NJ SCHOOL PERFORMANCE REPORT

G AUSTIN SCHOENLY ELEMENTARY SCHOOL
(23-4970-060)
Grades Offered: PK-01
2017-2018

Report Key:
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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	MIDDLESEX
District	SPOTSWOOD BORO
Principal Name	MS. ASPROCOLAS
Address	80 KANE AVENUE SPOTSWOOD, NJ 08884
Phone Number	(732)723-2220
Email Address	JASPROCOLAS@SPSD.US
Website	https://schoenly.spsd.us
Facebook	https://www.facebook.com/HeartofSchoenly
Twitter	https://twitter.com/HeartofSchoenly

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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	67	53	62
KG	86	105	72
1	109	90	106
Total	262	248	240

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	43.5%	44.4%	50.4%
Male	56.5%	55.6%	49.6%
Economically Disadvantaged Students	16.0%	18.5%	19.6%
Students with Disabilities	27.9%	24.6%	26.7%
English Learners	2.3%	2.4%	2.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.4%	1.3%
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	72.9%	76.2%	73.8%
Hispanic	16.0%	14.1%	17.5%
Black or African American	3.1%	4.0%	1.7%
Asian	5.0%	4.0%	5.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	2.7%	1.6%	1.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	67	53	62
KG - Half Day	0	0	0
KG - Full Day	86	105	72

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.4%
Spanish	3.3%
Arabic	2.1%
Other Languages	4.2%

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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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

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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.

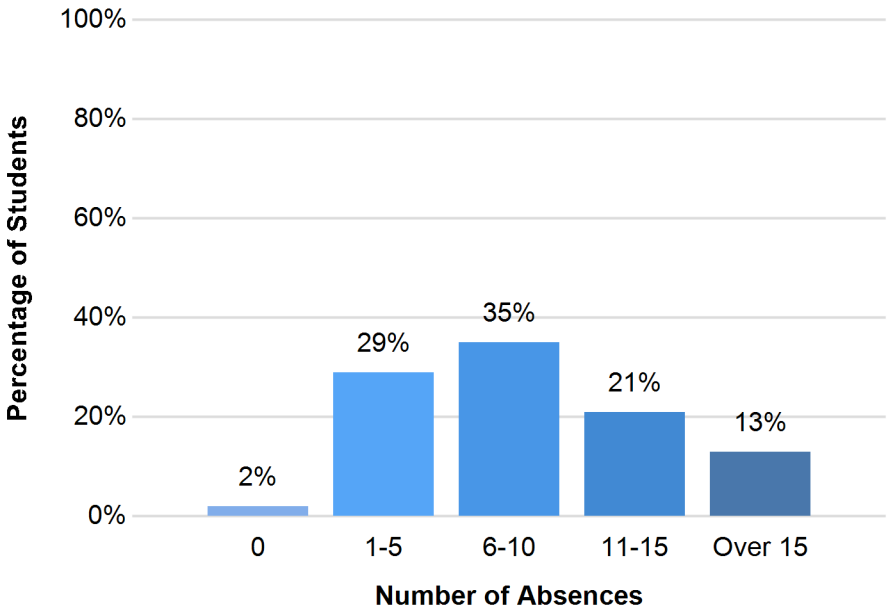
Chronic Absenteeism

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	18	10.1	11.2	Met
White	13	10.3	11.2	Met
Hispanic	5	14.7	11.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	19.5	11.2	Not Met
Students with Disabilities	3	10.3	11.2	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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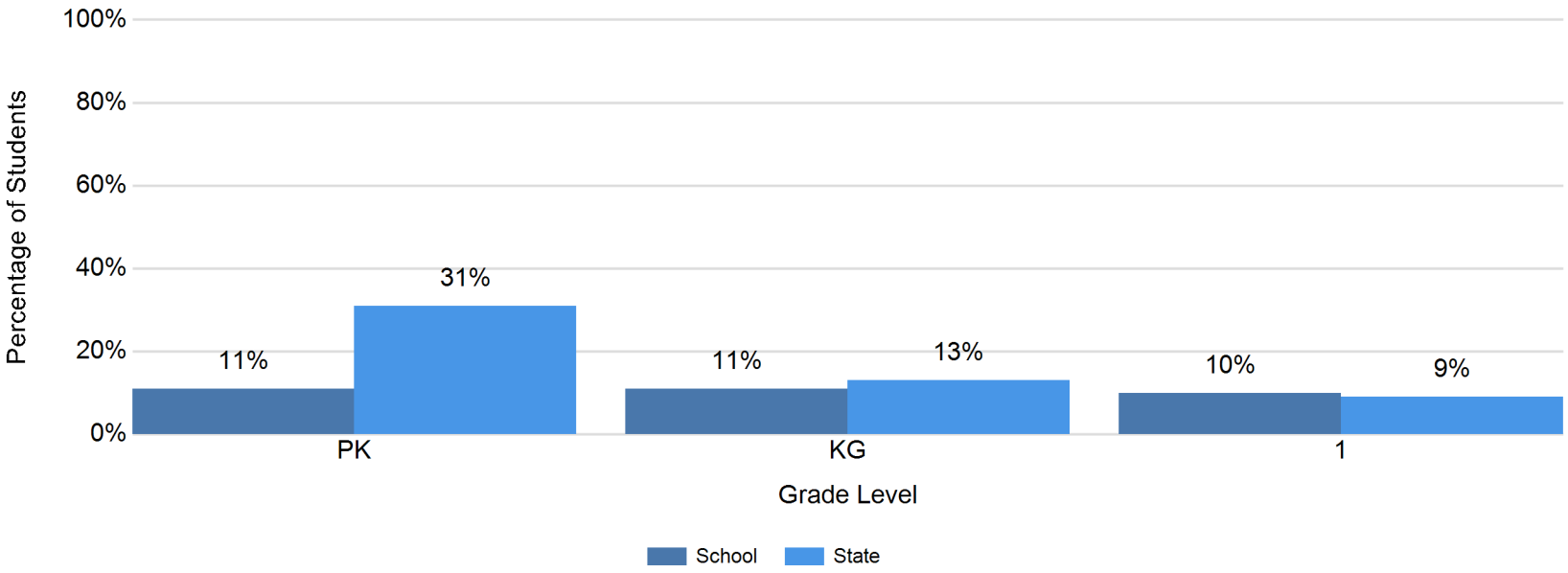
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.42

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	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	2		2

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	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

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)	$352	$12,856	$13,208

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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	20	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	70.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,374
Average years experience in public schools	16.7	16.0
Average years experience in district	12.2	12.0
Administrators in district for 4 or more years	88.9%	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	240:1	191:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		572:1
Students to Counselors		343:1
Students to Child Study Team		286:1

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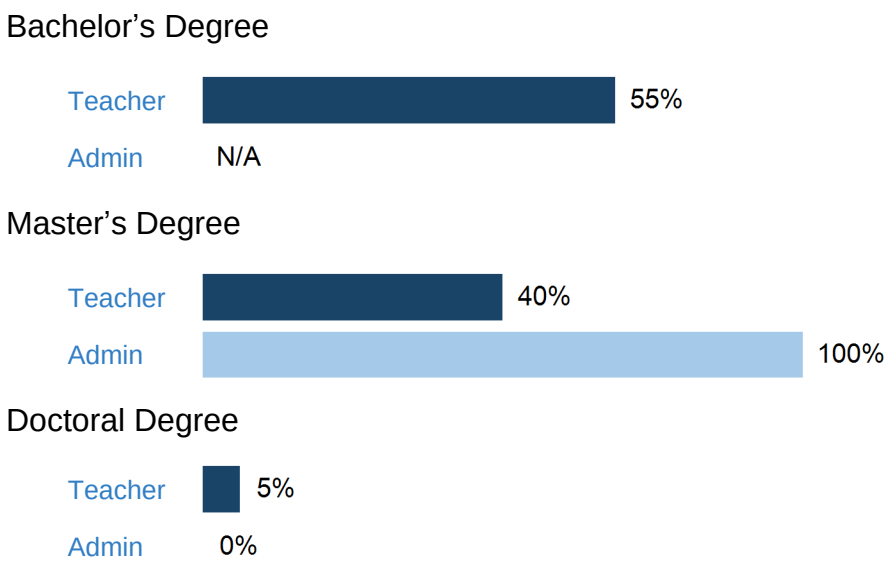
Teachers and Administrators - Level of Education

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



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	89.2%	90.2%
2016-17 Administrators: Same district 2017-18	77.8%	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%

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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	95.0%	100.0%
Male	5.0%	0.0%
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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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:	• A full day preschool program that employs dually certified educators (PreSchool - Grade 3 and Special Education). • School-wide focus on Social and Emotional Learning (SEL). • Highly individualized learning environment through guided instruction and data driven decision making.
Mission, Vision, Theme:	As reflected in the District Mission statement, we provide our students with a nurturing, innovative learning environment where curiosity is sparked, risk taking is encouraged and problems are viewed as opportunities for growth. We empower students to become independent thinkers and problem solvers. We inspire and challenge our students to achieve their full potential academically, socio-emotionally, and physically. All stakeholders collaborate to deliver needs-based instruction for every child.
Awards, Recognition, Accomplishments:	PTA School of Excellence 2018-2020, Bronze Award - Pennies for Patients Student Series; 1996 Blue Ribbon School

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Courses, Curriculum, Instruction:	The Schoenly Preschool Program has adopted the Tools of the Mind curriculum to develop problem solving skills and encourage personal growth in our young learners. In kindergarten and first grade, teachers use balanced literacy, the GoMath! program, and hands-on learning in science and social studies in order to engage each child in the classroom. Students are encouraged to construct understanding of content through active and cooperative learning. We also embrace Social and Emotional Learning (SEL) as a schoolwide community. Our goal as a school is to provide a nurturing and productive educational environment that supports students as they develop the skills, abilities, and attitudes needed to succeed in school and in life. Social Emotional Learning (SEL) is embedded throughout the school day and in all content areas.
Clubs and Activities:	At this primary level, extra curricular activities center around strengthening ties both inside and outside of the school community. Students have multiple opportunities to volunteer and give back to the community from showing appreciation to first responders to running several fundraisers throughout the year. Our C.A.R.E.S. Before and After School Program provides supervision and enrichment for our students outside of the typical school day. The program encourages social interaction and incorporates various developmentally appropriate recreation activities to do so. Our school also engages in several activities with Spotswood High School and Memorial Middle School students to provide our young learners with mentorship and positive role models.

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Before and After School Programs:	Students may participate in the Spotswood C.A.R.E.S. program, a structured before and after-school environment where students have the opportunity to engage in educational and recreational activities. First grade students may participate in Kids Create, an after-school art enrichment program led by Spotswood High School volunteers. The Spotswood PTA offers enrichment and recreational activities for our students and their families throughout the school year.
Staff and Professional Learning:	Schoenly staff members are lifelong learners. They have multiple opportunities to participate in professional development. Teachers may learn and collaborate in monthly PD Academy sessions, Professional Learning Communities, Focused Professional Learning Cohorts (FPLC), Inservice trainings, and peer observations. New teachers participate in a four year Induction Program aligned with our Stronge+ Evaluation rubrics and research of best practices in education.

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Student Supports and Services:	Schoenly's Child Study Team (CST) provides consultative, evaluative, and prescriptive service to teachers and parents with regards to students who are experiencing school challenges. Services provided to eligible students include speech therapy, physical therapy, occupational therapy, counseling, social skills and ESL. Classroom settings vary including general education, self-contained, resource room, and in-class support in order to provide the Least Restrictive Environment (LRE) for students.
Student Health and Wellness:	Students in kindergarten and first grade are provided with two sessions a week of physical education and 22 minutes every day for recess. Additionally, classrooms often use kinesthetic learning to keep our students moving throughout the day. In October, students celebrate "Healthy Choices Week" where students are encouraged to stay active, eat well-balanced meals, and take care of their bodies. Annually, a pediatric dentist presents to students about maintaining good dental hygiene.
Parent and Community Involvement:	The PTA is incredibly supportive of our school. The annual Teacher Wish Lists provide over $18,000 in donations. The PTA plans various activities for students and staff to celebrate our community. The Spotswood Education Foundation (SEF) provides grants for teachers to advance student learning. To date, the SEF has granted teachers throughout the district over $89,000. Our school also forms strong ties with our community through special events such as the Spotswood Tree Lighting Ceremony.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Yearly, all staff members, parents, and students (grades 5-12) are invited to participate in our School Climate Survey. Survey data is collected and analyzed to inform the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration.
Facilities:	The G. Austin Schoenly School building is nestled in a residential neighborhood in Spotswood, New Jersey. The building was initially built in 1958 and later expanded in 1974 and 2004. In 2016, the HVAC system was upgraded, and the entire school is now air conditioned. The school utilizes a large All-Purpose Room, a media center, 20 multi-purpose classrooms, an outdoor courtyard, and a fenced in playground area.
School Safety:	Spotswood School District understands that the health and safety of our students is paramount in creating an environment in which all of our members feel safe and secure. To ensure this, the Spotswood School District utilizes a comprehensive approach to school safety and security with a focus on the following areas: * Security Coordination * Communications and Alerts * Training and Drills * Plan Review/Climate Assessment. The administration of the Spotswood School District works closely with the Spotswood Police Department through our School Resource Officer, who works with all school administration. Additionally, monthly meetings are held to review all district security matters with District and Spotswood community leaders.

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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

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.

Technology and STEM:	At G. Austin Schoenly School, we encourage our students to be critical thinkers and problem solvers through exploration and project based learning. At this early childhood level, we encourage student inquiry and experimentation as they create meaning of the world around them. In our curriculum, we dedicate ample time for students to play, create, build, and explore. These experiences prepare our young learners for future scientific discovery and independent thinking. We utilize various technological resources to meet the needs of our diverse learners including the use of iPads in preschool, Chromebooks in kindergarten and first grade, and interactive projection software for each classroom. Furthermore, various educational applications are used to deliver and enrich instruction. Teachers embrace technology throughout the entire educational process to keep instruction innovative and engaging.
Early Childhood Education:	Our school is home to a full-day preschool program offering a transitional, a self contained, and five integrated classrooms. Our preschool is funded both locally and by tuition. We utilize the Tools of the Mind curriculum to promote cognitive development, self regulation, socio-emotional skills and a strong foundation in academics. Students also receive weekly instruction in visual arts, performing arts, yoga, and physical education to enrich their educational experience.

NJ SCHOOL PERFORMANCE REPORT

G AUSTIN SCHOENLY ELEMENTARY SCHOOL
(23-4970-060)
Grades Offered: PK-01
2017-2018

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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.

Other Information:	We are known as "The Little School with the Big Heart" because of the nurturing learning environment that we provide for our young learners. We have a staff of incredibly dedicated and passionate individuals who make our school a home for each child that walks in our doors. As a primary school, we recognize the importance of providing students with a strong foundation and confidence to achieve lofty goals. We understand that for many students, Schoenly School is their first experience with school. We strive to make this first impression one that will make them fall in love with learning for many years to come.