NJ SCHOOL PERFORMANCE REPORT

TAYLOR MILLS SCHOOL
(25-2920-090)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	MANALAPAN-ENGLISHTOWN REG
Principal Name	MRS. MARSALA
Address	77 GORDONS CORNER ROAD MANALAPAN, NJ 07726-1599
Phone Number	(732)786-2760
Email Address	KMARSALA@MERSNJ.US
Website	https://www.mersnj.us/Domain/14
Facebook	https://www.facebook.com/Taylor-Mills-School-457571314421281/
Twitter	https://twitter.com/TM_Principal1

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	61	68	88
1	118	90	101
2	102	112	95
3	81	100	115
4	99	80	103
5	96	108	83
Total	557	558	585

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	48.3%	47.5%	47.5%
Male	51.7%	52.5%	52.5%
Economically Disadvantaged Students	16.3%	14.9%	14.4%
Students with Disabilities	21.0%	21.9%	21.2%
English Learners	4.8%	5.4%	6.3%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.2%	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	78.5%	74.4%	72.3%
Hispanic	11.0%	14.0%	15.4%
Black or African American	2.2%	2.0%	3.4%
Asian	6.6%	7.3%	6.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	2.3%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	61	68	88

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	85.3%
Spanish	4.4%
Russian	4.3%
Other Languages	6.0%

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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	52	58	50	Met Standard	63	62	50	Exceeds Standard
White	51	57	50	Met Standard	63.5	60	51	Exceeds Standard
Hispanic	56.5	54	49	Met Standard	50.5	61.5	48	Met Standard
Black or African American	*	53	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	64	65	61	**	71	73	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	70	49	**	*	71	51	**
Economically Disadvantaged	46	51	48	Met Standard	39	57	47	Not Met
Students with Disabilities	46	47.5	41	Met Standard	57	49	43	Met Standard
English Learners	74	70	54	**	75	70	51	**

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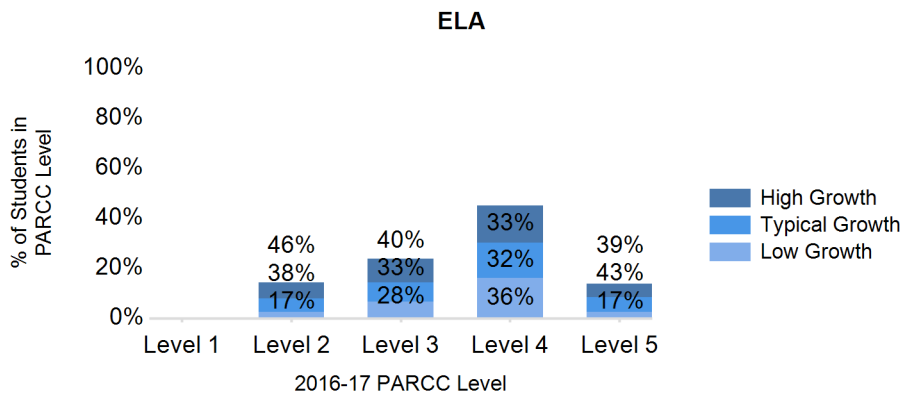
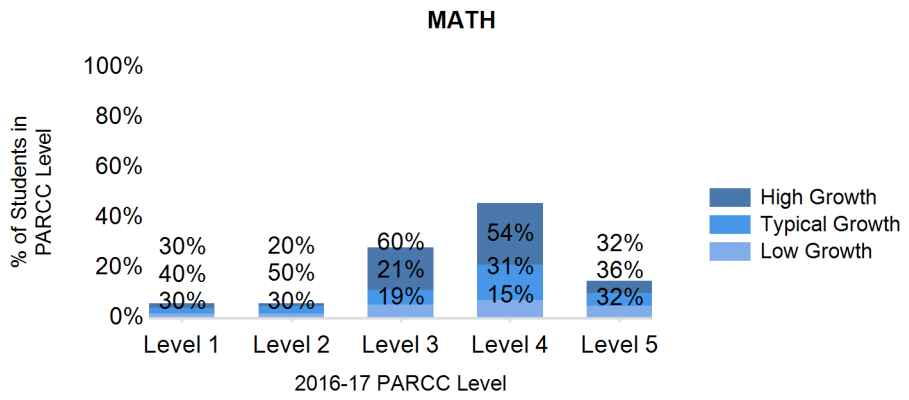
Student Growth by Performance Level

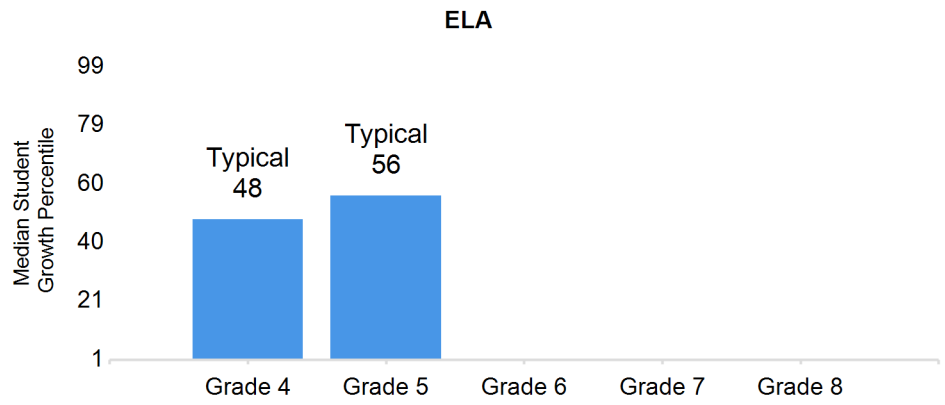
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

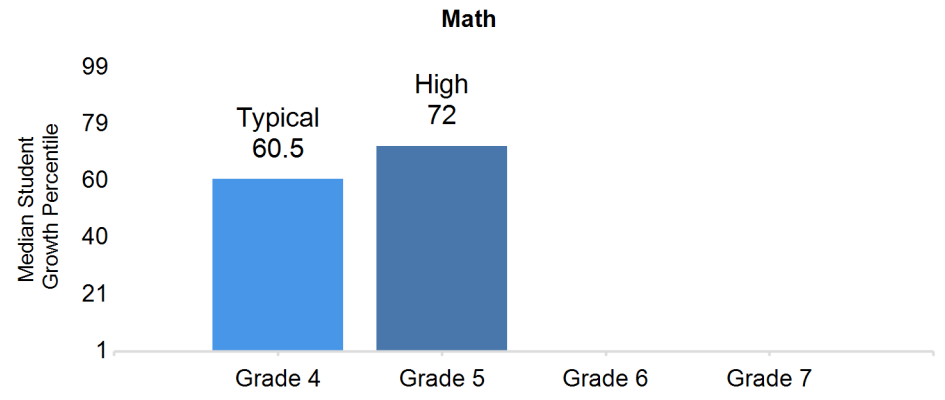




Student Growth by Grade

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	287	98.3	56.7	74.5	56.7	56.7	62	Not Met
White	212	97.7	55.2	73.1	65.6	55.2	61.3	Not Met
Hispanic	41	100.0	63.5	69.8	42.5	63.5	56.4	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	61.9	89.9	82.3	61.9	77.3	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	75.3	63.4	*	**	**
Female	135	97.9	66.0	81.6	64.5	66.0		
Male	152	98.7	48.6	68.0	49.4	48.6		
Economically Disadvantaged Students	47	97.9	42.6	55.5	38.5	42.6	39.6	Met Target
Non-Economically Disadvantaged Students	240	98.4	59.6	76.2	67.5	59.6		
Students with Disabilities	67	94.4	20.9	25.5	21.6	20.7	31	Not Met
Students without Disabilities	220	99.6	67.7	83.2	63.9	67.7		
English Learners	22	100.0	36.3	52.8	27.3	36.3	N	N
Non-English Learners	265	98.2	58.5	75.0	59.4	58.5		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	752	758	750	*	15%	27%	*	*	52%	52%
White	86	750	755	759	*	16%	26%	*	*	51%	61%
Hispanic	10	754	755	736	0%	*	*	*	*	60%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	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	55	759	765	756	*	*	25%	*	*	65%	57%
Male	50	744	751	744	*	*	28%	*	*	38%	46%
Economically Disadvantaged Students	13	745	746	733	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	92	753	759	762	*	*	*	*	*	52%	64%
Students with Disabilities	22	724	*	719	*	*	*	*	*	18%	24%
Students without Disabilities	83	759	*	756	*	*	*	*	*	61%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	763	774	756	*	*	24%	44%	19%	64%	58%
White	66	762	771	764	*	*	27%	*	*	62%	68%
Hispanic	15	752	760	744	*	*	*	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	782	797	782	0%	*	*	*	*	82%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	771	780	762	*	*	*	*	*	68%	63%
Male	58	757	768	751	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	22	745	754	740	*	*	45%	*	*	36%	40%
Non-Economically Disadvantaged Students	77	768	776	767	*	*	18%	*	*	71%	70%
Students with Disabilities	16	731	*	726	*	*	*	*	*	25%	25%
Students without Disabilities	83	769	*	762	*	*	*	*	*	71%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	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	79	757	772	755	*	*	29%	*	*	56%	58%
White	58	758	770	763	*	*	26%	*	*	57%	68%
Hispanic	13	761	*	743	0%	*	*	*	*	69%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	39	766	778	762	*	*	26%	*	*	67%	66%
Male	40	748	767	749	*	*	33%	*	*	45%	51%
Economically Disadvantaged Students	10	739	748	739	*	*	*	*	*	30%	39%
Non-Economically Disadvantaged Students	69	760	774	766	*	*	*	*	*	59%	71%
Students with Disabilities	22	731	*	724	*	*	45%	*	*	14%	22%
Students without Disabilities	57	767	*	762	*	*	23%	*	*	72%	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	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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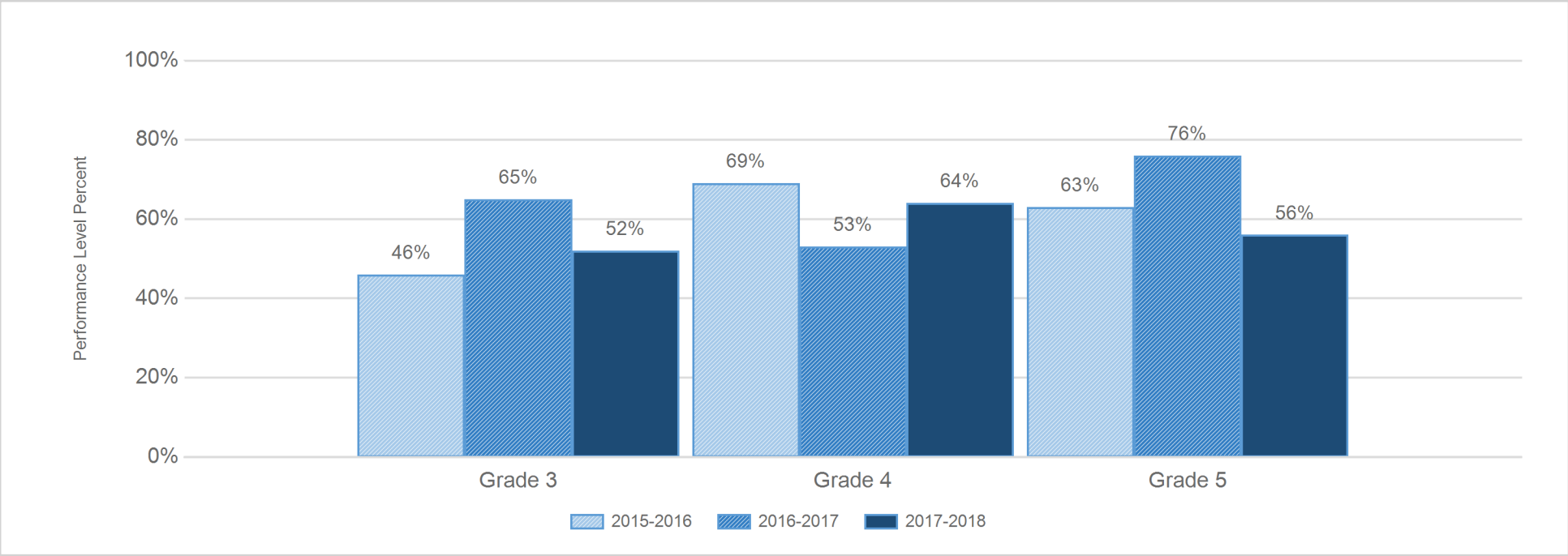
English Language Arts/Literacy Assessment - Performance Trends

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	286	98.0	67.4	70.7	45.0	67.4	58.7	Met Target
White	211	97.3	69.7	69.7	54.1	69.7	57.3	Met Target
Hispanic	41	100.0	58.6	60.7	29.2	58.6	51.3	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	80.9	88.8	77.0	80.9	73.2	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	70.4	53.0	*	**	**
Female	134	97.1	67.9	72.4	46.0	67.9		
Male	152	98.7	67.1	69.1	43.9	67.1		
Economically Disadvantaged Students	47	97.9	42.6	53.4	26.6	42.6	46.3	Met Target†
Non-Economically Disadvantaged Students	239	98.0	72.4	72.3	55.9	72.4		
Students with Disabilities	66	93.0	40.9	24.7	17.1	40.0	26.7	Met Target
Students without Disabilities	220	99.6	75.4	78.9	50.5	75.4		
English Learners	22	100.0	59.1	55.4	24.6	59.1	N	N
Non-English Learners	264	97.8	68.2	71.2	46.9	68.2		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	764	772	752	*	*	25%	51%	17%	68%	53%
White	85	764	769	760	*	*	26%	53%	16%	69%	64%
Hispanic	10	752	765	739	0%	*	*	*	*	50%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	799	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	54	763	773	752	*	*	22%	*	*	69%	53%
Male	50	764	771	751	*	*	28%	*	*	68%	53%
Economically Disadvantaged Students	13	747	759	736	*	*	*	*	*	38%	35%
Non-Economically Disadvantaged Students	91	766	773	762	*	*	*	*	*	73%	66%
Students with Disabilities	21	745	*	730	*	*	*	*	*	48%	29%
Students without Disabilities	83	768	*	756	*	*	*	*	*	73%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

TAYLOR MILLS SCHOOL
(25-2920-090)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† 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	99	762	771	748	*	*	18%	60%	11%	71%	49%
White	66	765	769	755	*	*	21%	*	*	73%	60%
Hispanic	15	749	755	737	0%	*	*	*	*	60%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	778	791	774	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	767	772	748	*	*	*	*	*	73%	50%
Male	58	759	769	748	*	*	*	*	*	69%	49%
Economically Disadvantaged Students	22	738	750	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	77	769	773	758	*	*	*	*	*	79%	62%
Students with Disabilities	16	730	*	725	*	*	*	*	*	31%	22%
Students without Disabilities	83	768	*	753	*	*	*	*	*	78%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	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

TAYLOR MILLS SCHOOL
(25-2920-090)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	757	772	748	*	15%	19%	*	*	65%	49%
White	58	760	769	756	*	17%	*	*	*	71%	60%
Hispanic	13	749	*	736	0%	*	*	*	*	54%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	39	760	772	749	*	*	*	*	*	64%	50%
Male	40	754	771	747	*	*	*	*	*	65%	48%
Economically Disadvantaged Students	10	739	750	733	*	*	*	*	*	40%	29%
Non-Economically Disadvantaged Students	69	760	773	758	*	*	*	*	*	68%	62%
Students with Disabilities	22	741	*	726	*	*	*	*	*	41%	20%
Students without Disabilities	57	763	*	752	*	*	*	*	*	74%	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	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

TAYLOR MILLS SCHOOL
(25-2920-090)
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2017-2018

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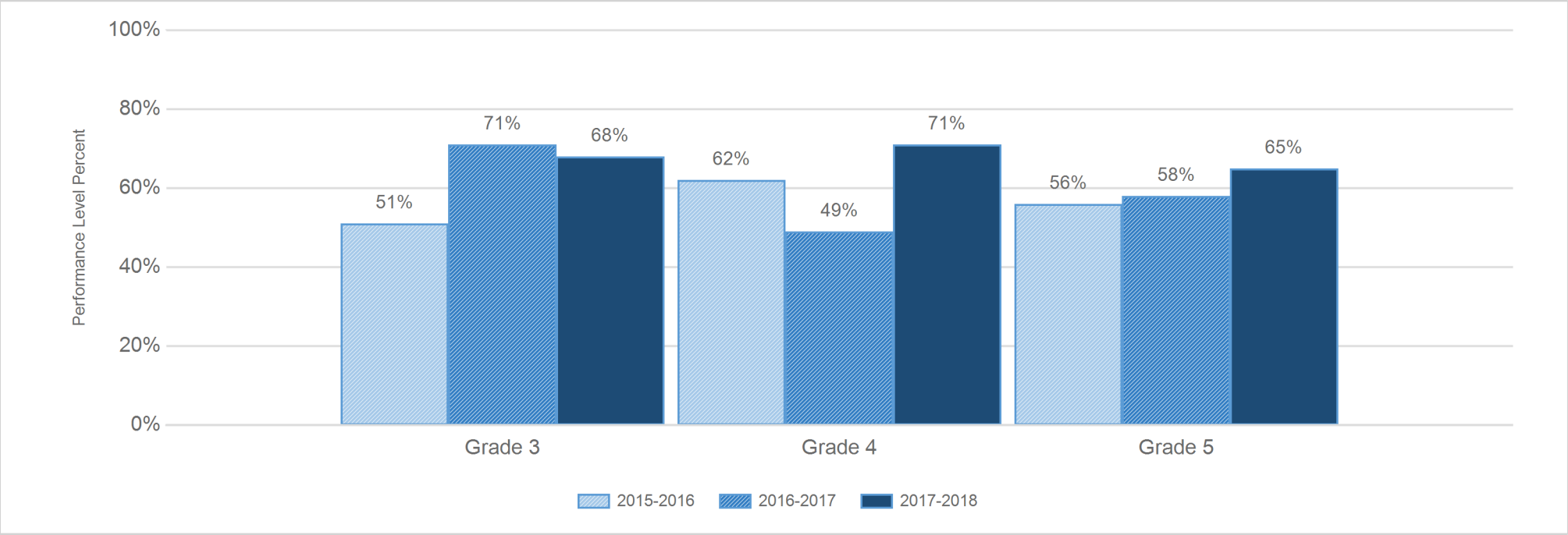
Mathematics Assessment – Performance Trends

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	*	*
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	56.5%	60.7%	Met Target†

† 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	28	71.4%	28.6%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

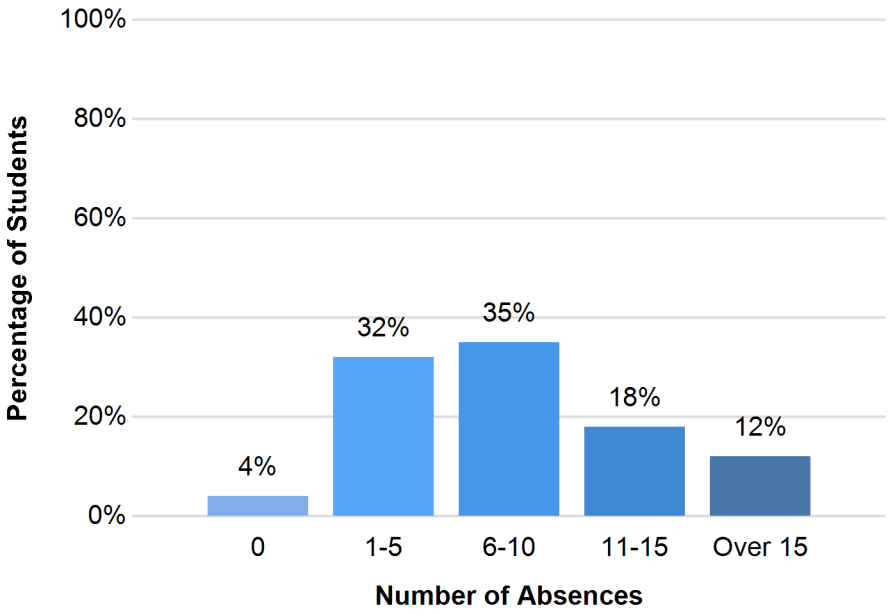
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	47	8.1	8.9	Met
White	29	6.9	8.9	Met
Hispanic	13	14.8	8.9	Not Met
Black or African American	2	10.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	5.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.1	**	**
Economically Disadvantaged Students	9	10.7	8.9	Not Met
Students with Disabilities	16	13.0	8.9	Not Met
English Learners	4	11.4	8.9	Not Met

Days Absent

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



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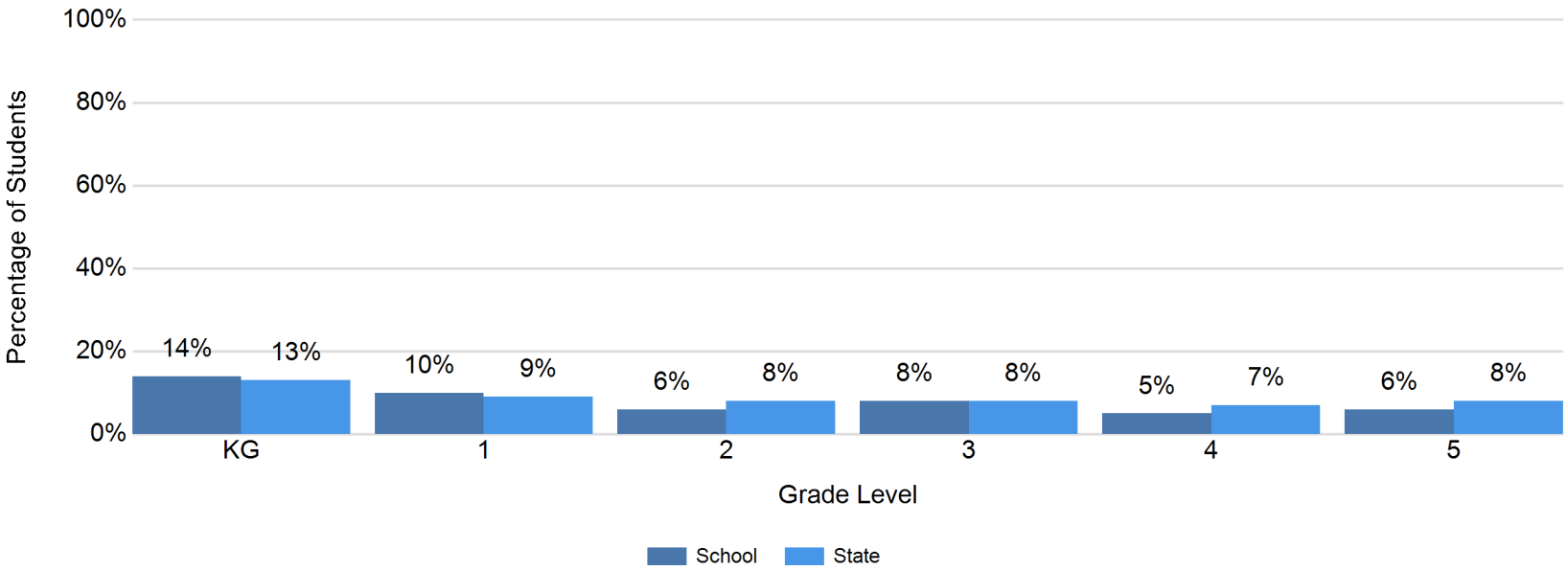
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	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

NJ SCHOOL PERFORMANCE REPORT

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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

NJ SCHOOL PERFORMANCE REPORT

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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	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 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	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,726	$14,053

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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	49	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	77.6%	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	28	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	92.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	293:1	182:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		848:1
Students to Nurses		565:1
Students to Counselors		636:1
Students to Child Study Team		268:1

NJ SCHOOL PERFORMANCE REPORT

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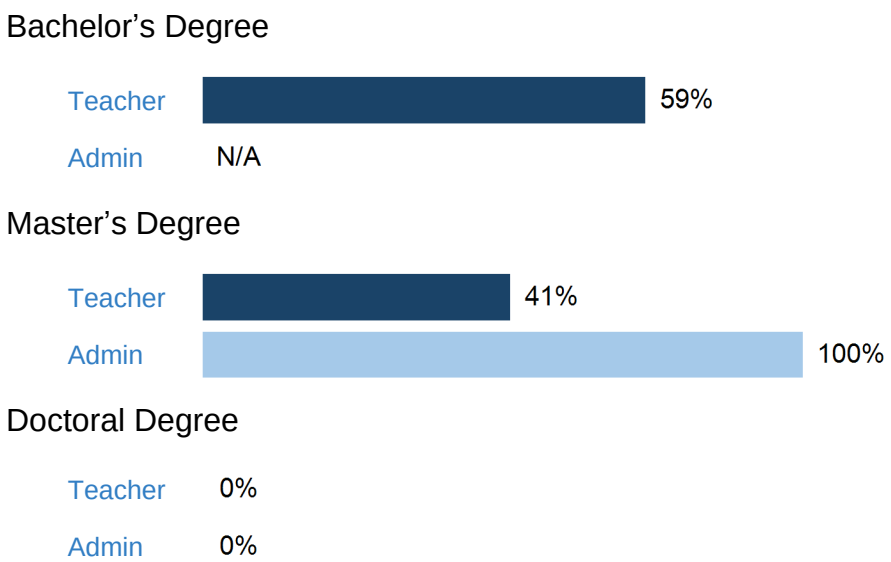
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	96.4%	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	96.9%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	98.0%	50.0%
Male	2.0%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

TAYLOR MILLS SCHOOL
(25-2920-090)
Grades Offered: KG-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	41.35	15.0%
Mathematics Proficiency	81.87	15.0%
English Language Arts Growth	56.46	20.0%
Mathematics Growth	78.75	20.0%
Progress Towards English Language Proficiency	56.60	20.0%
Chronic Absenteeism	38.79	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.72	n/a
Summative Rating: Percentile Rank of Summative Score	67.54	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	Met Target	Met Standard	Exceeds Standard	Met Target†	Met	No
White	58.61	14.08	No	Not Met	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	66.51	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.16	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	70.21	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	Not Met	No

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

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School Narrative

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

Mission, Vision, Theme:	Taylor Mills School is a community of learners. The mission of Taylor Mills School is to ensure that students can meet the challenges of our changing global society by providing high quality, well-rounded educational opportunities. To that end, our goal is for our students to make progress to meet and/or exceed the NJLS, develop the six pillars of character, and build the skills necessary to be life-long learners and productive citizens of our community and world.
Awards, Recognition, Accomplishments:	Our Student Government allows our first through fifth grade students to assume leadership roles in the school community and complete several service projects throughout the year. Food drives for the local food pantry, fundraising efforts for the American Heart Association and other student-selected charities, and providing holiday gifts/meals for families in need represent just a few of the service projects completed throughout the year.

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Courses, Curriculum, Instruction:	Our balanced literacy approach includes a number of programs such as Project Read, Making Meaning, and the Teachers' College Units of Study. Supplemental programs such as RAZ Kids, Achieve3000, and Study Island enhance student learning and engagement in the literacy block. The enVisions 2.0 math program is the foundation of our math instruction. Study Island, Reflex Math, IXL Math, and ST Math further engage our learners and enhance mathematics instruction. The NJSLS Science standards are addressed in a hands-on approach through Mystery Science. Individual student needs are addressed via the enrichment or intervention activities assigned to them based on multiple data points gathered throughout the year.
Clubs and Activities:	Our newspaper is a student publication featuring reporters in grades 3 through 5. Band, chorus, and orchestra programs encourage our budding musicians to participate in the arts. The Young Scientists program extends scientific studies through hands-on experiments and activities. Our TM TV Studio offers our children the opportunity to work with broadcasting equipment and hone their presentation skills. Our student government welcomes students in grades 1-5 to participate in community and service learning opportunities.

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Before and After School Programs:	Taylor Mills School offers beyond the school day reading, writing, and math intervention opportunities. Additionally, Project Achievement provides close reading analysis and writing opportunities to advance student progress in all curricular areas. After school groups include the use of technology to increase student achievement via programs such as ST Math, Reflex Math, and Study Island.
Staff and Professional Learning:	Through our Professional Learning Communities, our teachers work together to pool their collective resources to meet the challenges of the NJSLS while recognizing the unique needs of each learner. These collaborative teams work diligently to identify student needs using a variety of formal and informal data, research best practices to meet those needs, implement SMART goals, and carefully monitor student growth toward those goals. Teachers are provided time in the morning during our six day cycle to analyze student data and make actionable instructional decisions to increase student achievement.

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Student Supports and Services:	Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic progress of all students. Within each tier, student supports are designed to personalize instruction to meet each students' educational needs in the academic and social/emotional realms. As a magnet school for district ELL learners, our school operates under the SIOP model of instruction.
Parent and Community Involvement:	We encourage parental participation in the Library/Media Center and within individual classrooms. Our active and extremely supportive PTA sponsors excellent assembly programs and numerous events for the children and their families, bringing our school community even closer together. Our new Parent Workshop Series helps parents to foster greater success at home. Welcoming our police officers, firefighters, Community Alliance, and library system into our schools regularly further connects our school to our community.

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Facilities:	Opened in 1968, Taylor Mills School has evolved into a 21st century school with a state of the art computer lab, a TV studio, a budding MakerSpace within the library, a 1:1 Chromebook initiative in 4th & 5th grade, and an air-conditioned physical education environment.

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Other Information:	At Taylor Mills School, we are committed to challenging our students academically. Our students participate in Continental Math League, the National Spelling Bee, and the National Geography Bee. In addition to contest opportunities, each of our grade levels has a special unit devoted to in-depth study of a particular subject and culminating in a memorable event. Such events include Physics Day, Poetry Day, and 100th Day. We take pride in events that allow our students to share their knowledge with their peers and extend their education through meaningful research. Another source of continual pride for our school is our strong character education program designed to help our students develop an understanding of how to work cooperatively with one another and handle conflicts appropriately. An integral part of this program is our “Caught Filling a Bucket” reward system. Based on the book, Have You Filled a Bucket Today?, good student behavior and simple acts of kindness are recognized and rewarded every day, encouraging a sense of community within the school. Our Student of the Month program recognizes children’s efforts to consistently demonstrate positive character traits. This message is positively reinforced in our lunchroom and throughout each classroom in our building. During this school year, we continued one of our most beloved character education initiatives with our Positive Partners program, matching our younger students with mentors from our upper grades. As it has been in the past, one of our comprehensive goals is to build self-confidence and self-assurance in the children. Through all of our character programs and the daily curricular work in each class, we strive to teach all students to believe in themselves and to learn that all goals are attainable through hard work, effort, dedication, and positive thinking. Backed by a network of caring parents, educators, and community members, our goals are well within our reach.