NJ SCHOOL PERFORMANCE REPORT

GABLES ELEMENTARY SCHOOL
(25-3510-061)
Grades Offered: PK-05
2017-2018

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

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	NEPTUNE TWP
Principal Name	DR. MILLAWAY
Address	1 GABLES COURT NEPTUNE, NJ 07753-4299
Phone Number	(732)776-2200
Email Address	SAMILLAWAY@NEPTUNE.K12.NJ.US
Website	https://gs.neptuneschools.org

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	43	45	45
KG	45	36	40
1	49	42	32
2	43	51	35
3	46	38	46
4	35	38	36
5	32	37	37
Total	293	287	271

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	53.6%	53.7%	53.5%
Male	46.4%	46.3%	46.5%
Economically Disadvantaged Students	60.8%	53.7%	63.1%
Students with Disabilities	15.7%	15.3%	20.7%
English Learners	0.0%	0.0%	0.4%
Homeless Students		2.4%	1.5%
Students in Foster Care		1.7%	1.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	10.2%	8.0%	9.2%
Hispanic	20.5%	22.6%	24.0%
Black or African American	57.7%	56.4%	53.9%
Asian	3.4%	3.8%	3.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two or More Races	7.5%	8.4%	9.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	43	45	45
KG - Half Day	0	0	0
KG - Full Day	45	36	40

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	91.5%
Spanish	5.5%
Other Languages	3.0%

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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	51	37	50	Met Standard	59	47	50	Met Standard
White	*	34.5	50	**	*	49	51	**
Hispanic	54.5	39	49	Met Standard	53.5	47	48	Met Standard
Black or African American	44	35	44	Met Standard	59	46.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	62	61	**	*	63.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49	49	**	*	44.5	51	**
Economically Disadvantaged	54	35	48	Met Standard	52	46	47	Met Standard
Students with Disabilities	37	33.5	41	Not Met	41	41	43	Met Standard
English Learners	*	41	54	**	*	56	51	**

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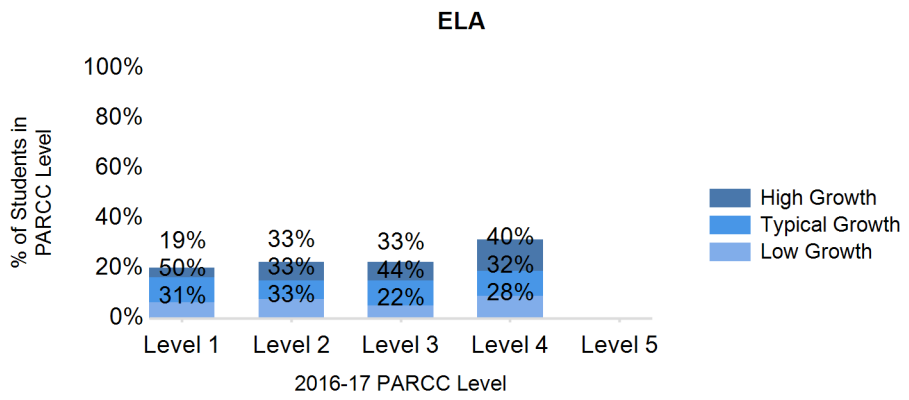
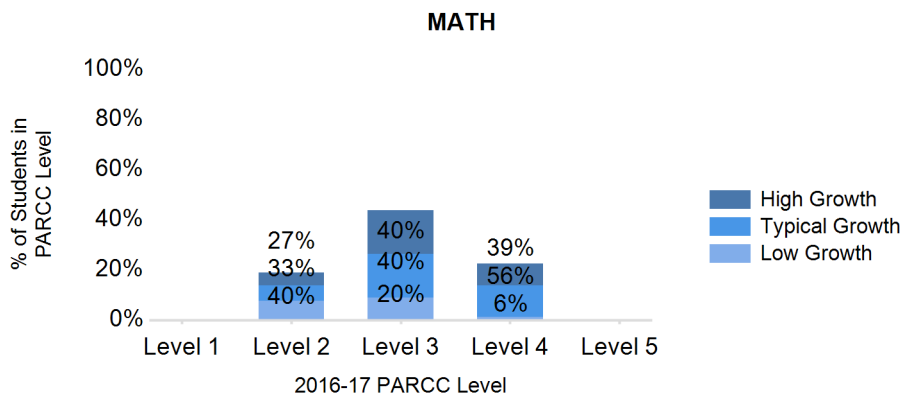
Student Growth by Performance Level

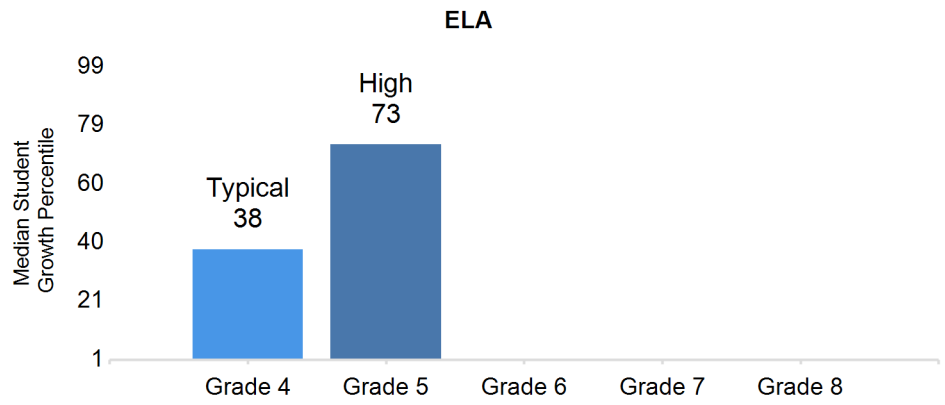
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

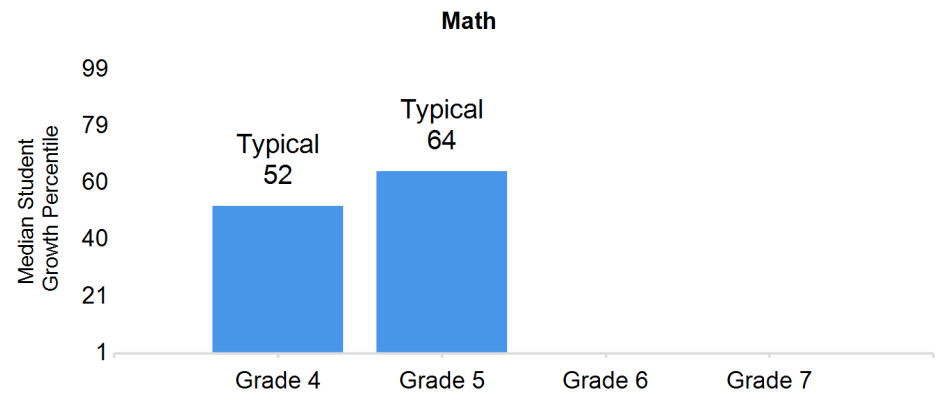




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	126	96.3	30.2	29.9	56.7	30.2	44.3	Not Met
White	*	*	*	50.8	65.6	*	**	**
Hispanic	36	100.0	36.1	*	42.5	36.1	36.9	Met Target†
Black or African American	70	95.9	25.8	22.0	37.3	25.8	40.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	10	90.9	30.0	39.5	63.4	28.5	**	**
Female	71	96.1	35.2	36.5	64.5	35.2		
Male	55	96.6	23.6	23.9	49.4	23.6		
Economically Disadvantaged Students	88	95.7	30.6	*	38.5	30.6	40.1	Not Met
Non-Economically Disadvantaged Students	38	97.7	29.0	*	67.5	29.0		
Students with Disabilities	36	97.3	*	*	21.6	*	16.6	Not Met
Students without Disabilities	90	95.9	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	11.1	27.7	*		
Students In Foster Care	*	*	*	14.3	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	726	728	750	24%	*	37%	*	*	20%	52%
White	*	*	753	759	*	*	*	*	*	*	61%
Hispanic	14	740	*	736	*	*	*	*	*	43%	38%
Black or African American	26	719	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	25	729	729	756	*	*	*	*	*	24%	57%
Male	21	722	725	744	*	*	*	*	*	14%	46%
Economically Disadvantaged Students	29	723	*	733	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	17	730	*	762	*	*	*	*	*	18%	64%
Students with Disabilities	11	698	702	719	*	*	*	*	*	*	24%
Students without Disabilities	35	734	732	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	727	737	756	*	28%	*	28%	0%	28%	58%
White	*	*	749	764	*	*	*	*	*	*	68%
Hispanic	16	729	739	744	*	*	*	*	*	31%	44%
Black or African American	19	726	*	739	*	*	*	*	*	26%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	24	737	744	762	*	*	*	*	*	38%	63%
Male	16	713	729	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	29	723	*	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	11	740	*	767	*	*	*	*	*	27%	70%
Students with Disabilities	12	694	703	726	*	*	*	*	*	*	25%
Students without Disabilities	28	741	744	762	*	*	*	*	*	*	64%
English Learners	*	*	700	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	747	738	755	*	*	30%	*	*	43%	58%
White	*	*	753	763	*	*	*	*	*	*	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	43%
Black or African American	25	740	730	738	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	25	748	746	762	*	*	*	*	*	44%	66%
Male	19	744	728	749	*	*	*	*	*	42%	51%
Economically Disadvantaged Students	30	741	730	739	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	14	759	749	766	*	*	*	*	*	43%	71%
Students with Disabilities	13	702	*	724	*	*	*	*	*	*	22%
Students without Disabilities	31	765	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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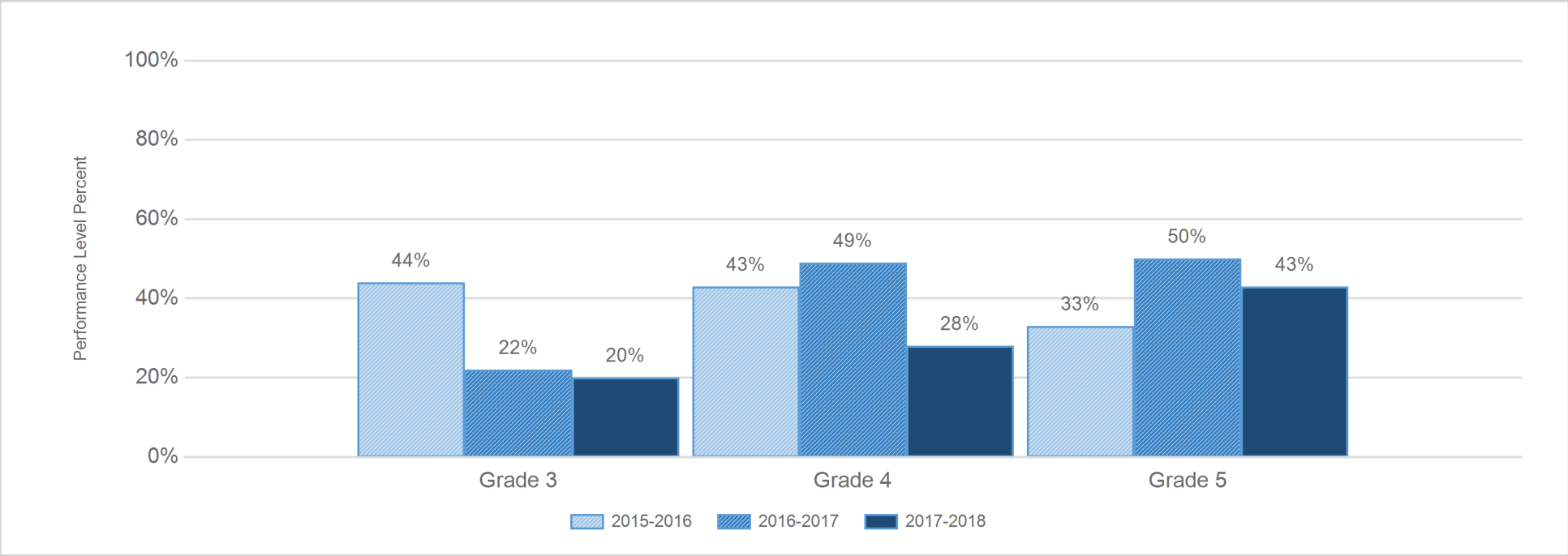
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	126	96.3	31.0	21.7	45.0	31.0	42.1	Not Met
White	*	*	*	39.4	54.1	*	**	**
Hispanic	36	100.0	30.6	*	29.2	30.6	49.8	Not Met
Black or African American	70	95.9	25.7	*	23.4	25.7	33.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	10	90.9	30.0	25.6	53.0	28.5	**	**
Female	71	96.1	31.0	21.9	46.0	31.0		
Male	55	96.6	31.0	21.3	43.9	31.0		
Economically Disadvantaged Students	88	95.7	25.0	*	26.6	25.0	39.1	Not Met
Non-Economically Disadvantaged Students	38	97.7	44.7	*	55.9	44.7		
Students with Disabilities	36	97.3	*	*	17.1	*	12.3	Not Met
Students without Disabilities	90	95.9	*	*	50.5	*		
English Learners	*	*	*	12.5	24.6	*	**	**
Non-English Learners	*	*	*	22.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	729	732	752	*	26%	35%	*	*	24%	53%
White	*	*	756	760	*	*	*	*	*	*	64%
Hispanic	14	735	*	739	*	*	*	*	*	21%	38%
Black or African American	26	725	*	734	*	*	*	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	25	731	733	752	*	*	*	*	*	20%	53%
Male	21	728	732	751	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	29	725	*	736	*	*	*	*	*	21%	35%
Non-Economically Disadvantaged Students	17	737	*	762	*	*	*	*	*	29%	66%
Students with Disabilities	11	714	713	730	*	*	*	*	*	18%	29%
Students without Disabilities	35	734	736	756	*	*	*	*	*	26%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

GABLES ELEMENTARY SCHOOL
(25-3510-061)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	730	738	748	*	30%	33%	*	*	28%	49%
White	*	*	752	755	*	*	*	*	*	*	60%
Hispanic	16	735	743	737	*	*	*	*	*	38%	34%
Black or African American	19	728	*	730	*	*	*	*	*	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	24	736	741	748	*	*	*	*	*	33%	50%
Male	16	722	735	748	*	*	*	*	*	19%	49%
Economically Disadvantaged Students	29	725	*	733	*	*	*	*	*	17%	30%
Non-Economically Disadvantaged Students	11	745	*	758	*	*	*	*	*	55%	62%
Students with Disabilities	12	704	710	725	*	*	*	*	*	*	22%
Students without Disabilities	28	741	743	753	*	*	*	*	*	*	55%
English Learners	*	*	730	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	738	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

GABLES ELEMENTARY SCHOOL
(25-3510-061)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	743	736	748	*	*	32%	*	*	43%	49%
White	*	*	754	756	*	*	*	*	*	*	60%
Hispanic	*	*	731	736	*	*	*	*	*	*	32%
Black or African American	25	738	730	730	*	*	*	*	*	36%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	25	741	737	749	*	*	*	*	*	44%	50%
Male	19	745	735	747	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	30	738	730	733	*	*	*	*	*	37%	29%
Non-Economically Disadvantaged Students	14	753	745	758	*	*	*	*	*	57%	62%
Students with Disabilities	13	710	*	726	*	*	*	*	*	*	20%
Students without Disabilities	31	757	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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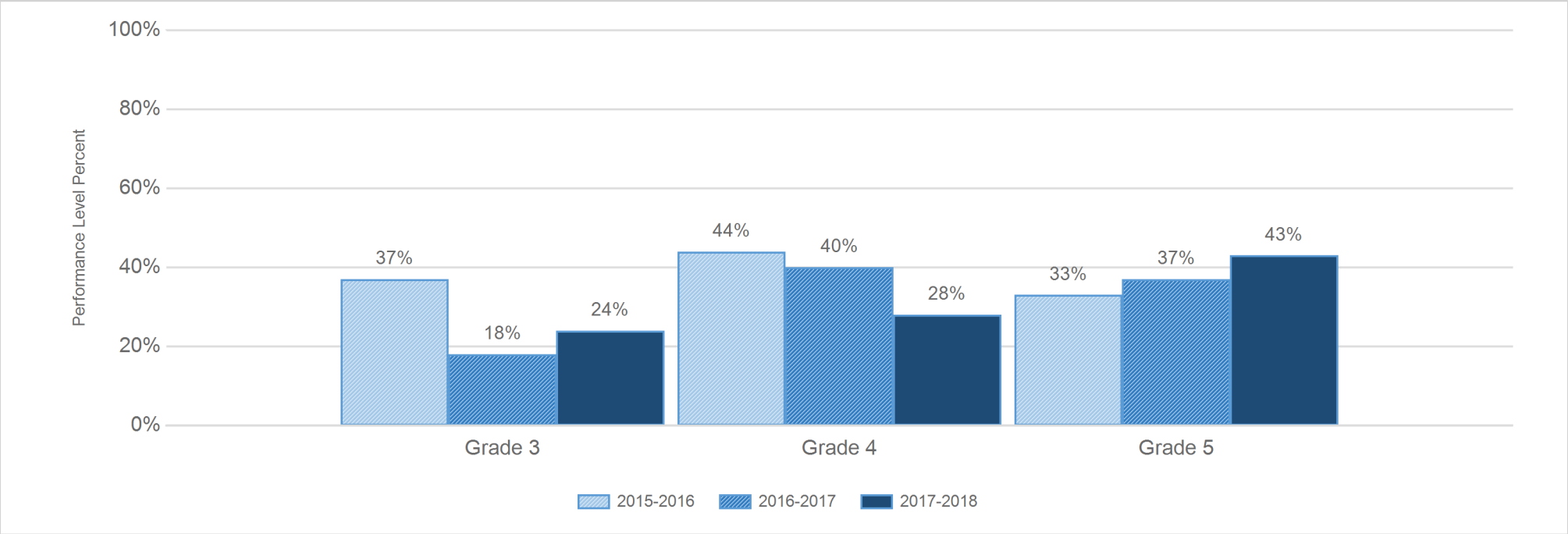
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

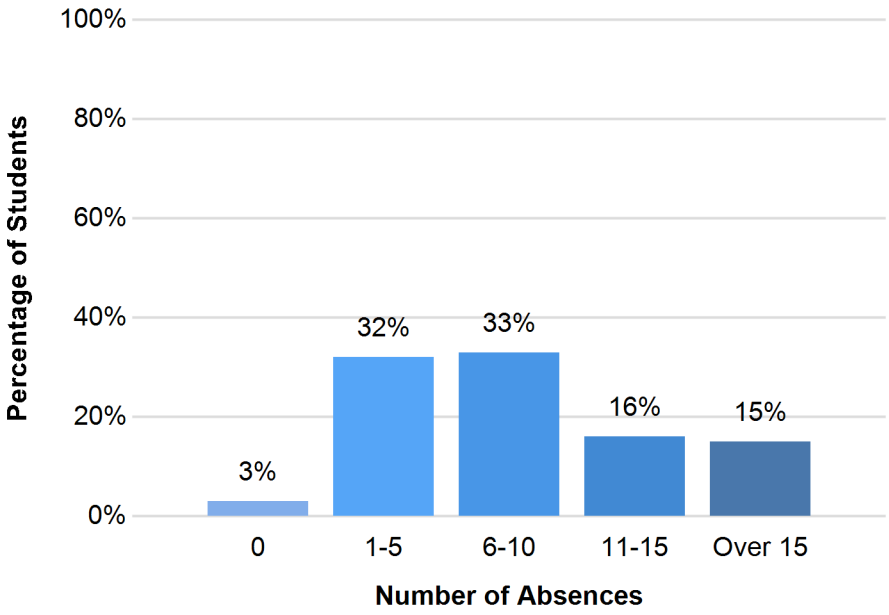
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	31	13.4	8.9	Not Met
White	2	10.0	8.9	Not Met
Hispanic	7	12.7	8.9	Not Met
Black or African American	18	14.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	15.0	8.9	Not Met
Economically Disadvantaged Students	23	16.0	8.9	Not Met
Students with Disabilities	9	14.8	8.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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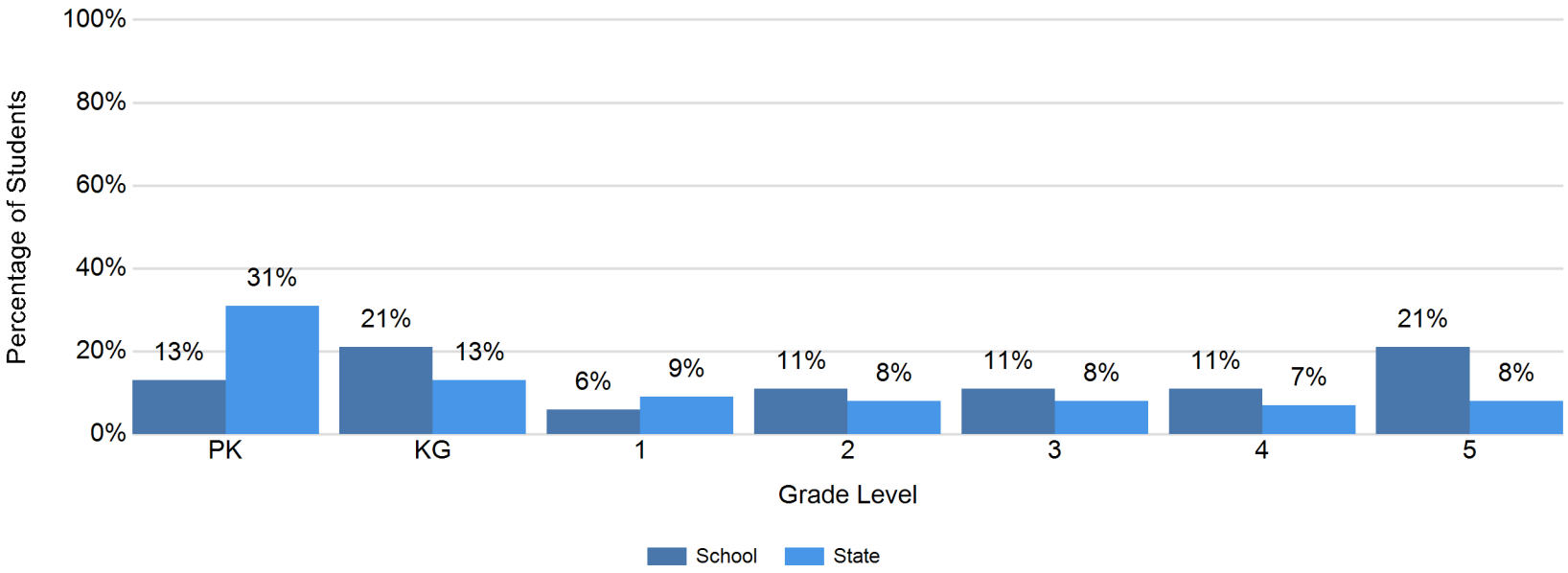
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0

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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	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 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	1.6:1

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)	$614	$16,053	$16,667

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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	28	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	82.1%	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	30	9,374
Average years experience in public schools	17.4	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	83.3%	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	10:1
Students to Administrators	136:1	131:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		560:1
Students to Nurses		392:1
Students to Counselors		261:1
Students to Child Study Team		392:1

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Teachers: All classroom teachers
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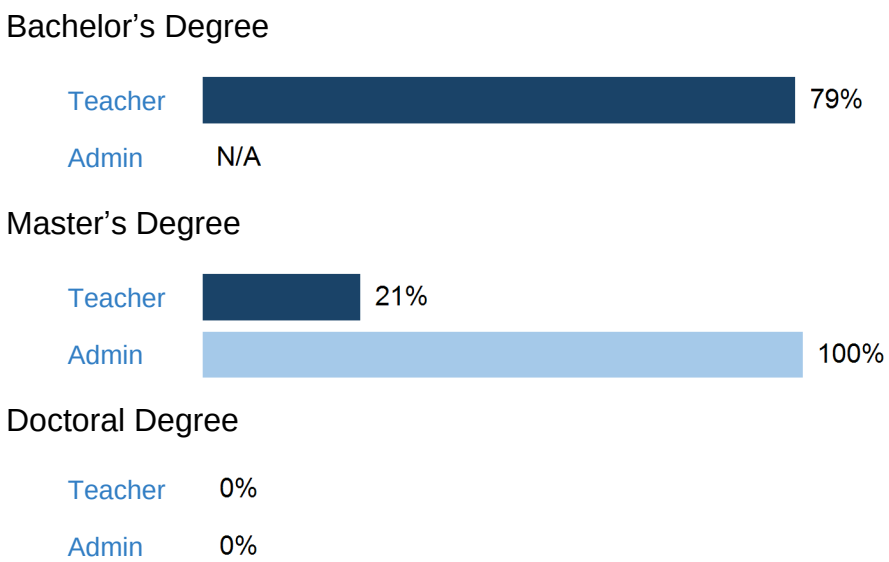
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.9%	90.2%
2016-17 Administrators: Same district 2017-18	96.7%	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	98.7%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	96.4%	100.0%
Male	3.6%	0.0%
White	85.7%	100.0%
Hispanic	0.0%	0.0%
Black or African American	10.7%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	3.6%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

GABLES ELEMENTARY SCHOOL
(25-3510-061)
Grades Offered: PK-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	11.14	17.5%
Mathematics Proficiency	21.74	17.5%
English Language Arts Growth	52.84	25.0%
Mathematics Growth	74.72	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	17.45	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.26	n/a
Summative Rating: Percentile Rank of Summative Score	33.29	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	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	50.85	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	55.07	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	50.62	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	27.94	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Technology is an integral part of the instruction; 5th grade students have 1:1 Chromebooks. Students and teachers utilize Google Tools for Education • Various community cultural activities took place at the school for students and their families throughout the year.
Mission, Vision, Theme:	Our school mission is firmly positioned to support the creation and fostering of the best educational experiences for all learners. Our goal is to build strong, positive, relationships with parents and community stakeholders to further student success. We believe that children come first. Further, as an instructional staff, we are fully invested in the development of the whole child. As a team of parents, teachers and support staff, we work together so that all children can learn and grow.
Awards, Recognition, Accomplishments:	Students participated in academic achievement recognition programs. Additionally, student participated in character recognition programs.

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Courses, Curriculum, Instruction:	Tools of the Mind curriculum is used in our kindergarten classes. We utilize Fundations in our 1st and 2nd grade classes. Everyday Math is used in our grades 1-5 math classes. NGSS is fully utilized in grades 1-5. Our 5th grade students participate in our 1:1 Chromebook initiative. Visual and perfomring arts classes, as well as ESL classes are part of the daily curriclum. Standards based report cards are used in grades K-3.
Clubs and Activities:	We had 25 grade 5 students that comprised our school's Safety Patrol. We have over 42 3rd, 4th, and 5th graders participarting in the Chorus, and 25 students participating in band.

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Before and After School Programs:	Before Care and After Care programs were offered to all students through our service provider "Champions".
Staff and Professional Learning:	Our teachers received Fundations, Tools of the Mind, and Readers and Writers Workshop model trainings in district, ongoing, throughout the year. Our annual district calendar provides seven full days of professional development. On one of those days this year, our School Improvement Panel is running a full-day Share Fair event, during which our staff will present to each other on a range of best practices topics. This Share Fair model is extended throughout the year, as staff members have the opportunity to present to each other during flex (secondary) faculty meetings monthly. Teachers participate in weekly one-hour Professional Learning Community (PLC) sessions with their grade level partners. PLCs are led by a different facilitator each week, rotating among teachers, principal, and department chairpersons. Staff members are approved for relevant training sessions out of district, as well, which the district and school have funded.

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Student Supports and Services:	We provide ICS and Self-Contained educational programs to our special needs population. I&RS is utilized to identify and provide services for regular education students that are referred by teachers, the school counselor, school nurse, and/or parents. We offer counseling services through the local YMCA. Our staff demonstrates compassion and cultural competence through daily interactions, joint recitation of our student and staff creeds, and school wide events such as our Black History Month and Hispanic Heritage Month celebration events, Respect Week activities, and World Kindness Day observance.
Student Health and Wellness:	We have an active Breakfast program, which is offered to all students from 7:50-8:30am daily. Our school counselor conducts character education instruction to all grades using the "Bucket Filler" program. Our school nurse provides health and family life instruction to students in grades 3, 4, and 5 in conjunction with staff from CentraState Medical Center. Students participate in organized Gym class with the PE Teacher one to two hours per week. In addition, all students participate in classroom teacher-directed PE 30 minutes daily. Student well being is additionally monitored through the I&RS process.
Parent and Community Involvement:	Our Parent Teacher Organization (PTO) is comprised of parents of diverse backgrounds; teachers and staff from multiple grade levels/positions; and the principal. The PTO holds monthly meetings, featuring child care, to inform about school and community happenings. The PTO sponsors and/or assists with a broad array of educational and entertaining events for students throughout the year. These include: movie nights; student field trips; Summer Math Packet Quiz Game; apparel orders; Hispanic Heritage and Black History Month celebrations; author visits and literacy events; et cetera. Parent-teacher conferences are held in the fall and spring over ten days. Communication to parents occurs in English and Spanish via teacher notices; PTO notices; school Web site; Twitter; and School Messenger voice and e-mail communication service.

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Facilities:	Gables hosts a cafeteria for meals and events, a computer lab, art and music rooms, a STEM room, a library, a band room, a gymnasium for instruction and recreation, with a stage for performing arts and presentations/assemblies, occupational therapy room, and a speech therapy room.

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Technology and STEM:	Neptune Township School District instituted an Elementary STEM program in 2017-2018. We currently have a STEM Teacher, who sees all students in grades K-5 weekly. Instruction takes place in the STEM room, as well as in the computer lab. The STEM program introduces students to the STEM/engineering design process; computer science fundamentals; computer coding/programming; building challenges; STEM terminology; content knowledge across STEM fields; career possibilities in the various STEM fields; and digital, as well as offline, resources for pursuing STEM independently with parental consent.