NJ SCHOOL PERFORMANCE REPORT

LLOYD ROAD ELEMENTARY SCHOOL
(25-3040-065)
Grades Offered: 04-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MATAWAN-ABERDEEN REGIONAL
Principal Name	MR. JERABEK
Address	401 LLOYD ROAD ABERDEEN, NJ 07747-1800
Phone Number	(732)705-5700
Email Address	JJERABEK@MARSD.ORG
Website	https://www.marsd.org/Domain/526

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
4	315	274	285
5	275	317	287
Total	590	591	572

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.0%	49.2%	49.0%
Male	49.0%	50.8%	51.0%
Economically Disadvantaged Students	26.9%	29.8%	32.0%
Students with Disabilities	17.1%	16.9%	16.4%
English Learners	1.2%	1.4%	2.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.2%	0.3%
Migrant Students		0.2%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.2%	61.8%	59.6%
Hispanic	15.6%	15.2%	18.4%
Black or African American	11.9%	12.4%	10.7%
Asian	6.3%	8.0%	7.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.5%	0.3%	0.2%
Two or More Races	2.4%	2.2%	3.5%

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	90.0%
Spanish	6.3%
Other Languages	3.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34	47	50	Not Met	45	50	50	Met Standard
White	33	46	50	Not Met	46	50	51	Met Standard
Hispanic	32	45	49	Not Met	43	47	48	Met Standard
Black or African American	35	47	44	Not Met	39	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	38	57	61	Not Met	59	65.5	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	31	34.5	49	**	43.5	47.5	51	**
Economically Disadvantaged	30	42	48	Not Met	40	45	47	Met Standard
Students with Disabilities	31.5	41	41	Not Met	43	48	43	Met Standard
English Learners	37	45	54	Not Met	48.5	53.5	51	Met Standard

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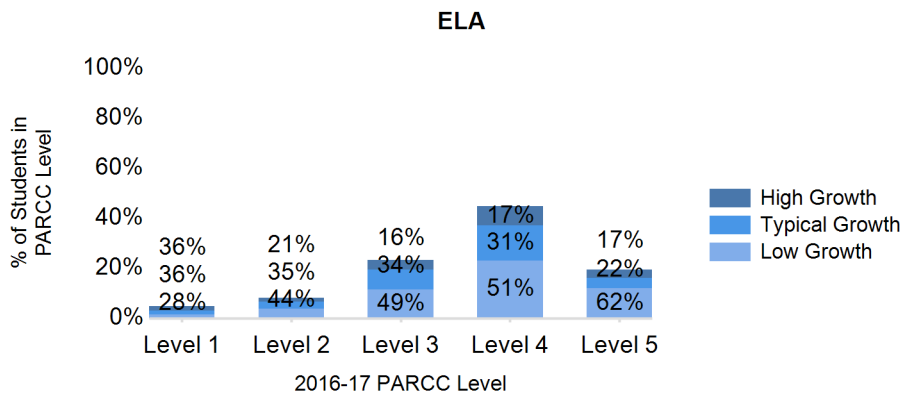
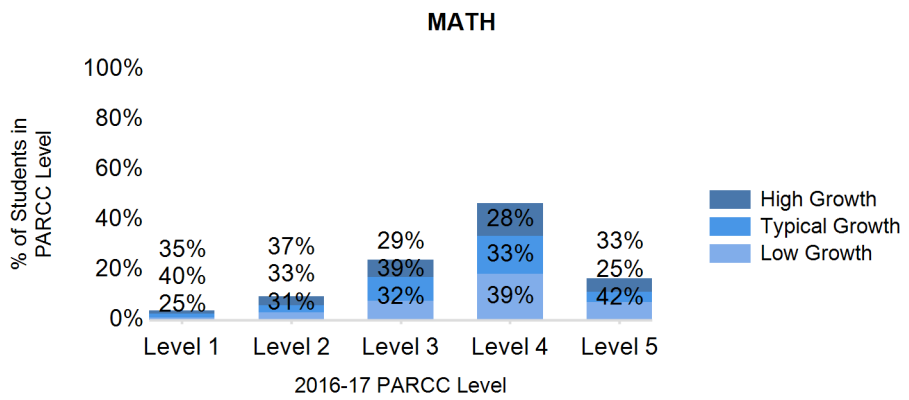
Student Growth by Performance Level

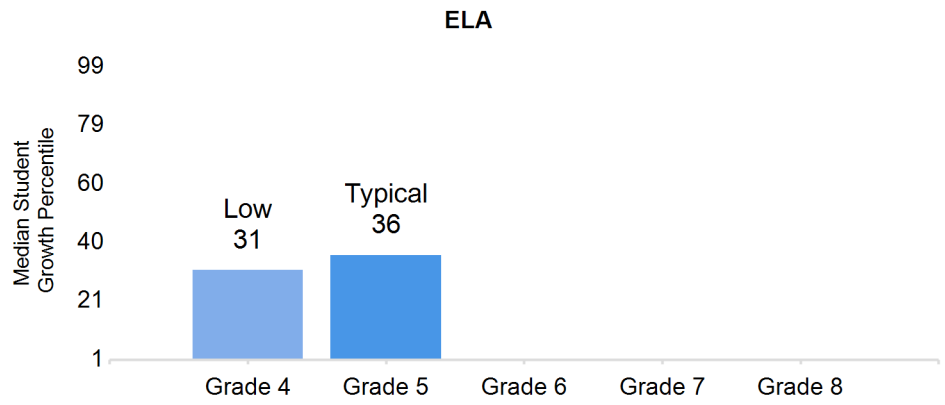
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

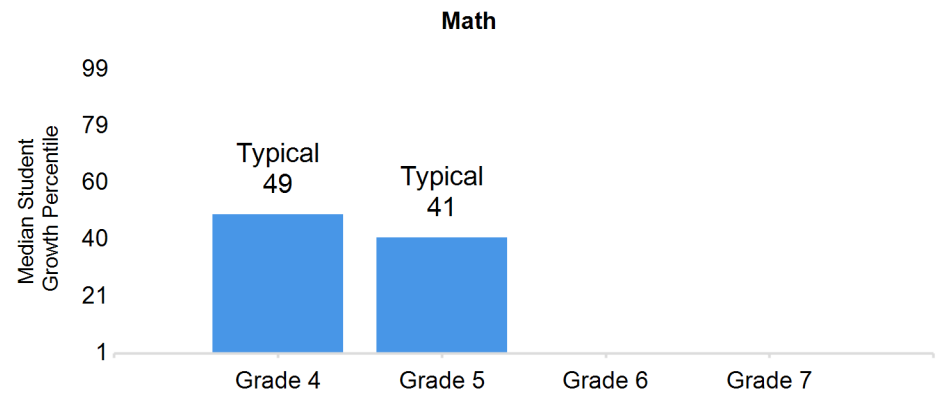




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	548	96.9	60.2	65.8	56.7	60.2	60.8	Met Target†
White	330	97.1	65.8	70.6	65.6	65.8	60.5	Met Target
Hispanic	98	99.1	47.0	54.4	42.5	47.0	54.6	Met Target†
Black or African American	60	96.8	43.3	52.8	37.3	43.3	62.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	40	91.1	77.5	78.5	82.3	75.8	73	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	272	98.6	72.0	76.2	64.5	72.0		
Male	276	95.3	48.5	55.7	49.4	48.5		
Economically Disadvantaged Students	170	96.8	41.1	46.6	38.5	41.1	46.9	Met Target†
Non-Economically Disadvantaged Students	378	97.0	68.8	72.9	67.5	68.8		
Students with Disabilities	91	96.0	25.3	*	21.6	25.3	27.3	Met Target†
Students without Disabilities	457	97.1	67.2	*	63.9	67.2		
English Learners	45	94.0	33.3	30.6	27.3	33.3	31.5	Met Target
Non-English Learners	503	97.2	62.6	67.7	59.4	62.6		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	41.7	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	758	758	756	4%	14%	26%	39%	18%	57%	58%
White	170	760	760	764	*	*	22%	40%	20%	60%	68%
Hispanic	51	751	751	744	*	*	37%	*	*	51%	44%
Black or African American	30	749	749	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	14	775	775	782	0%	0%	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	758	758	763	0%	*	*	*	*	62%	63%
Female	137	764	764	762	*	*	23%	*	*	65%	63%
Male	141	752	752	751	*	*	28%	*	*	50%	53%
Economically Disadvantaged Students	92	738	738	740	*	*	34%	*	*	36%	40%
Non-Economically Disadvantaged Students	186	767	767	767	*	*	22%	*	*	68%	70%
Students with Disabilities	43	725	725	726	*	*	26%	*	*	23%	25%
Students without Disabilities	235	764	764	762	*	*	26%	*	*	63%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	758	758	755	4%	12%	21%	53%	10%	63%	58%
White	159	763	763	763	*	*	18%	61%	11%	72%	68%
Hispanic	50	745	745	743	*	*	28%	44%	0%	44%	43%
Black or African American	30	744	744	738	*	*	*	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	26	775	775	780	*	*	*	*	*	77%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	137	771	771	762	*	*	15%	*	*	80%	66%
Male	135	746	746	749	*	*	27%	*	*	45%	51%
Economically Disadvantaged Students	84	743	743	739	*	*	24%	*	*	44%	39%
Non-Economically Disadvantaged Students	188	765	765	766	*	*	20%	*	*	71%	71%
Students with Disabilities	42	730	730	724	*	*	*	*	*	24%	22%
Students without Disabilities	230	763	763	762	*	*	*	*	*	70%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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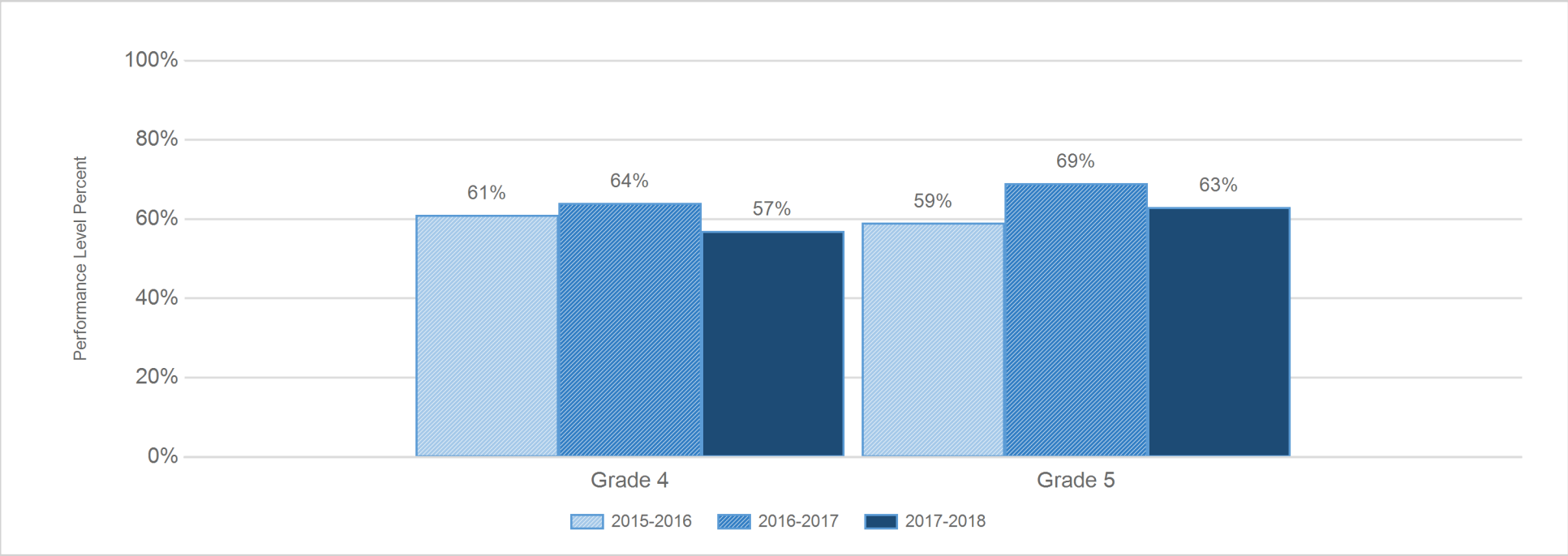
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	550	97.4	60.2	55.2	45.0	60.2	57.8	Met Target
White	331	97.4	66.2	60.0	54.1	66.2	59.9	Met Target
Hispanic	98	99.1	42.9	43.3	29.2	42.9	45.1	Met Target†
Black or African American	60	96.8	40.0	35.0	23.4	40.0	48	Met Target†
Asian, Native Hawaiian, or Pacific Islander	41	95.6	85.3	80.9	77.0	85.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	272	98.6	66.1	58.1	46.0	66.1		
Male	278	96.3	54.3	52.1	43.9	54.3		
Economically Disadvantaged Students	171	97.3	41.5	37.6	26.6	41.5	44.8	Met Target†
Non-Economically Disadvantaged Students	379	97.5	68.6	61.7	55.9	68.6		
Students with Disabilities	91	96.0	24.2	*	17.1	24.2	33.1	Not Met
Students without Disabilities	459	97.7	67.3	*	50.5	67.3		
English Learners	47	100.0	34.1	31.6	24.6	34.1	27.5	Met Target
Non-English Learners	503	97.2	62.6	56.5	46.9	62.6		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	27.3	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	757	757	748	4%	11%	24%	51%	11%	61%	49%
White	171	760	760	755	*	*	20%	57%	11%	68%	60%
Hispanic	51	750	750	737	*	22%	31%	*	*	45%	34%
Black or African American	30	748	748	730	0%	*	40%	*	*	40%	27%
Asian, Native Hawaiian, or Pacific Islander	15	765	765	774	*	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	13	754	754	752	0%	*	*	*	*	62%	55%
Female	137	759	759	748	*	*	23%	*	*	64%	50%
Male	143	755	755	748	*	*	25%	*	*	59%	49%
Economically Disadvantaged Students	93	741	741	733	*	*	29%	*	*	41%	30%
Non-Economically Disadvantaged Students	187	764	764	758	*	*	21%	*	*	72%	62%
Students with Disabilities	43	730	730	725	*	*	*	*	*	30%	22%
Students without Disabilities	237	762	762	753	*	*	*	*	*	67%	55%
English Learners	10	735	735	722	*	*	*	*	*	40%	16%
Non-English Learners	270	758	758	750	*	*	*	*	*	62%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	756	756	748	5%	11%	27%	45%	13%	58%	49%
White	159	760	760	756	*	*	29%	50%	13%	64%	60%
Hispanic	50	740	740	736	*	20%	32%	*	*	40%	32%
Black or African American	30	740	740	730	*	*	*	*	*	40%	26%
Asian, Native Hawaiian, or Pacific Islander	27	780	780	777	*	*	*	41%	41%	81%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	137	762	762	749	*	*	26%	54%	14%	68%	50%
Male	136	749	749	747	*	*	28%	36%	12%	48%	48%
Economically Disadvantaged Students	84	739	739	733	*	*	27%	*	*	39%	29%
Non-Economically Disadvantaged Students	189	763	763	758	*	*	26%	*	*	66%	62%
Students with Disabilities	42	725	725	726	*	*	45%	*	*	17%	20%
Students without Disabilities	231	761	761	752	*	*	23%	*	*	65%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

LLOYD ROAD ELEMENTARY SCHOOL
(25-3040-065)
Grades Offered: 04-05
2017-2018

Report Key:
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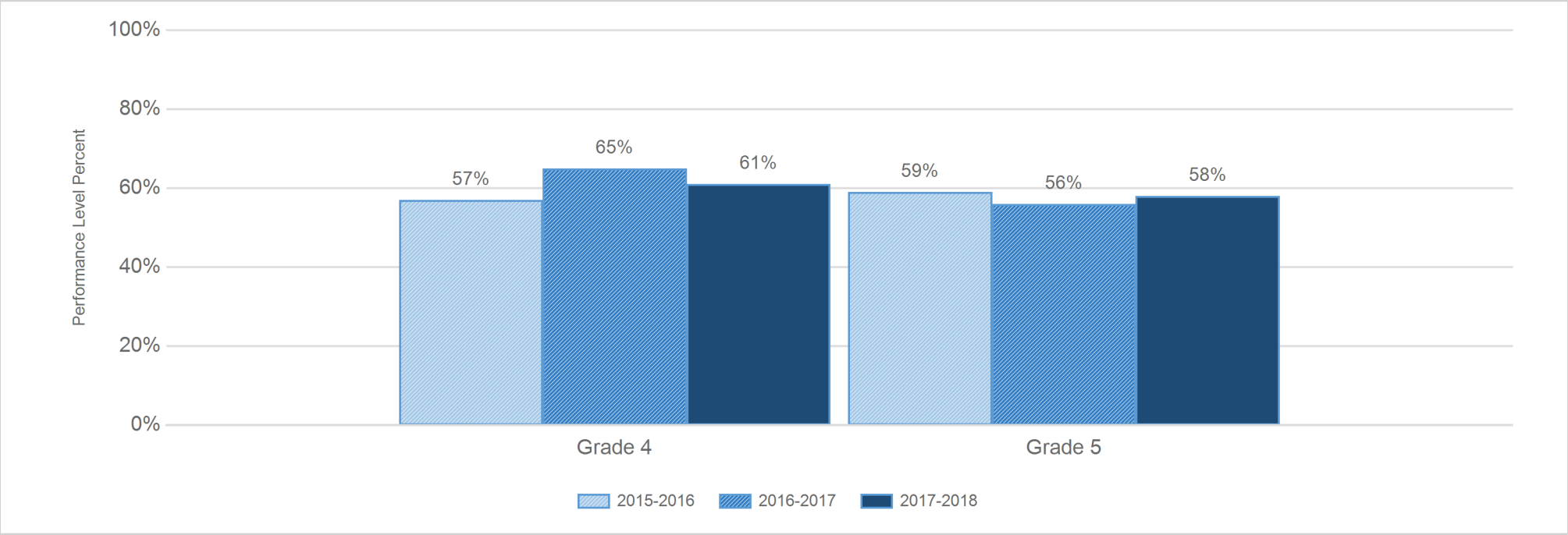
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	78.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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

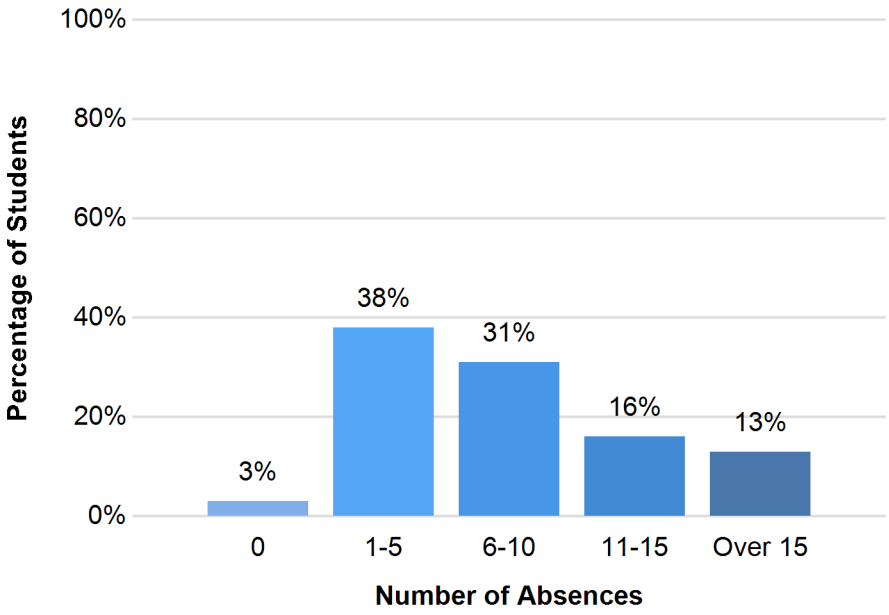
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	53	9.2	7.6	Not Met
White	31	9.0	7.6	Not Met
Hispanic	14	13.5	7.6	Not Met
Black or African American	6	9.5	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	7.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.6	Not Met
Economically Disadvantaged Students	28	15.3	7.6	Not Met
Students with Disabilities	18	18.0	7.6	Not Met
English Learners	3	21.4	**	**

Days Absent

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



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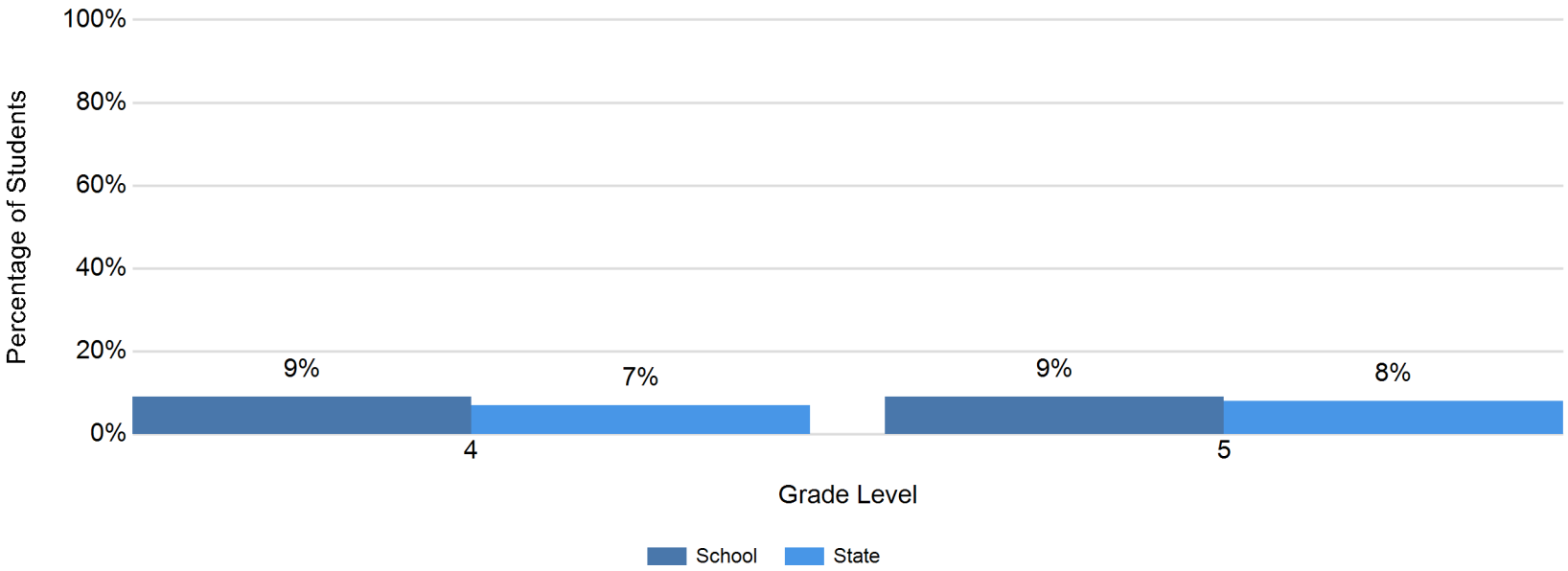
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	34
Weapons	1
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	8.74

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	2	4
Religion	0	0	0
Ancestry	1	2	3
Gender	1	3	4
Sexual Orientation	0	0	0
Disability	1	2	3
Other	6	7	13
No Identified Nature	10		10

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	28	4.9%
Out-of-School Suspensions	*	*
Any Suspension	29	5.1%
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
62

NJ SCHOOL PERFORMANCE REPORT

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(25-3040-065)
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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	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$375	$15,391	$15,766

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	78.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	9.6	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	71.4%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	286:1	176:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		741:1
Students to Nurses		529:1
Students to Counselors		309:1
Students to Child Study Team		265:1

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.5%	50.0%
Male	10.5%	50.0%
White	96.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	1.8%	0.0%
American Indian or Alaska Native	1.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	46.33	17.5%
Mathematics Proficiency	66.88	17.5%
English Language Arts Growth	5.09	25.0%
Mathematics Growth	30.98	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	34.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.03	n/a
Summative Rating: Percentile Rank of Summative Score	24.29	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Standard	**	Not Met	No
White	33.45	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	34.77	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	49.50	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	41.68	14.08	No	Met Target	Met Goal	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	36.28	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	42.89	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	42.15	14.08	No	Met Target	Met Target	Not Met	Met Standard	Met Standard	**	No

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

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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

Highlights:	• We are very proud of our students' passion and participation in the ARTS. Over one third of our students participate in chorus and/or instrumental lessons. • Lloyd Road offers a variety of school-wide enrichment activities such as a lunch math club, math competitions, and other contests to offer extra challenges. • We offer 13 extracurricular activities to students either for extra support or simply for fun.
Mission, Vision, Theme:	Lloyd Road School is committed to providing a safe and supportive environment where we emphasize collaboration, kindness, trying our best and accepting nothing less.
Awards, Recognition, Accomplishments:	Our Grade 5 Academic Bowl team consistently places in the top of the competition field in the Goetz Bowl competition with the team taking first place in the spring of 2017 and 2018.

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School Narrative

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Courses, Curriculum, Instruction:	Lloyd Road curriculum and instruction is delivered in a departmental design for most students where they have one teacher for Language Arts and Social Studies and then they switch to a second teacher for Math and Science. The Language Arts curriculum is taught through using Literacy By Design materials and delivered through the Readers and Writers Workshop model. The Everyday Math program is used for Math instruction and a district developed STEM program and curriculum for Science.
Clubs and Activities:	We have an after school extra curricular activity program that consists of the following clubs: Chorus for Grade 5 students, Band for Grade 5 students, Art, STEM, Technology, Chess, Board Games, Peer Buddies, Student Council, Sports, and an Academic Bowl club. Instrumental music lessons are available to Grade 4 students.

NJ SCHOOL PERFORMANCE REPORT

LLOYD ROAD ELEMENTARY SCHOOL
(25-3040-065)
Grades Offered: 04-05
2017-2018

Report Key:
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Before and After School Programs:	We offer an after school homework hour program and a before school Title 1 intervention program. We also partner with the YMCA and they provide before and after school child care services.
Staff and Professional Learning:	All staff participate in 3 professional development days during the school year. In addition, department, grade level, faculty meetings, and ScIP meetings are utilized to guide and provide professional development. Staff are also encouraged to attend outside professional learning opportunities and turnkey information during grade level, faculty and department meetings.

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Student Supports and Services:	We have the following support services available : English Language Learners program, Speech/language services, Multi-tiered intervention instruction in Math and Reading, Special education services, and Gifted and Talented and Enrichment programs. Our Intervention and Referral Services Team meets monthly to review students' needs and helps design plans to help staff support the identified student needs. We also have a full time guidance counselor available for student support.
Student Health and Wellness:	Our school provides the following health and wellness opportunities: Physical education and/or Health class two times per week, Family Life class for Grade 5 students, Recess each day, Student of the Month Character Education, and we partner with the Aberdeen Police Department to provide the students with LEAD instruction (Law Enforcement Against Drugs).
Parent and Community Involvement:	The Lloyd Road PTO is very active in our school and provides a wealth of extra opportunities for our students, parents, and staff to get involved. Student progress can also be monitored by parents on a daily basis through our Parent Portal.. We partner with our PTO to share a monthly electronic newsletter with our parents and also send timely email and text blasts to our parents to keep them informed about upcoming events and important information.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey was administered to students, staff and parents during Spring 2018. Results were reviewed by the School Climate and Diversity Team and shared with staff.
Facilities:	Lloyd Road recently had a complete HVAC renovation that upgraded our heating system and installed air conditioning throughout our building. We have also been replacing old floors and we have a yearly painting plan that helps refresh areas throughout our school.
School Safety:	We have a school safety team comprised of staff, administration, and a school resource officer. We meet, at least, quarterly to review all aspects of our school safety including data and feedback from safety walkthroughs. Our school also has a designated entry safety vestibule in which all visitors enter to show ID prior to being allowed access to the main building.

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Technology and STEM:	Technology is integrated into all curricula in a variety of ways. Each student is assigned a chromebook that they use throughout the day in all areas of learning. Teachers regularly use Google classroom, promethean boards, and a wide variety of online curriculum support programs to engage students in learning. Digital citizenship and cyber safety are infused into the curriculum. STEM instruction promotes authentic learning and real world problem solving using the engineering design process. Lloyd Road has grade level after school STEM clubs available as well.

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Other Information:	Lloyd Road Elementary School is located in the southwestern section of the Matawan-Aberdeen Regional School District. Lloyd Road School's 2017-18 enrollment is approximately 580 students. Our school educates Grade 4 and 5 students only as we are a receiving school for our three K-3 elementary schools. Our teachers and students use Google Classroom throughout the day to support learning, and we are close to a 1 to 1 chromebook ratio. Our character education and bullying prevention program is Olweus and it is delivered through guidance counselor activities throughout the school year. We also use a student of the month program that has one character education theme per month that is emphasized. Each month then culminates in one student from each class eating with the principal and assistant principal in a recognition lunch. We are also very proud of our choral and instrumental music programs. Grade 4 students are able to begin practicing an instrument of choice during their first year in Lloyd Road School. Grade 5 instrumental students also have practice lessons throughout the year, but they also put on a spring performance to culminate each year. Our choral program is open to Grade 5 students who also put on a spring performance.