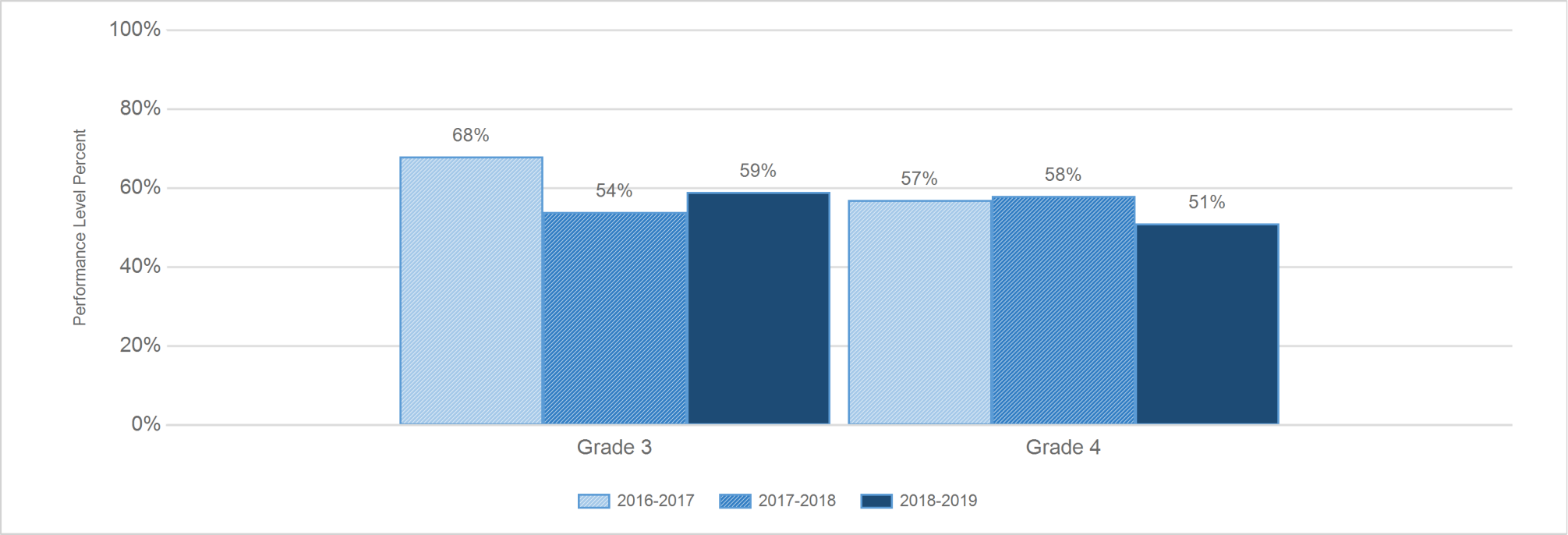


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	259	753	753	752	5%	10%	25%	48%	11%	59%	55%
White	221	755	755	760	5%	9%	25%	50%	12%	62%	66%
Hispanic	28	739	739	739	*	*	36%	*	*	39%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	123	752	752	751	*	10%	31%	*	*	56%	54%
Male	136	754	754	752	*	10%	21%	*	*	63%	56%
Economically Disadvantaged Students	52	736	736	737	*	*	37%	35%	0%	35%	37%
Non-Economically Disadvantaged Students	207	757	757	761	*	*	23%	52%	14%	66%	67%
Students with Disabilities	41	721	721	731	*	*	*	*	*	27%	31%
Students without Disabilities	218	759	759	756	*	*	*	*	*	66%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**McKinley Avenue Elementary School**  
(29-5020-060)  
Grades Offered: 03-04  
2018-2019

**Report Key:**

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	306	751	751	749	5%	12%	33%	45%	6%	51%	51%
White	263	752	752	757	4%	11%	32%	46%	6%	52%	62%
Hispanic	29	738	738	737	*	*	41%	34%	0%	34%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	147	749	749	749	*	14%	32%	*	*	49%	50%
Male	159	752	752	749	*	10%	33%	*	*	52%	52%
Economically Disadvantaged Students	55	740	740	734	*	*	42%	*	*	33%	32%
Non-Economically Disadvantaged Students	251	753	753	759	*	*	31%	*	*	55%	63%
Students with Disabilities	69	729	729	726	*	*	36%	*	*	20%	25%
Students without Disabilities	237	757	757	754	*	*	32%	*	*	59%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



McKinley Avenue Elementary School

(29-5020-060)

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N





McKinley Avenue Elementary School

(29-5020-060)

Grades Offered: 03-04

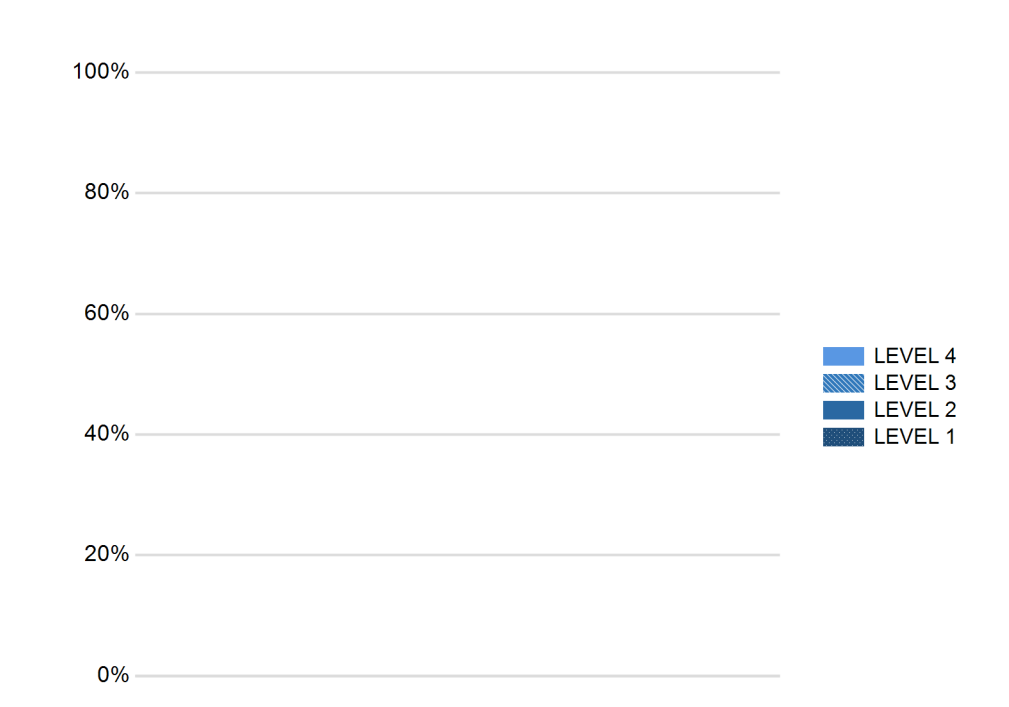
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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McKinley Avenue Elementary School

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

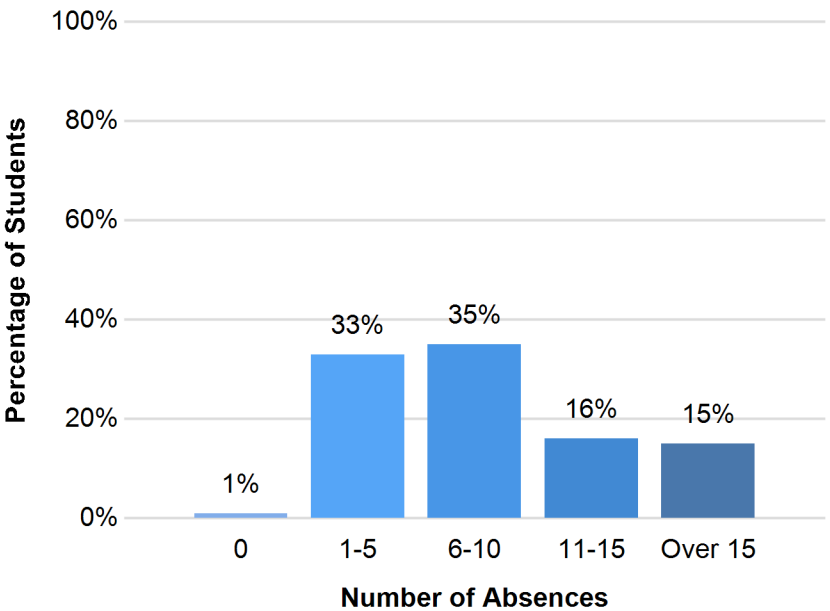
Chronic Absenteeism

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	62	10.7	7.5	Not Met
White	46	9.3	7.5	Not Met
Hispanic	13	21.7	7.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	7.7		
Male	41	13.5		
Economically Disadvantaged Students	26	23.4	7.5	Not Met
Students with Disabilities	28	22.2	7.5	Not Met
English Learners	4	40.0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





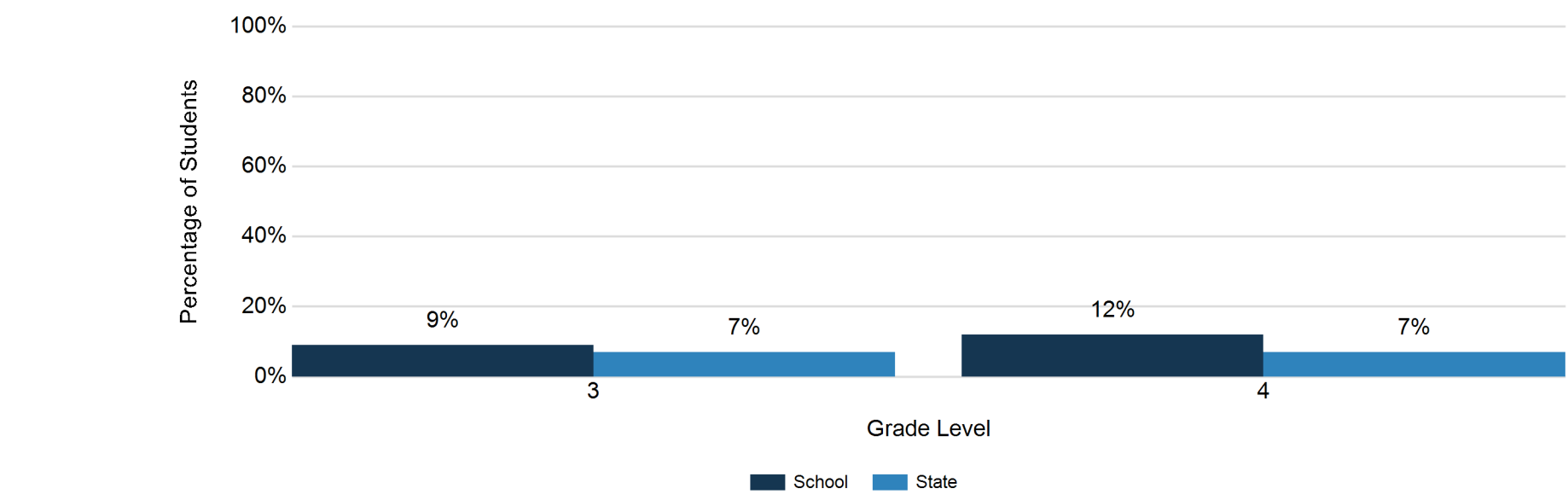
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





McKinley Avenue Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.41

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2		2

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	68.8%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	16.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

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	12:1	12:1
Students to Administrators	569:1	187:1
Teachers to Administrators	48:1	16:1
Students to Librarians/Media Specialists		2242:1
Students to Nurses		448:1
Students to Counselors		561:1
Students to Child Study Team Members		280:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	52.4%	6.3%	0.0%	51.6%	22.9%	45.1%
White	85.8%	97.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.0%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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**Teachers:** All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

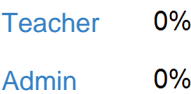
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	95.7%





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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.8%	59.5%	58.8%
Math Proficiency	62.4%	55.7%	54.5%
ELA Growth	52	49	58
Math Growth	60	45	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.9%	9.5%	10.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



McKinley Avenue Elementary School  
 (29-5020-060)  
 Grades Offered: 03-04  
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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





McKinley Avenue Elementary School  
(29-5020-060)  
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2018-2019

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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Curriculum includes GoMath!, Schoolwide for reading and writing, and Next Generation Science Standards</li> <li>Technology is a part of each school day with all students utilizing 1:1 personal Chromebooks, iPads, and interactive whiteboards.</li> <li>Safety Initiatives: School Safety Officers, collaboration with local PD, safety assemblies/social skills programs.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The motto for the McKinley Avenue Elementary School is "Believe and Succeed." The school houses the district's third and fourth grade students. During the 2017-2018 school year, there were twelve third grade classes, thirteen fourth grade classes, and three self-contained classes.</p>





McKinley Avenue Elementary School  
 (29-5020-060)  
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 <div>Courses, Curriculum, Instruction:</div>	Classroom experiences promote a developmental continuum of literacy, mathematics, science, and social studies. Special subject areas include: art, music, physical and health education, world language, STEAM, and social/emotional learning. In addition, the school offers chorus, band, peer mediation, and guidance groups. Our Gifted and Talented program addresses the needs of identified students. Small group instruction and intervention is available as needed during the school day.
 <div>Clubs and Activities:</div>	During the school day, fourth grade students have the opportunity to participate in chorus, instrumental band, and our strings program. Fourth graders may also be involved in the SOS (Students Offering Solutions)/Peer Leader group and/or the school's safety patrol.





McKinley Avenue Elementary School  
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<div>  <div>Before and After School Programs:</div> </div>	<p>Children who have interests in reading, writing, math, science, technology, or athletic activities may participate in our after-school enrichment programs. These school enrichment programs, created by teachers, are offered three times per year in six week sessions for two hours weekly.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administration to take part in PD that focuses on administrative initiatives.</p>





**McKinley Avenue Elementary School**  
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#### Student Supports and Services:

Support services for students include: BSIP (push in – pull out), ELL, OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. In addition, the Intervention and Referral Service Team determines the supports needed for students having learning, social/emotional, or health challenges.



#### Student Health and Wellness:

Breakfast is offered daily. Students receive twenty-two minutes of recess daily as well as ninety minutes per week of Physical Education. The OT room is available for students to use to release energy. Teachers also integrate activities throughout the day as needed for brain breaks and mindfulness.



#### Parent and Community Involvement:

An active Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Ed. Week, and Parent/Teacher conferences. The guidance counselor assists all stakeholders with additional resources/support. Parents/Guardians have access to the Parent Portal as well as important school information sent via email.





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys are given via a Google form annually to students, staff, administrators, and parents. Data is compiled and reviewed by the School Climate Committee. Future initiatives are created based on the collected data.</p>
 <div>Facilities:</div>	<p>Building features included: library, STEAM lab, gymnasium, OT/PT room, art room, music room, instrumental music room, cafeteria, and playground with adjoining fields. The building is air-conditioned.</p>




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School Narrative

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 <div>Other Information</div>	<p>The Stafford Township School District is a choice district. McKinley Avenue Elementary School houses the districts third and fourth grade students. The students arrive from Ocean Acres Elementary School. There are twelve third grade classes, thirteen fourth grade classes, and three self-contained classes. Building visitors are allowed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and interactive projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms via standing desks, yoga ball seats, and wiggle stools. The Blackboard Connect System and the school webpage are used for parental communication. The principal and district have Twitter accounts for instant school highlights. Upon completion of grade four, students transfer to the Intermediate School.</p>
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**Ocean Acres Elementary School**  
(29-5020-065)  
Grades Offered: KG-02  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Ocean Acres Elementary School**

(29-5020-065)

Grades Offered: KG-02

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Ocean
District	Stafford Township School District
Principal Name	Mrs. Susan D'Alessandro
Address	489 Nautilus Drive Manahawkin, NJ 08050
Phone Number	609-978-5700
Email Address	<a href="mailto:sdalessandro@staffordschools.org">sdalessandro@staffordschools.org</a>
Website	<a href="https://www.staffordschools.org/domain/8">https://www.staffordschools.org/domain/8</a>
Twitter	<a href="https://twitter.com/OAPrincipal">https://twitter.com/OAPrincipal</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	5	1	1
1	257	272	246
2	288	268	289
Total	550	542	536

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.9%	47.0%	50.2%
Male	53.1%	53.0%	49.8%
Economically Disadvantaged Students	24.0%	23.8%	23.5%
Students with Disabilities	19.5%	19.4%	17.0%
English Learners	0.9%	1.1%	1.7%
Homeless Students	0.0%	0.6%	0.6%
Students in Foster Care	0.5%	0.2%	0.0%
Military-Connected Students	0.0%	1.5%	1.3%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	85.5%	84.1%	84.0%
Hispanic	10.9%	12.0%	13.6%
Black or African American	1.3%	1.3%	0.6%
Asian	1.5%	1.3%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.7%	1.3%	0.9%

### 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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	5	1	1

### 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	92.0%
Spanish	7.3%
Other Languages	0.7%



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### 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	*	*	*

### 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



# Ocean Acres Elementary School

(29-5020-065)

Grades Offered: KG-02

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

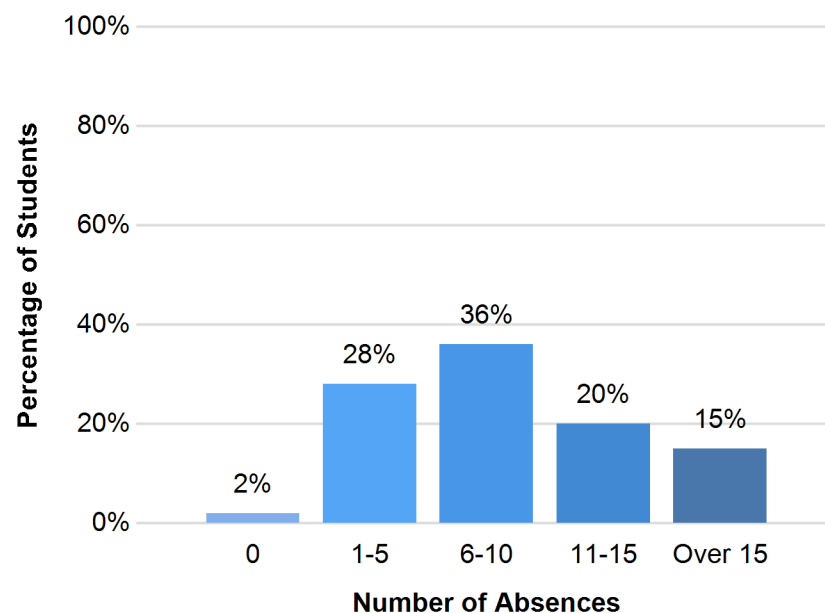
## Chronic Absenteeism

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	58	10.8	9.0	Not Met
White	46	10.2	9.0	Not Met
Hispanic	11	15.3	9.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	28	10.4		
Male	30	11.2		
Economically Disadvantaged Students	20	16.0	9.0	Not Met
Students with Disabilities	16	17.6	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.







## Ocean Acres Elementary School

(29-5020-065)

Grades Offered: KG-02

2018-2019

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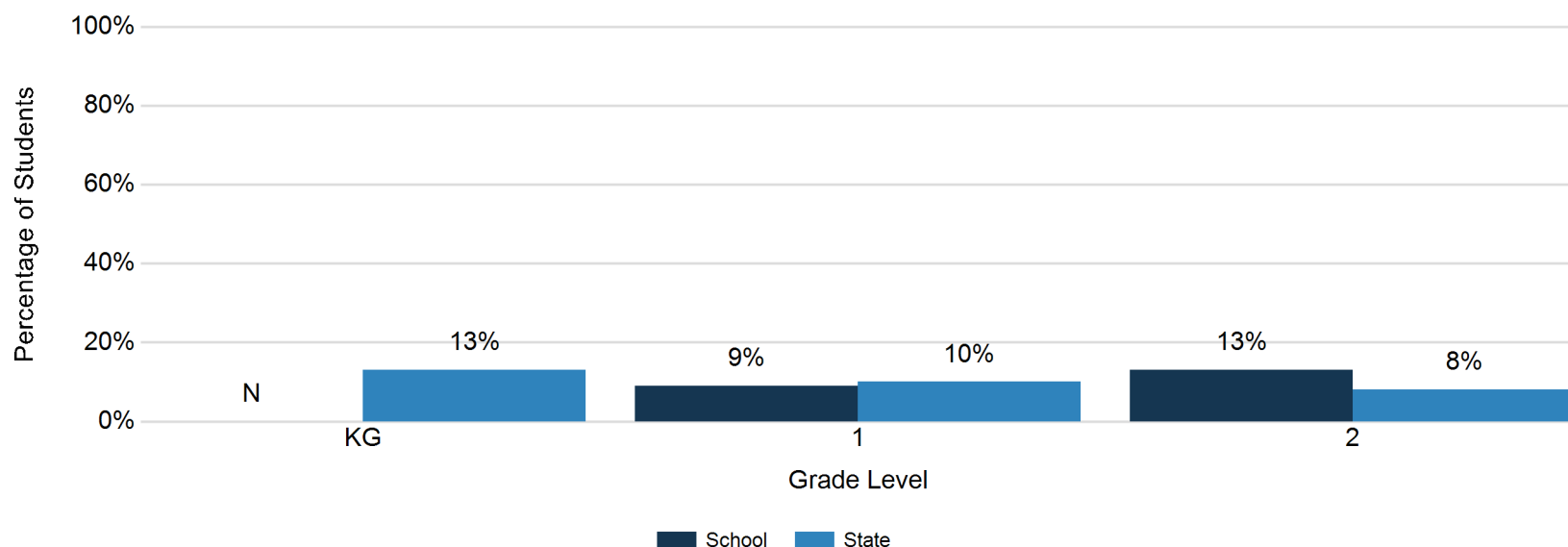
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N

**Ocean Acres Elementary School**

(29-5020-065)

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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	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	68.3%	75.3%

**Administrators – Experience (District Level)**

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	16.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

**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	13:1	12:1
Students to Administrators	536:1	187:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		2242:1
Students to Nurses		448:1
Students to Counselors		561:1
Students to Child Study Team Members		280:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	92.7%	100.0%	48.4%	77.1%	54.9%
Male	49.8%	7.3%	0.0%	51.6%	22.9%	45.1%
White	84.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



**Ocean Acres Elementary School**  
(29-5020-065)  
Grades Offered: KG-02  
2018-2019

**Report Key:**

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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

### 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
2018-19	95.2%



**Ocean Acres Elementary School**  
(29-5020-065)  
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2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Ocean Acres Elementary School**  
 (29-5020-065)  
 Grades Offered: KG-02  
 2018-2019

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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 the school or district directly.



#### Highlights:

- Curriculum includes Schoolwide for reading and writing, Foundations, GoMath! and Next Generation Science Standards, STEAM, PE, Spanish, Art and Music.
- Safety Initiatives: School Resource Officers, collaboration with local PD, safety assemblies/anti-bullying programs. SEL Initiatives: Project TEAM, Kelso's Choice, Mindfulness/Yoga.
- Technology is a part of each school day with all students utilizing 1;1 personal Chromebooks.



#### Mission, Vision, Theme:

The motto for the Ocean Acres Elementary School is "Growing by Leaps and Bounds". The school houses the district's first and second grade students. During the 2018-2019 school year, there were twelve first grade classes, twelve second grade classes and five special education self-contained classes.



**Ocean Acres Elementary School**

(29-5020-065)

Grades Offered: KG-02

2018-2019

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Courses, Curriculum,  
Instruction:

Classroom experiences promote a developmental continuum of literacy, mathematics, science, social studies, creative arts, socialization, and fine/gross/sensory motor skills. The curriculum is aligned to the state standards and is integrated based on content themes. Teachers throughout the school collaborate to design hands-on activities and instruction to accommodate the needs of all students. Small group instruction and intervention is available to students as needed during the school day.



## Clubs and Activities:

Before school enrichment programs, created by teachers are offered three times per year in six week sessions for two hours weekly. Programs included: cartoon art drawing, arts and crafts, mindfulness, yoga and meditation, running club, homework club, and Project TEAM.



### Ocean Acres Elementary School

(29-5020-065)

Grades Offered: KG-02

2018-2019

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### Before and After School Programs:

Before school enrichment programs, created by teachers are offered three times per year in six week sessions for two hours weekly. Programs included: cartoon art drawing, arts and crafts, mindfulness, yoga and meditation, running club, homework club, and Project TEAM. After school programming is for our extended day students.



### Staff and Professional Learning:

The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administrative team to take part in PD that focuses on administrative initiatives.



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 2018-2019

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#### Student Supports and Services:

Support services for students include: BSIP (push in –pull out), ELL, OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. The Intervention and Referral Service Team determine the supports needed for students having learning, behavior or health difficulties.



#### Student Health and Wellness:

Breakfast is offered daily. Students receive twenty two minutes of recess daily as well as ninety minutes per week of Physical Education. Mindfulness and yoga are intertwined as needed. A Move and Groove room is available for students to use to release energy. Teachers integrate GoNoodle throughout the day as needed for brain breaks.



#### Parent and Community Involvement:

An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences.





**Ocean Acres Elementary School**  
 (29-5020-065)  
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 2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys are given via a google form annual to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.</p>
 <p>Facilities:</p>	<p>Building features included: library, STEAM lab, behavior reward room, Move and Grove room, adult computer lab, two student computer labs, Kid's Kitchen, gymnasium, art room, music room, cafeteria, attached community center, and three playgrounds. The building is air-conditioned and receives energy via solar panels. Outdoors there is a memorial garden.</p>



### Ocean Acres Elementary School

(29-5020-065)

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#### Other Information

The STSD is a choice district. OA Elementary houses the district's first and second grade students. The students arrive from the Primary Learning Center. There are twelve of each grade and five special education classes in the school. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms via standing desks, yoga ball seats and wobble stools. The Blackboard Connect System and the school webpage are used for parental communication. The Principal and district have Twitter accounts for instant school highlights. Upon completion of grade two students transfer to McKinley Avenue Elementary School.



**Oxycocus Elementary School**  
(29-5020-050)  
Grades Offered: PK-PK  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Oxycoccus Elementary School**  
 (29-5020-050)  
 Grades Offered: PK-PK  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Ocean
District	Stafford Township School District
Principal Name	Mr. William Wilkinson
Address	250 North Main Street Manahawkin, NJ 08050-3011
Phone Number	609-978-5700
Email Address	<a href="mailto:wwilkinson@staffordschools.org">wwilkinson@staffordschools.org</a>
Website	<a href="https://www.staffordschools.org/Domain/9">https://www.staffordschools.org/Domain/9</a>
Twitter	<a href="https://twitter.com/Director_Oxy">https://twitter.com/Director_Oxy</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	159	161	202
Total	159	161	202

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	44.1%	44.1%
Male	52.2%	55.9%	55.9%
Economically Disadvantaged Students	45.3%	41.0%	41.1%
Students with Disabilities	40.9%	42.9%	44.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.6%	0.5%
Students in Foster Care	0.6%	2.5%	0.5%
Military-Connected Students	0.0%	1.2%	0.5%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	79.2%	78.9%	74.8%
Hispanic	17.0%	16.8%	19.3%
Black or African American	0.6%	1.2%	1.0%
Asian	1.3%	1.2%	1.5%
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	1.9%	1.9%	3.5%

### 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	2016-17	2017-18	2018-19
PK - Half Day	0	0	1
PK - Full Day	159	161	201

### 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	91.1%
Spanish	8.4%
Other Languages	0.5%





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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

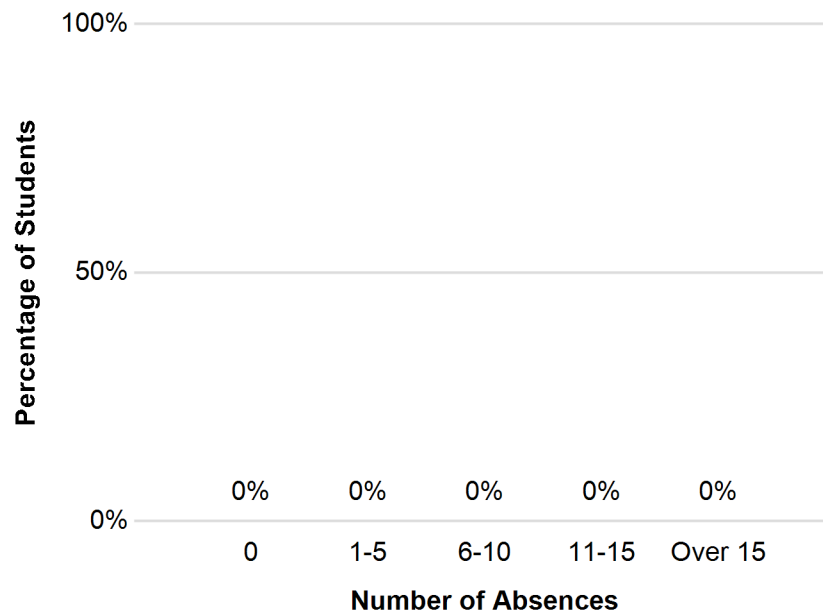
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





**Oxycocus Elementary School**  
(29-5020-050)  
Grades Offered: PK-PK  
2018-2019

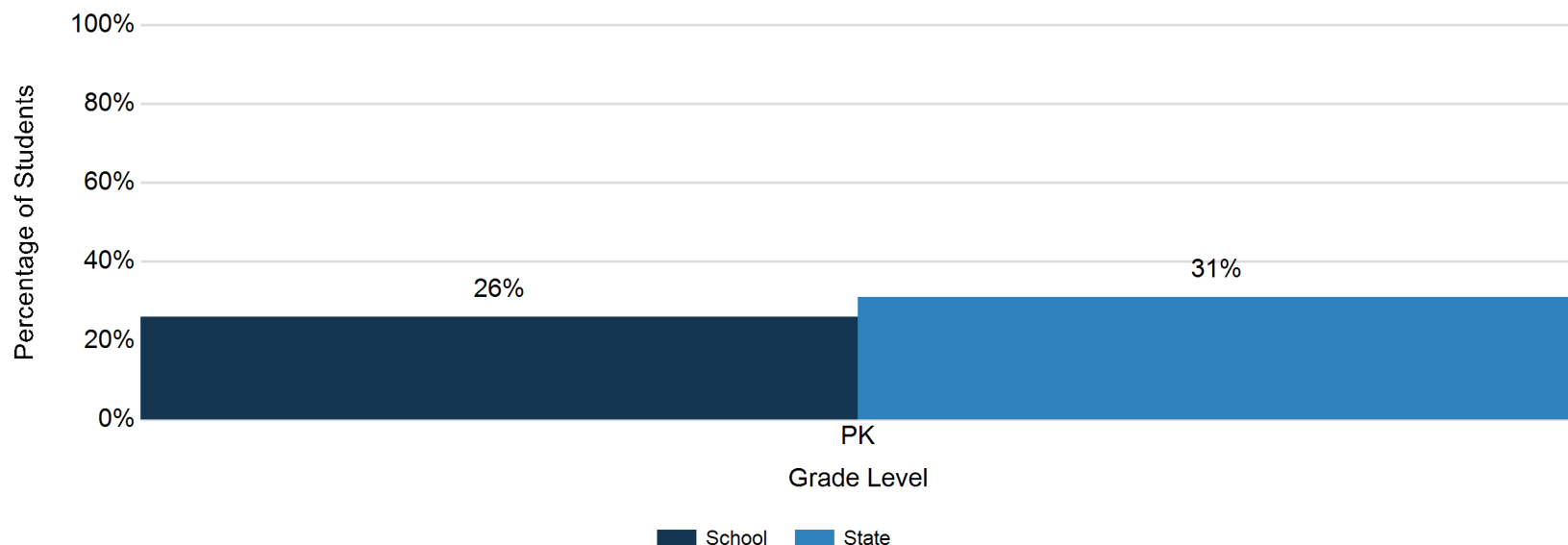
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





**Oxycoccus Elementary School**  
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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



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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	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	20	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	65.0%	75.3%

**Administrators – Experience (District Level)**

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	16.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

**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	202:1	187:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		2242:1
Students to Nurses		448:1
Students to Counselors		561:1
Students to Child Study Team Members		280:1



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2018-2019

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**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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	95.0%	0.0%	48.4%	77.1%	54.9%
Male	55.9%	5.0%	100.0%	51.6%	22.9%	45.1%
White	74.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

### 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
2018-19	95.5%



**Oxycocus Elementary School**  
(29-5020-050)  
Grades Offered: PK-PK  
2018-2019

**Report Key:**

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.





**Oxycocus Elementary School**  
(29-5020-050)  
Grades Offered: PK-PK  
2018-2019

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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 the school or district directly.



### Highlights:

- The HighScope curriculum meets the social, emotional and educational needs through developmentally appropriate activities.
- Technology is a part of each school day with all classrooms having interactive projectors and touch screen computers. Students also use iPads in various settings.
- Safety Initiatives: Collaboration with local PD, safety assemblies/ social skills programs.



### Mission, Vision, Theme:

The motto for the Oxycocus Elementary School is "A Great Place to begin". The school houses the district's youngest students (3 and 4 year olds). During the 2018-2019 school year, there were nine general education classes and seven special education self-contained classes that mainstream to the general education classes.



**Oxycoccus Elementary School**  
(29-5020-050)  
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2018-2019

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### Courses, Curriculum, Instruction:

Students explore all parts of literacy: listening, speaking, reading and writing. Emergent reading and writing behaviors are encouraged and fostered. Math, science, social studies, world language and life skills are integrated into all aspects of the daily routines through individual and small-group choice activities. An environment that is safe, secure and consistent, allows for social and emotional growth. Students have opportunity for fine/gross motor activities, art, social skill lessons and dramatic play.



**Oxycocus Elementary School**  
(29-5020-050)  
Grades Offered: PK-PK  
2018-2019

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### School Narrative

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#### Before and After School Programs:

Before school enrichment programs, created by teachers are offered three times per year in six week sessions for two hours weekly. The program offered at Oxycocus was a physical education program.



#### Staff and Professional Learning:

The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administrative team to take part in PD that focuses on administrative initiatives.



**Oxycocus Elementary School**  
 (29-5020-050)  
 Grades Offered: PK-PK  
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## School Narrative

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### Student Supports and Services:

Support services for students include: OT/PT, special education resource room, guidance lessons, individual/group counseling, and speech services. The Preschool Intervention and Referral Team determine the supports needed for students having learning, behavior or health difficulties.



### Student Health and Wellness:

Breakfast is offered daily. Students has a rest time which is developmentally appropriate. The student receive sixty minutes per week of Physical Education as well as sixty minutes of gross motor skill play. The student are also scheduled for thirty minutes per day in the Sensory Room. Screenings occur for vision and dental.



### Parent and Community Involvement:

An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences.





**Oxycocus Elementary School**  
 (29-5020-050)  
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys are given via a google form annual to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.</p>
 <p>Facilities:</p>	<p>Building features included: library/computer lab, STEAM lab, gymnasium, cafeteria, and a playground.</p>



**Oxycocus Elementary School**  
(29-5020-050)  
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### Other Information

The STSD is a choice district. Oxycocus Elementary houses the district's youngest students, 3 and 4 year olds. The district has sixteen preschool classes. Nine of the classes are for regular education students, with a combination of three and four year old students learning together. There are also seven pre-school disabled classes that service our students with special needs. Having the regular education program within the district affords our pre-school disabled classes the opportunity to mainstream students in a peer appropriate environment. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms. For those children who qualify, they are offered speech therapy, occupational and physical therapy. A Master Teacher, school psychologist, learning consultant, and social worker support our school efforts to ensure success for all children. The Blackboard Connect System and the school webpage are used for parental communication. The Principal and district have Twitter accounts for instant school highlights. Upon completion of preschool, age appropriate students transfer to the Primary Learning Center.



**Ronald L. Meinders Primary Learning Center**  
(29-5020-075)  
Grades Offered: KG-KG  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:

**Ronald L. Meinders Primary Learning Center**

(29-5020-075)

Grades Offered: KG-KG

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Ocean
District	Stafford Township School District
Principal Name	Mrs. Lori Coyne
Address	1000 McKinley Avenue Manahawkin, NJ 08050
Phone Number	609-978-5700
Email Address	<a href="mailto:lcoyne@staffordschools.org">lcoyne@staffordschools.org</a>
Website	<a href="http://www.staffordschools.org/domain/13">http://www.staffordschools.org/domain/13</a>





**Ronald L. Meinders Primary Learning Center**  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	281	254	279
Total	281	254	279

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	49.6%	55.2%
Male	52.7%	50.4%	44.8%
Economically Disadvantaged Students	28.5%	23.6%	19.7%
Students with Disabilities	17.8%	10.6%	9.7%
English Learners	0.0%	2.8%	3.9%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	1.4%	1.2%	1.1%
Military-Connected Students	0.0%	3.1%	0.7%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	84.0%	84.6%	84.9%
Hispanic	13.2%	14.2%	12.9%
Black or African American	1.8%	0.4%	0.0%
Asian	0.4%	0.8%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.0%	1.4%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	281	254	279

### 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	93.5%
Spanish	6.5%



# Ronald L. Meinders Primary Learning Center

(29-5020-075)

Grades Offered: KG-KG

2018-2019

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## 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	*	*	*

## 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	11	72.7%	27.3%
3-4	N	N	N
5 or more	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

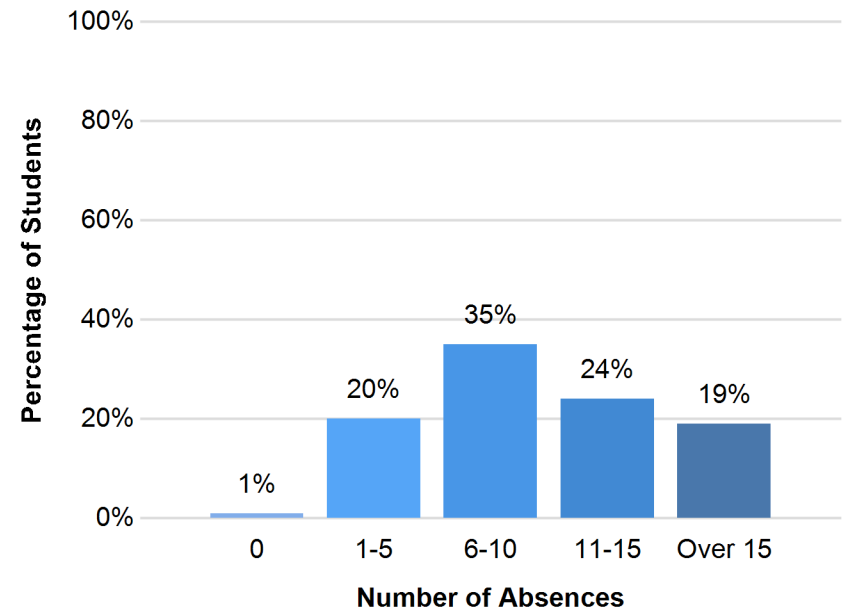
## Chronic Absenteeism

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	38	13.6	13.1	Not Met
White	31	13.1	13.1	Met
Hispanic	6	16.7	13.1	Not Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	25	16.1		
Male	13	10.5		
Economically Disadvantaged Students	11	20.0	13.1	Not Met
Students with Disabilities	7	25.0	13.1	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





## Ronald L. Meinders Primary Learning Center

(29-5020-075)

Grades Offered: KG-KG

2018-2019

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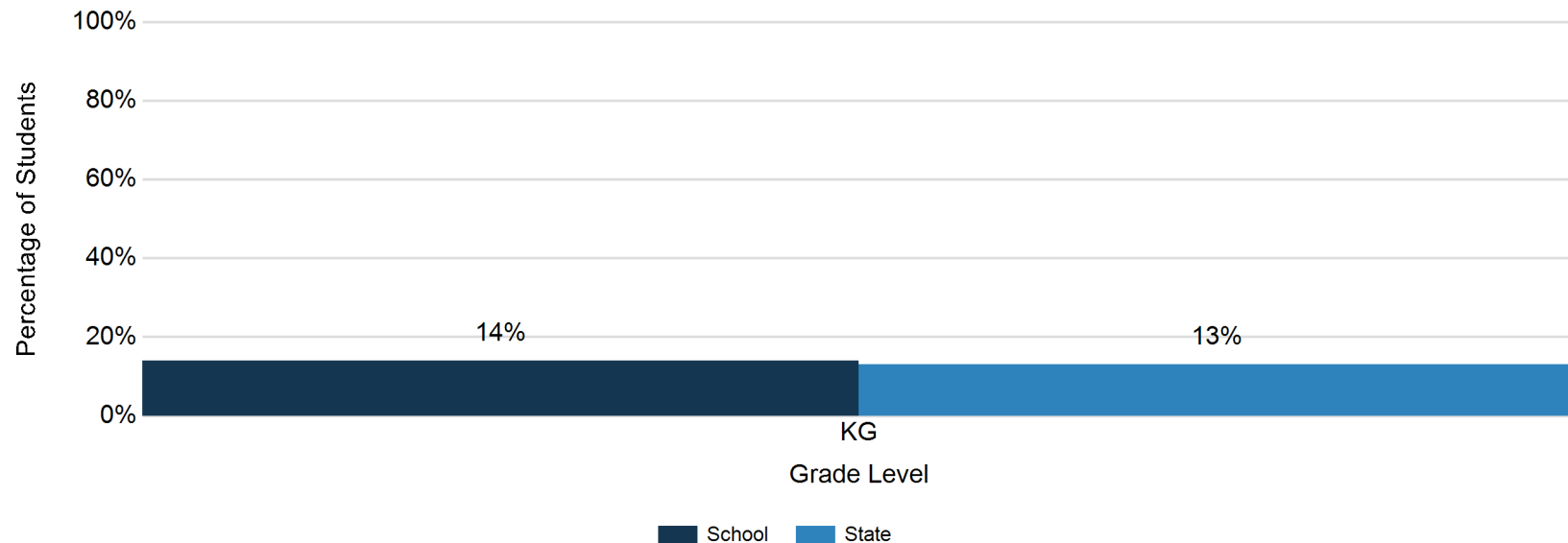
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





# Ronald L. Meinders Primary Learning Center

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

## 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

## 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

## Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

## 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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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	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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**Key terms for staff data:**

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**Teachers:** All classroom teachers

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**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	76.2%	75.3%

**Administrators – Experience (District Level)**

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	16.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

**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	13:1	12:1
Students to Administrators	140:1	187:1
Teachers to Administrators	11:1	16:1
Students to Librarians/Media Specialists		2242:1
Students to Nurses		448:1
Students to Counselors		561:1
Students to Child Study Team Members		280:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.2%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	44.8%	0.0%	0.0%	51.6%	22.9%	45.1%
White	84.9%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%





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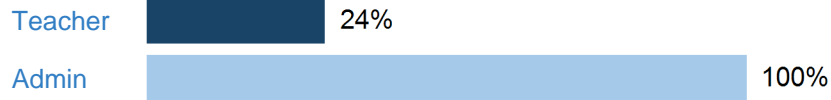
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

### 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
2018-19	95.3%



**Ronald L. Meinders Primary Learning Center**  
 (29-5020-075)  
 Grades Offered: KG-KG  
 2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Ronald L. Meinders Primary Learning Center**  
 (29-5020-075)  
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 2018-2019

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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 the school or district directly.



#### Highlights:

- Curriculum includes GoMath!, Schoolwide for reading and writing, Foundations and Next Generation Science Standards, STEAM, Physical Education, Art, Makerspace and Music.
- Safety Initiatives: School Resource Officers, collaboration with local PD, safety assemblies/ anti-bullying programs.
- Technology is a part of each school day with students utilizing Ipads, Chromeboxes and Interactive whiteboards.



#### Mission, Vision, Theme:

The Ronald L. Meinders Primary Learning Center (PLC) houses Kindergarten students in the Stafford Township School District. The school motto is Imagine, Explore & Discover. During the 2018-2019 the building housed 12 kindergarten classes, 2 Developmental Kindergarten classes and one special education self-contained class.


**Ronald L. Meinders Primary Learning Center**

(29-5020-075)

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**School Narrative**

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**Courses, Curriculum,  
Instruction:**

The curriculum is completely integrated based on content area themes. Classroom experiences promote development of literacy, mathematics, science, social studies, creative arts, socialization, and fine and gross motor skills. The curriculum is aligned to the state standards. Teachers collaborate to design hands-on activities and individualization of instruction to accommodate the needs of all students. Small group instruction and intervention is available to students as needed.


**Clubs and Activities:**

Before school enrichment programs are created by teachers and offered three times per year, in six week sessions, two days weekly.

**Ronald L. Meinders Primary Learning Center**

(29-5020-075)

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2018-2019

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## School Narrative

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### Before and After School Programs:

Before school enrichment programs are created by teachers and are offered three times per year in six week sessions for two hours weekly. Programs offered in the 2018-2019 school year included homework helpers that provides time for students to re-enforce concepts presented in the classroom and a yoga class.



### Staff and Professional Learning:

The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administrative team to take part in PD that focuses on administrative initiatives.



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### School Narrative

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#### Student Supports and Services:

Support services for students include: BSIP (push in –pull out), ELL, OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. The Intervention and Referral Service Team determine the supports needed for students having learning, behavior or health difficulties.



#### Student Health and Wellness:

Breakfast is offered daily. Students receive twenty two minutes of recess daily as well as attend Physical Education. Mindfulness and yoga are intertwined as needed. A Move and Groove room is available for students to use to release energy. Teachers integrate GoNoodle throughout the day as needed for brain breaks.



#### Parent and Community Involvement:

An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, kindergarten ice cream social and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences.





**Ronald L. Meinders Primary Learning Center**  
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys are given via a google form annually to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.</p>
 <p>Facilities:</p>	<p>Building features included: Makerspace lab, STEAM lab, Move and Grove room, Garden room with computer lab, library, life skills room, gymnasium, art room, music room, cafeteria and playground. The building is air conditioned. In addition to the playground area, an outside learn and grow garden extends the STEAM lab to provide students with outdoor, hands on learning experiences.</p>



# Ronald L. Meinders Primary Learning Center

(29-5020-075)

Grades Offered: KG-KG

2018-2019

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## School Narrative

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### Other Information

The Stafford Township School District is a choice district. The Primary Learning Center houses the district's kindergarten students. Students leave the Primary Learning Center to enter first grade at the Ocean Acres Elementary School. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms share iPad carts and each classroom has whiteboard projectors connected to the internet. Chromeboxes are also used in classrooms and/or special areas. Flexible seating is available in the classrooms via standing desks, yoga ball seats, reading rocker seats and wobble stools. The Blackboard Connect System and the school webpage are used for parental communication. The district uses Twitter accounts for instant school highlights posted on the home page.





**Stafford Intermediate School**  
(29-5020-070)  
Grades Offered: 05-06  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Stafford Intermediate School**

(29-5020-070)

Grades Offered: 05-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Ocean
District	Stafford Township School District
Principal Name	Mr. Sean Reilly
Address	1000 McKinley Avenue Manahawkin, NJ 08050
Phone Number	609-978-5700
Email Address	<a href="mailto:sereilly@staffordschools.org">sereilly@staffordschools.org</a>
Website	<a href="https://www.staffordschools.org/Domain/11">https://www.staffordschools.org/Domain/11</a>
Twitter	<a href="https://twitter.com/Int_Principal">https://twitter.com/Int_Principal</a>



Stafford Intermediate School

(29-5020-070)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	4	2	7
4	7	5	4
5	301	344	287
6	333	321	358
Total	645	673	656

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.5%	43.7%	48.6%
Male	53.5%	56.3%	51.4%
Economically Disadvantaged Students	22.0%	20.8%	17.4%
Students with Disabilities	27.4%	25.7%	21.8%
English Learners	0.5%	1.5%	1.4%
Homeless Students	0.0%	0.3%	0.8%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.0%	0.9%	0.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	90.2%	87.4%	86.6%
Hispanic	7.3%	8.0%	8.5%
Black or African American	0.3%	1.0%	1.2%
Asian	0.8%	1.2%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	1.2%	2.2%	2.4%

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	93.0%
Spanish	5.5%
Other Languages	1.5%



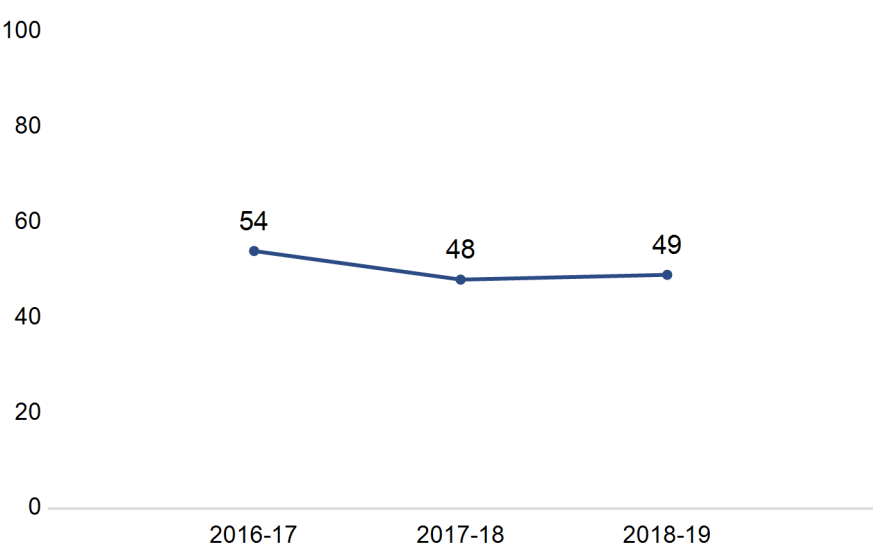
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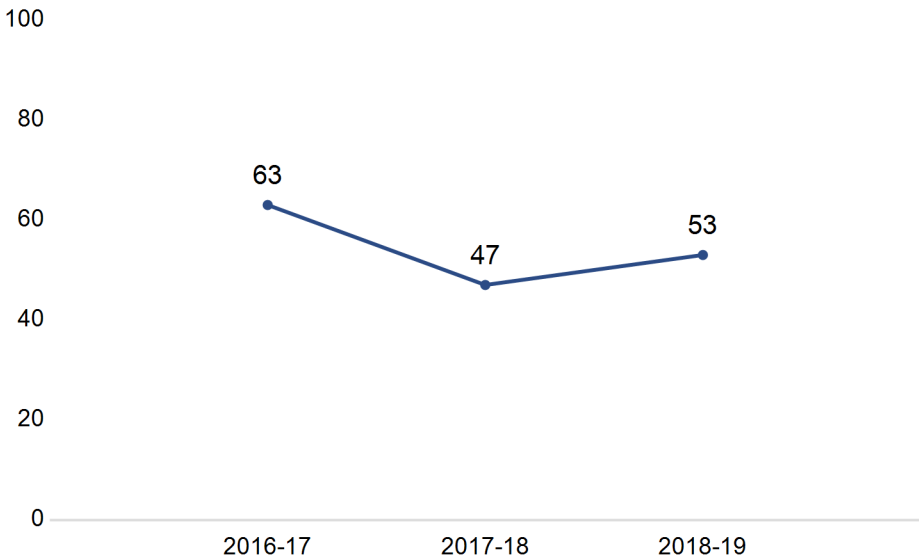
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	48	49	63	47	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	49	53	50	Met Standard	53	52	50	Met Standard
White	49	53	50	Met Standard	54	53	52	Met Standard
Hispanic	49	49	49	Met Standard	46	46	47	Met Standard
Black or African American	*	61	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	38.5	59	**	*	45.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	64.5	65	49	**	58.5	61	52	**
Female	51	51	53	N	56	51	50	N
Male	48	53	47	N	51	54	51	N
Economically Disadvantaged Students	53	53	48	Met Standard	50.5	50	46	Met Standard
Students with Disabilities	40	45	43	Met Standard	43	44	45	Met Standard
English Learners	*	75	52	**	*	45	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	39	49	N	*	37	51	N
Migrant Students	N	N	47	N	N	N	51	N



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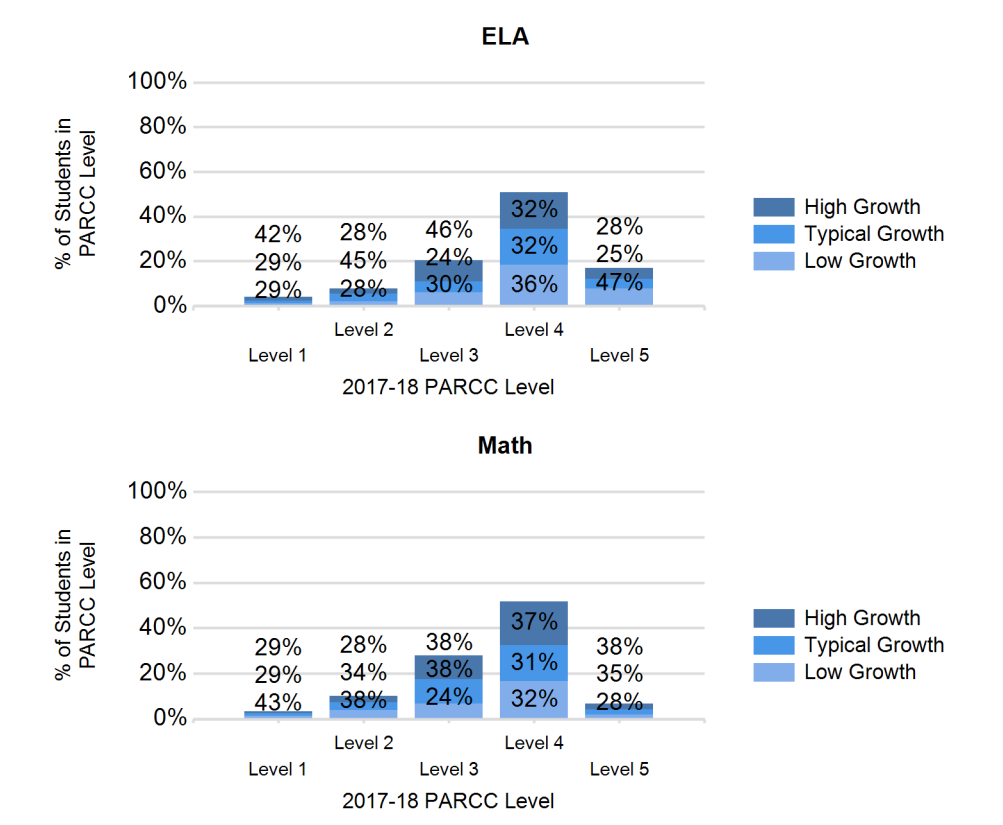
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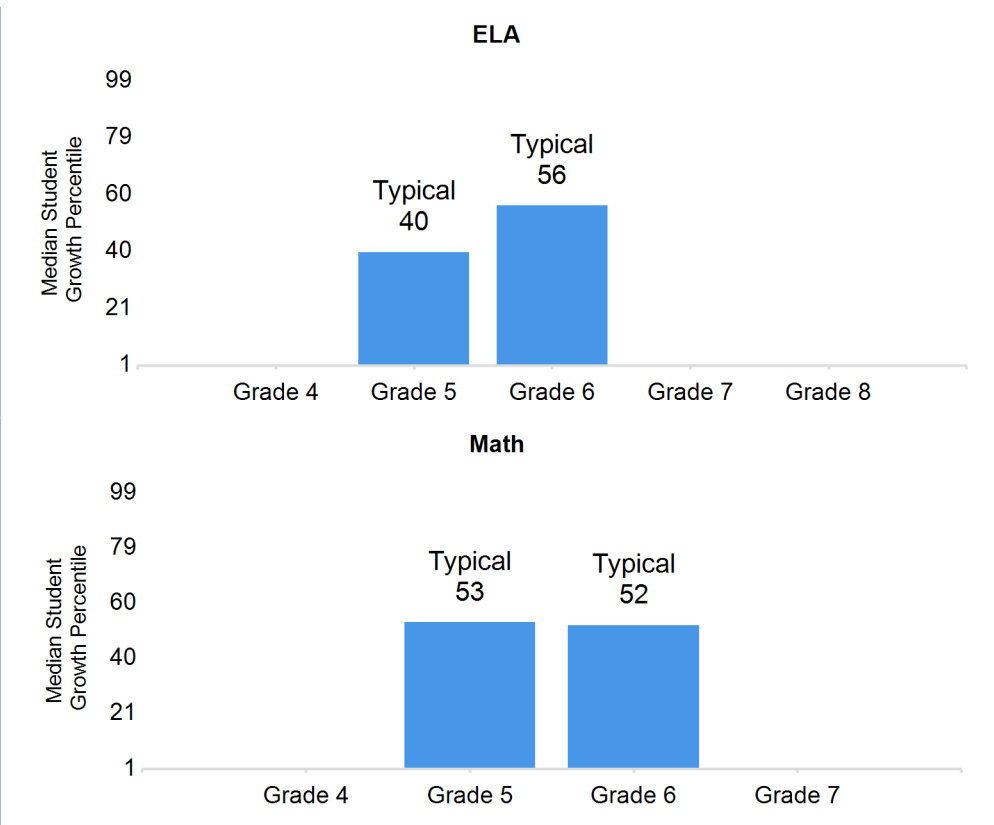
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



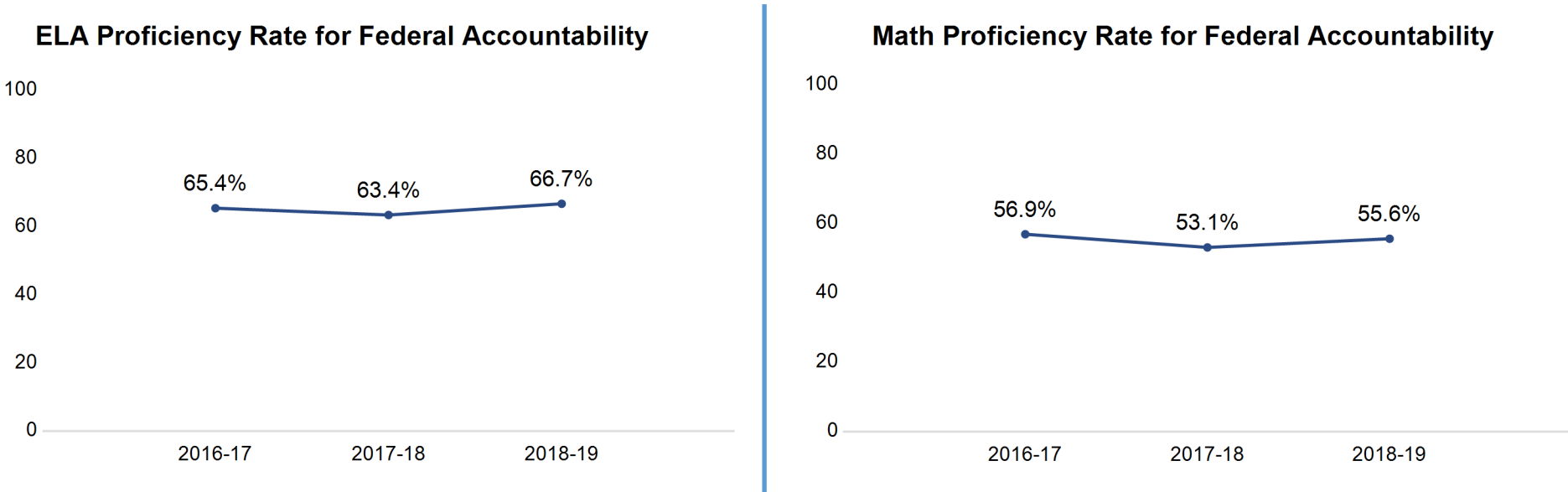


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.2%	96.4%	97.2%	96.2%	96.4%	97.2%
Proficiency Rate for Federal Accountability	65.4%	63.4%	66.7%	56.9%	53.1%	55.6%
Annual Target	62.6%	63.5%	64.4%	56.3%	57.5%	58.8%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	612	97.2	66.7	62.9	57.9	66.7	64.4	Met Target
White	536	96.8	68.3	64.5	66.9	68.3	64.9	Met Target
Hispanic	48	100.0	54.2	47.1	43.9	54.2	55.6	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	14	100.0	50.0	*	64.4	50.0	**	**
Female	295	96.5	75.3	70.2	64.8	75.3		
Male	317	97.9	58.7	56.2	51.3	58.7		
Economically Disadvantaged Students	104	96.3	49.0	43.1	40.0	49.0	45.8	Met Target
Non-Economically Disadvantaged Students	508	97.4	70.3	67.3	67.9	70.3		
Students with Disabilities	120	95.3	17.5	21.9	22.7	17.5	29.6	Not Met
Students without Disabilities	492	97.7	78.7	73.1	65.1	78.7		
English Learners	*	*	*	29.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



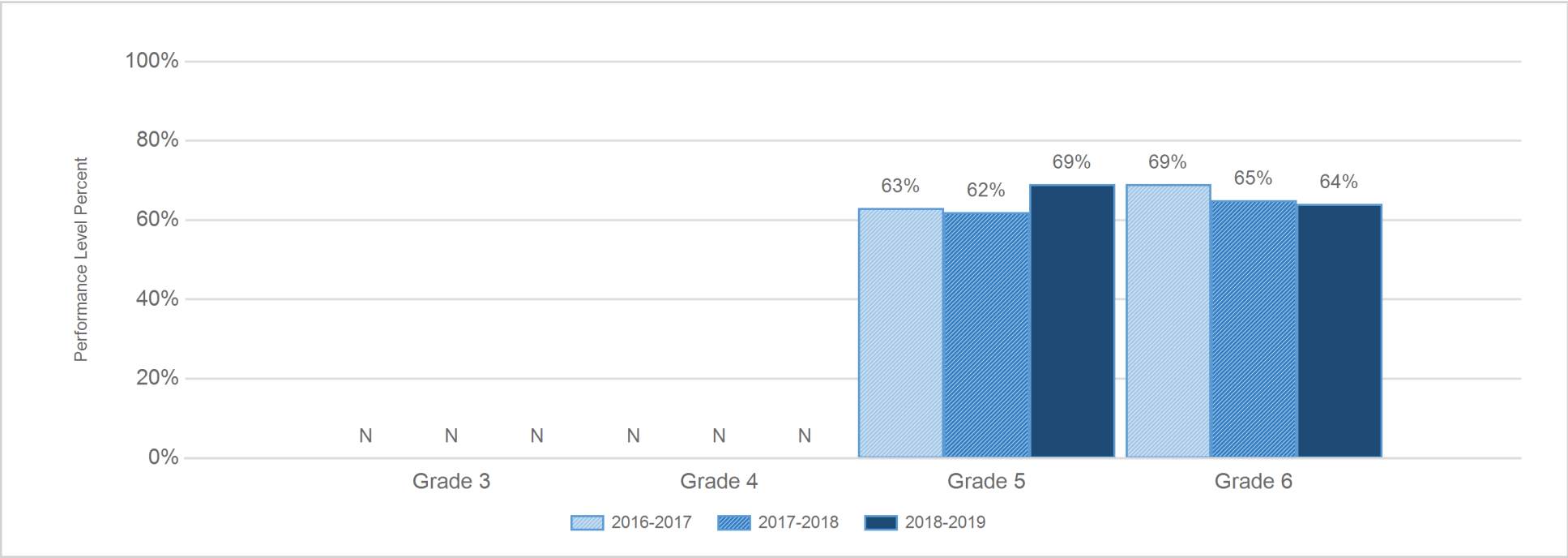


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	281	764	764	756	*	*	21%	58%	11%	69%	58%
White	247	765	765	764	*	*	22%	58%	12%	70%	68%
Hispanic	23	767	767	743	0%	*	*	*	*	70%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	151	768	768	761	*	*	17%	*	*	75%	64%
Male	130	759	759	750	*	*	27%	*	*	62%	52%
Economically Disadvantaged Students	46	755	755	740	*	*	37%	*	*	52%	39%
Non-Economically Disadvantaged Students	235	765	765	766	*	*	18%	*	*	72%	69%
Students with Disabilities	44	734	734	724	*	*	39%	*	*	27%	23%
Students without Disabilities	237	769	769	762	*	*	18%	*	*	77%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Stafford Intermediate School

(29-5020-070)

Grades Offered: 05-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	337	762	762	754	4%	9%	23%	47%	18%	64%	56%
White	291	763	763	762	4%	8%	22%	48%	19%	66%	65%
Hispanic	26	743	743	743	*	*	*	*	*	42%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	11	768	768	760	0%	*	*	*	*	64%	64%
Female	147	769	769	762	*	*	16%	49%	24%	73%	64%
Male	190	756	756	748	*	*	27%	45%	12%	57%	48%
Economically Disadvantaged Students	59	752	752	740	*	*	31%	*	*	47%	39%
Non-Economically Disadvantaged Students	278	764	764	763	*	*	21%	*	*	68%	67%
Students with Disabilities	71	725	725	722	*	*	*	*	*	*	19%
Students without Disabilities	266	772	772	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	613	97.2	55.6	55.1	44.5	55.6	58.8	Met Target†
White	536	96.8	56.5	56.4	54.1	56.5	59.9	Met Target†
Hispanic	49	100.0	53.1	44.2	28.8	53.1	40.4	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	100.0	35.7	*	53.3	35.7	**	**
Female	295	96.5	56.9	54.8	44.9	56.9		
Male	318	97.9	54.4	55.3	44.2	54.4		
Economically Disadvantaged Students	104	96.3	43.3	38.4	26.3	43.3	42.6	Met Target
Non-Economically Disadvantaged Students	509	97.4	58.2	58.8	54.9	58.2		
Students with Disabilities	120	95.3	16.7	18.9	17.4	16.7	24.2	Not Met
Students without Disabilities	493	97.7	65.1	64.1	50.0	65.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

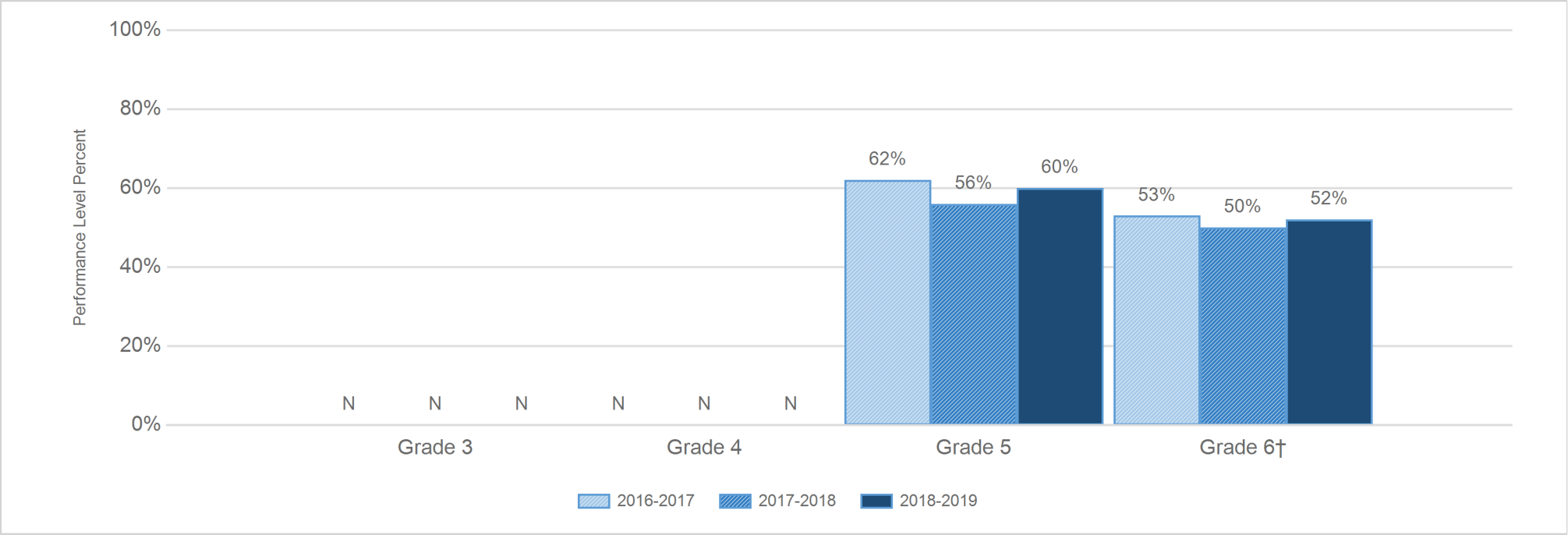


Stafford Intermediate School  
(29-5020-070)  
Grades Offered: 05-06  
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	281	755	755	747	*	11%	26%	*	*	60%	47%
White	247	756	756	755	*	*	27%	49%	12%	60%	58%
Hispanic	23	752	752	735	*	*	*	*	*	74%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	151	754	754	747	*	*	22%	*	*	62%	47%
Male	130	756	756	747	*	*	30%	*	*	58%	47%
Economically Disadvantaged Students	46	746	746	732	*	*	33%	*	*	48%	27%
Non-Economically Disadvantaged Students	235	757	757	757	*	*	24%	*	*	63%	59%
Students with Disabilities	44	728	728	725	*	*	27%	*	*	23%	19%
Students without Disabilities	237	760	760	752	*	*	25%	*	*	67%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	747	747	741	5%	17%	27%	45%	7%	52%	41%
White	291	749	749	749	4%	16%	26%	47%	7%	54%	51%
Hispanic	27	732	732	729	*	*	*	*	*	33%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	11	746	746	747	0%	*	*	*	*	45%	48%
Female	147	747	747	742	*	16%	29%	*	*	51%	42%
Male	191	748	748	740	*	17%	25%	*	*	52%	40%
Economically Disadvantaged Students	59	738	738	726	*	25%	25%	*	*	39%	21%
Non-Economically Disadvantaged Students	279	749	749	750	*	15%	27%	*	*	54%	53%
Students with Disabilities	71	719	719	716	*	42%	25%	*	*	13%	12%
Students without Disabilities	267	755	755	746	*	10%	27%	*	*	62%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
5	*	*
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N





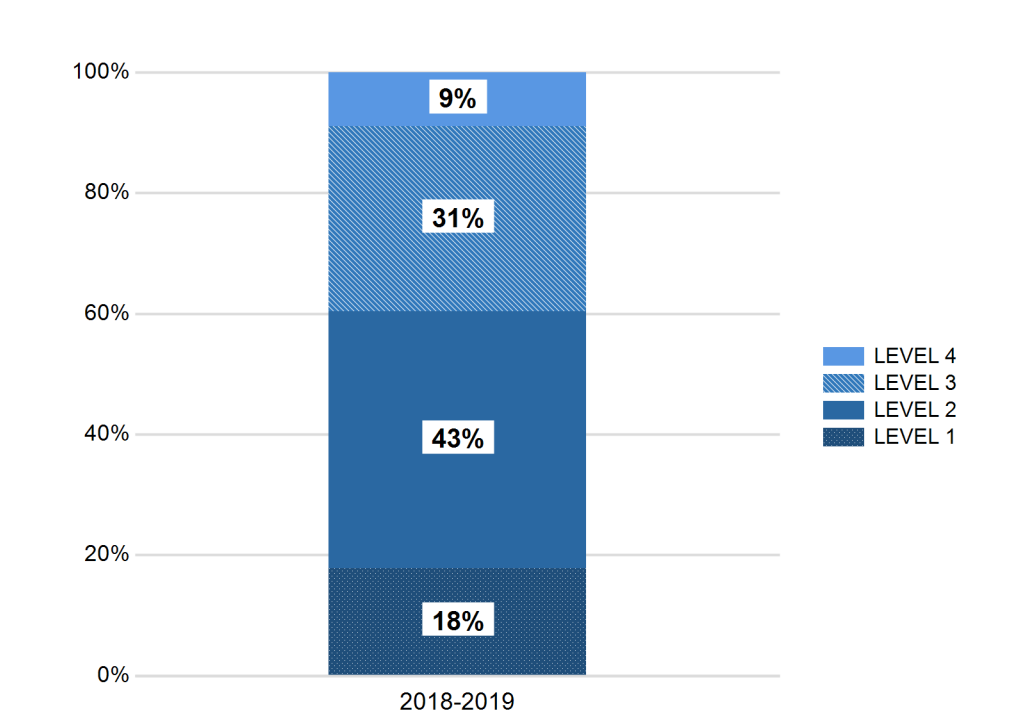
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	43	31	9
White	16	43	31	10
Hispanic	18	36	41	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	46	26	8
Male	16	39	36	10
Economically Disadvantaged Students	29	46	20	5
Non-Economically Disadvantaged Students	16	42	33	10
Students with Disabilities	45	36	19	0
Students without Disabilities	13	44	33	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

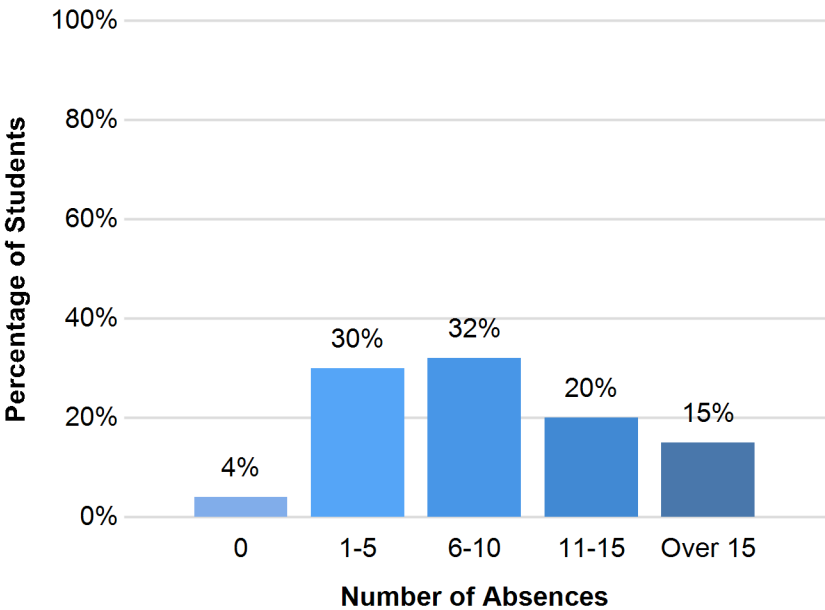
Chronic Absenteeism

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	56	8.7	8.0	Not Met
White	49	8.7	8.0	Not Met
Hispanic	6	11.8	8.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.7	**	**
Female	31	9.8		
Male	25	7.6		
Economically Disadvantaged Students	17	15.2	8.0	Not Met
Students with Disabilities	18	13.8	8.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





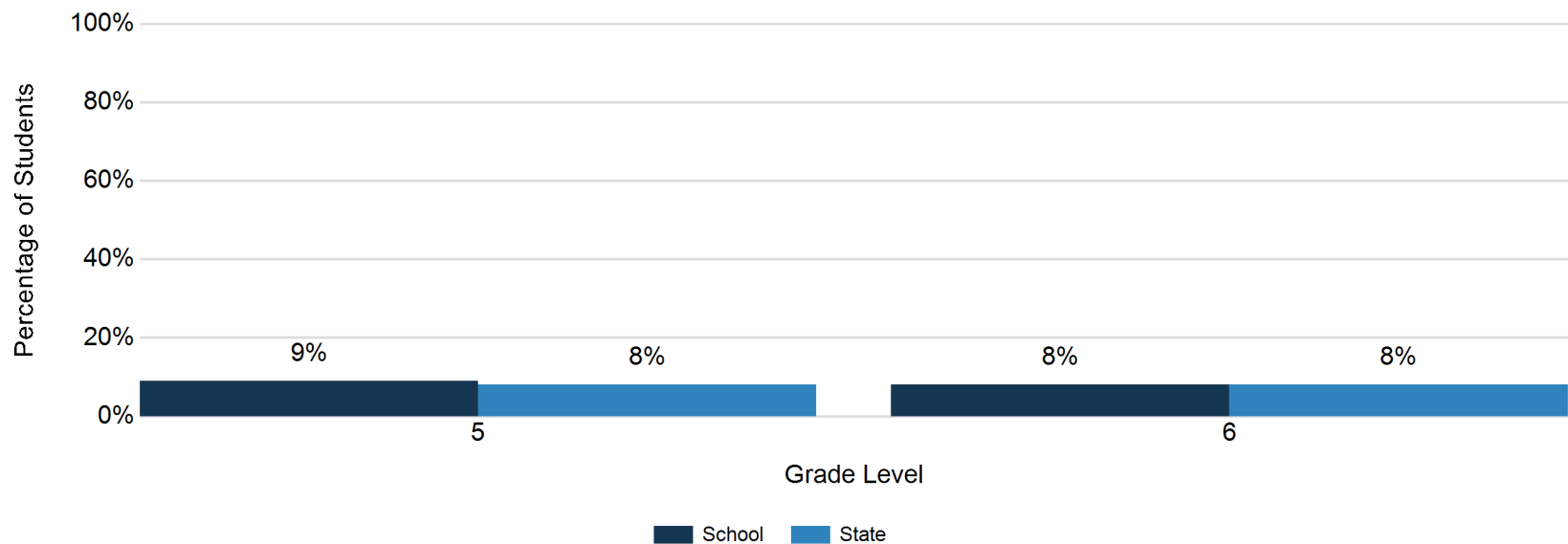
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	14
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.44

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	5		5

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	13	2.0%
Out-of-School Suspensions	*	*
Any Suspension	15	2.3%
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
11



Stafford Intermediate School

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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	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	16.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	328:1	187:1
Teachers to Administrators	31:1	16:1
Students to Librarians/Media Specialists		2242:1
Students to Nurses		448:1
Students to Counselors		561:1
Students to Child Study Team Members		280:1



Stafford Intermediate School  
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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	82.0%	50.0%	48.4%	77.1%	54.9%
Male	51.4%	18.0%	50.0%	51.6%	22.9%	45.1%
White	86.6%	98.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	95.3%





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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.4%	63.4%	66.7%
Math Proficiency	56.9%	53.1%	55.6%
ELA Growth	54	48	49
Math Growth	63	47	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.9%	9.6%	8.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Curriculum includes Go Math!, Schoolwide, Next Gen Science Standards and a variety of performing arts classes. We also offer Broadcasting, World Language and classes for Social/Emotional Learning.</li> <li>Technology is a part of each school day with all students utilizing 1:1 personal Chromebooks.</li> <li>Safety Initiatives: School Resource Officers, collaboration with local PD, safety assemblies/anti-bullying programs.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Stafford Intermediate School's motto is "Where Great Things Happen!" The Intermediate school is home to our 5th and 6th grade students. The Intermediate school provides a unique and challenging learning experience for all of our fifth and sixth graders. Our highly qualified teachers differentiate their instruction so each student can maximize their learning potential through a variety of methods and materials.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>We focus on educating the whole child. To achieve this, we provide a multitude of programs for our students. In addition to core classes, students are granted the opportunity to participate in vocal/instrumental music, computers, art, drama, broadcasting, world language, media, and physical education/health classes. Small group instruction/intervention is available to students on an as needed basis. We service the Gifted &amp; Talented population through a specifically designed STEAM curriculum.</p>
 <p>Clubs and Activities:</p>	<p>During the school day, students have opportunity to participate in instrumental band and the strings program. Students then are given opportunity to try out for South Jersey Band and Orchestra honors. Students also have opportunity to participate is Students Offering Solutions (SOS)/Peer Leader group. Students may also participate in chorus. We also have the safety patrol during the day. In addition we have the 6th grade Musical as well as a 4th/5th grade music in concert. Students may also participate in many after-school enrichment programs that offer intramurals, running club, art club, STEAM and drone racing to name a few. We also have a Future Leaders Council that does fundraisers for community events.</p>





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 <div>Before and After School Programs:</div>	<p>We offer a variety of after school enrichment programs. They are created by staff and offered three times a year, two days a week for six weeks. Programs include basketball, running club, media, homework helpers, to name a few. In addition, we have programs that required auditions, such as 6th grade musical, B-Naturals, which is a select Choir and Center Stage Dance Company. These programs put on several productions during the school year at the Stafford Township Art Center.</p>
 <div>Staff and Professional Learning:</div>	<p>The district offers professional development to staff in a variety of ways. District PD days, monthly certified staff meetings and articulation meetings held two times a month. Staff is trained on new curriculum initiatives as well. These trainings are held throughout the year.</p>





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### Student Supports and Services:

The Intermediate School offers a variety of support services for students. We have ELL, Basic Skills (push-in/pull-out); for Special Education students have ICS for content and either ICS or pull-out for ELA/Math. We offer counseling (group/individual), OT/PT and speech services. In addition, the I&RS team helps determine the level of supports needed for students. This is not just for educational needs, but social and emotional needs as well.



### Student Health and Wellness:

The Intermediate School participates in the school lunch program, that includes breakfast on a daily basis. Students have physical education 2 days a week for 45 minutes, as well as 22 minutes of recess daily. Staff incorporates mindfulness and yoga as needed into the classroom. We offer enrichment classes after school (such as running club, intramurals, etc) to keep the students physically engaged.



### Parent and Community Involvement:

There is a very supportive PTO. They support school programs, such as 6th grade dances; school spirit events and assemblies. There are opportunities for parents and community members to visit and/or volunteer in our school. Some of these programs include Parent Advisory Committee, Career Day and Parent Teacher Conferences, and DARE DAY. Our Home School Liaison assists parents/teachers to offer informative workshops throughout the school year that will benefit our students.





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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate surveys are given yearly. Students/parents/staff complete via a google form. It is reviewed by the Building Safety Committee. Base on the results, initiatives are created as needed.
 Facilities:	Each classroom at the Intermediate School is equipped with smart boards. We are also fortunate to be located next to the Stafford Performing Arts Center. School assemblies, concerts, and musicals are performed there. We have a makerspace that is the center of the school, gymnasium/cafeteria, STEAM Lab, Mac Lab/Broadcasting room, Kid's Kitchen, three music rooms, art room and World Language Room. Outside we have a playground and greenhouses. The building is air-conditioned and has solar panels.