



Center Square School
2016-2017


Grade Span PK-01

15-2750-025
GLOUCESTER
LOGAN TWP
100 PEACHWOOD DR
LOGAN TWP, NJ 08085

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	43	43	52
KG	88	90	85
1	100	95	86
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	7	12	9
Total	238	240	232

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	44	43	52
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	90	90	85

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	2014-15	2015-16	2016-17
Female	49%	48%	48%
Male	51%	53%	52%
Economically Disadvantaged Students	20%	18%	22%
Students with Disabilities	11%	12%	13%
English Learners	1%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	73.7%
Hispanic	7.8%
Black or African American	7.3%
Asian	3.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	7.8%

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.3%
Spanish	2.6%
<i>Other</i>	2.1%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

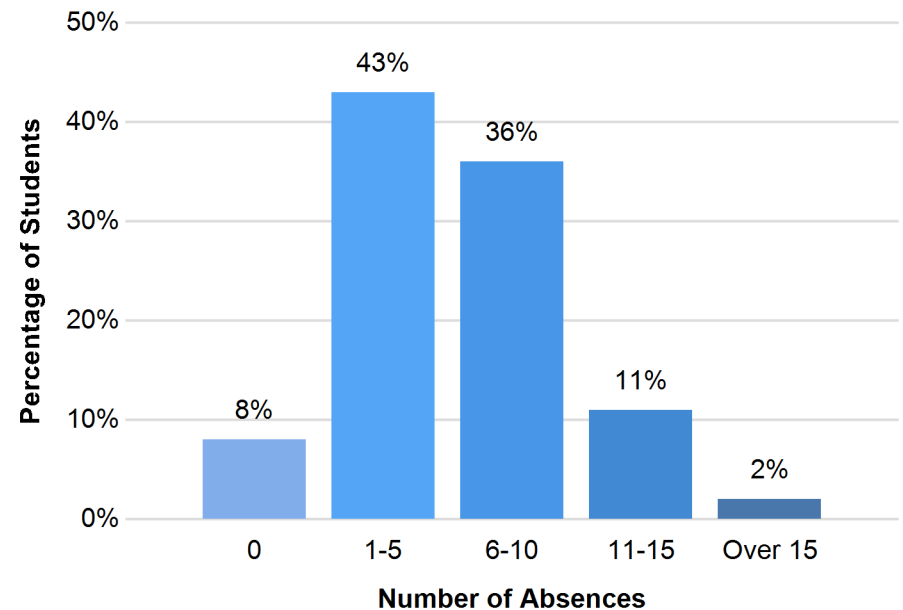
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.80	10.80	Met Target
White	1.60	10.80	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.10	10.80	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





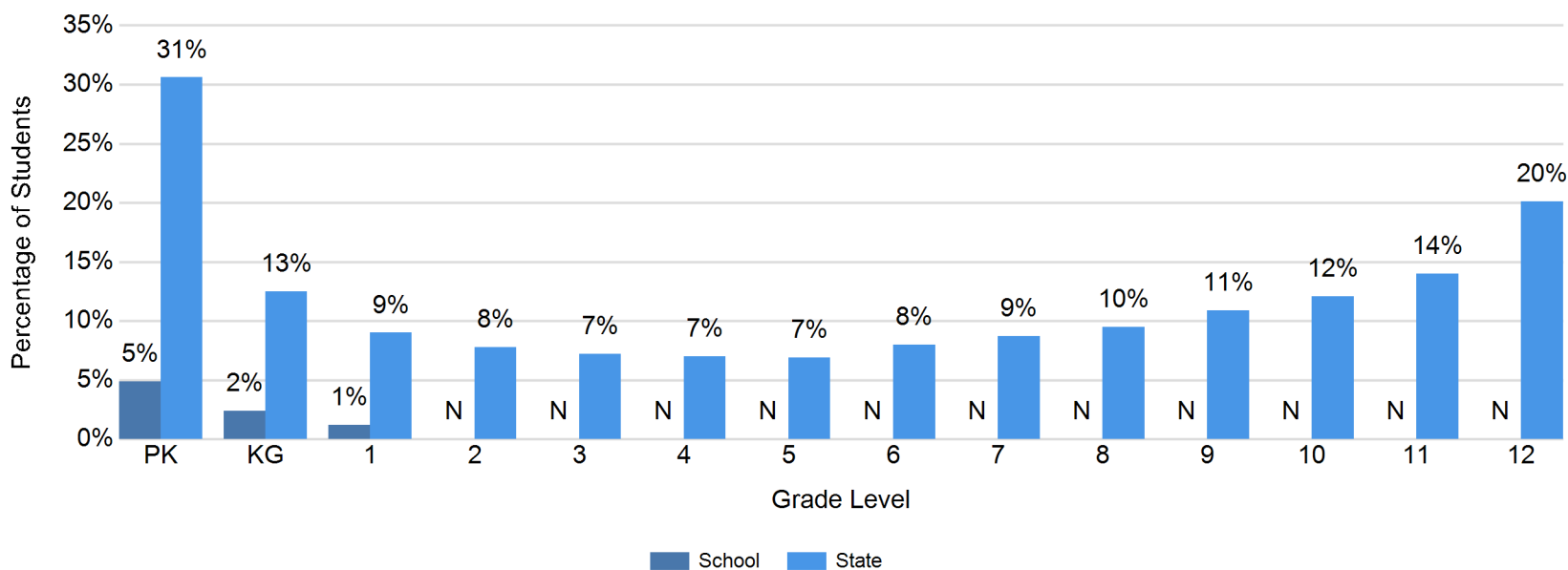
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.43

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.9%
Out-of-School Suspensions	0.0%
Any Suspension	0.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$389	\$14,850	\$15,239



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	21	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	91%	74%

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	6	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	5.5	11.6
Administrators in district for 4 or more years	83%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	58:1	141:1
Librarian/Media Specialists		N
Nurses		422:1
Counselors		211:1
Child Study Team		211:1



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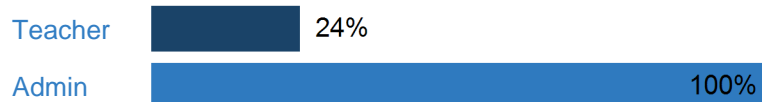
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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School General Info

Principal:	Ms. Green	Email Address:	bgreen@logan.k12.nj.us
Address:	100 PEACHWOOD DR LOGAN TWP, NJ 08085	Website:	https://www.css.logan.k12.nj.us/index.jsp
Phone:	(856)294-0145	Twitter:	https://twitter.com/LoganTownshipSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Positive Behavior Support in Schools is a school wide system which focus on consistent expectations for all students. • Provides a Free Full Day Quality Prekindergarten and utilizes the State Approved HighScope Curriculum. • Students are provided with daily small group/differentiated instruction in Literacy, Mathematics and Science.
 <p>Mission, Vision, Theme:</p>	<p>In LTSD, we strive for excellence in education through equitable access by creating a safe, supportive, & positive learning environment. We celebrate & promote diversity to enhance our school community. We recognize that every child is capable of learning. We encourage students to take educational risks by providing thought-provoking & engaging opportunities. These core values will empower our students to become life-long learners & productive citizens in an ever-changing global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Center Square School has been recognized as a Showcase School by the New Jersey Positive Behavior Support in Schools Organization(NJPBSIS). NJPBSIS is a collaboration between the New Jersey Department of Education Offices of Special Education and The Boggs Center, Rutgers Robert Wood Johnson Medical School.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>CSS utilizes the New Jersey Student Learning Standards for all subject areas in K and 1st Grade. The Being a Reader & Writer Program, Envisions Mathematics Program and Science Dimensions Program are used in K and 1st Grade. There is a focus on daily small group and differentiated instruction in all subject areas. Our full day Prekindergarten program uses the New Jersey Preschool Teaching and Learning Standards and HighScope Curriculum which emphasizes active participatory learning.</p>
 <p>Clubs and Activities:</p>	<p>Center Square School offers afterschool clubs for K and 1st Grade students beginning in the month of January. The afterschool clubs include: Technology, Art, Cooking and Sports. The students are excited to participate in the afterschool clubs and this provides another opportunity for students to interact with peers and staff.</p>







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 <p>Staff and Professional Learning:</p>	<p>The administrator and teachers at Center Square School have participated in professional learning in the areas of: Creating Sustainable Professional Learning Committees(PLC), Using data to drive decision-making in the classroom and Equity in providing every student with what they specifically need in order to be successful. Teachers receive ongoing professional development in curriculum and best teaching practices.</p>
 <p>Student Supports and Services:</p>	<p>At CSS, identified students in K and 1st receive BSI in Reading and Math by an Interventionist. Qualified students receive Enrichment Services through the G & T Teacher. ELL students receive support through the ELL Teacher. CSS utilizes Intervention & Referral Services for K and 1st Grade students and the Preschool Intervention and Referral Team for Prekindergarten students who are struggling academically and/or behaviorally.</p>
 <p>Student Health and Wellness:</p>	<p>LTSD has a Wellness & Nutrition Policy which includes guidelines for snacks & celebration foods that are provided from home. Foods with sugar as its first ingredient are not allowed. Fruits & vegetables, as well as low fat, low-sugar snacks are preferred. All K & 1st Grade students receive Physical Education/Health 2 days in a Day 1-5 Cycle & participate in recess on a daily basis. Our Prekindergarten students receive 2 daily outside play times. CSS has a daily breakfast/lunch program.</p>
 <p>Parent and Community Involvement:</p>	<p>CSS has an active H&S League which engages in fundraising for various activities. CSS has a volunteer organization that provides support to teachers in and outside of the classroom. There is a full time school counselor that provides individual & group counseling for students as well as parent workshops. CSS offers a multicultural night which allows parents & students the opportunity to learn about other languages and countries. We have an active partnership with the local library.</p>



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Facilities:

CSS has a large multipurpose room where assemblies, physical education and lunch takes place along. The school library has a litany of books which support young readers. Each classroom is equipped with a bathroom. CSS has a Computer Lab which contains chromebooks and ipads. The school contains an Art and Music Room. The entire school building is air conditioned and the playground has a resilient surface.



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Other Information:

CSS is a Prek-1st Grade building. CSS recognizes the importance of diversity. The students in K and 1st Grade have a weekly Italian Language lesson. The Italian lessons focus on the culture and customs of Italy. All students are exposed to the following special areas: Art, Music, Technology and Physical Education. All classrooms are equipped with Smartboards. Each K and 1st Grade classroom have 6 chromebooks and 6 ipads. Further our prekindergarten classrooms have Hatch Tables. A Hatch Table is a multi touch table that provides a cooperative learning environment for early learners that teaches positive behavior and teamwork. PBSIS is an essential component of CSS. PBSIS is instrumental in creating a positive school climate and school focuses on teaching students to be: Safe, Kind, Respectful, Responsible, The Best We Can Be! Students are recognized for meeting the expectations in various environments through receiving verbal praise, "PAWS" tickets, selecting a prize from the treasure box and school wide activities. All staff members are encouraged to distribute "PAWS" tickets to students. The CSS community which includes students, parents, teachers, administration and township citizens proudly share in the achievement and development of all of our students.



Logan Middle School

2016-2017

Grade Span 06-08

15-2750-300

GLOUCESTER

LOGAN TWP


110 SCHOOL LANE

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This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	86	89	71
7	87	87	86
8	83	85	87
Ungraded	5	10	7
Total	261	271	251

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	2014-15	2015-16	2016-17
Female	51%	48%	49%
Male	49%	52%	51%
Economically Disadvantaged Students	22%	20%	17%
Students with Disabilities	8%	13%	13%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	71.3%
Black or African American	10.8%
Hispanic	8.4%
Asian	2.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	6.8%

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. All other students are included in Other Languages.

Home Language	% of Students
English	94.4%
Spanish	2.8%
<i>Other</i>	2.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	235	97.6	73.60	74.20	54.90	73.6	62.6	Met Target
White	168	96.6	80.90	79.70	63.90	80.9	66.2	Met Goal
Hispanic	16	100.0	62.50	65.70	39.80	62.5	N	N
Black or African American	26	100.0	50.00	48.00	35.20	50	48.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	17	100.0	53.00	65.70	54.90	53	**	**
Female	113	95.9	84.10	83.20	62.20	84.1		
Male	122	99.2	63.90	66.20	48.10	63.9		
Economically Disadvantaged Students	35	97.4	54.30	51.30	36.20	54.3	33.3	Met Target
Non-Economically Disadvantaged Students	200	97.7	77.00	78.40	65.80	77		
Students with Disabilities	34	100.0	23.50	21.20	20.50	23.5	11.3	Met Target
Students without Disabilities	201	97.2	82.00	82.60	61.90	82		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	765	765	752	*	*	22%	49%	21%	70%	54%
White	54	770	770	758	*	*	*	56%	24%	80%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	35	774	774	758	*	*	*	51%	*	83%	61%
Male	38	756	756	746	*	*	*	47%	*	58%	46%
Economically Disadvantaged Students	11	740	740	737	*	*	*	*	0%	55%	34%
Non-Economically Disadvantaged Students	62	769	769	761	*	*	*	*	24%	73%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	87	770	770	756	*	*	13%	38%	37%	75%	59%
White	61	773	773	764	*	*	*	43%	39%	82%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	40	777	777	764	*	*	*	35%	45%	80%	68%
Male	47	763	763	749	*	*	*	40%	30%	70%	51%
Economically Disadvantaged Students	14	751	751	739	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	73	773	773	766	*	*	*	*	*	80%	70%
Students with Disabilities	16	723	723	719	*	*	*	*	0%	25%	19%
Students without Disabilities	71	780	780	763	*	*	*	*	45%	86%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	87	770	770	758	*	*	13%	38%	37%	75%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	84	770	770	757	*	*	14%	52%	24%	76%	59%
White	58	777	777	764	*	*	*	48%	33%	81%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	11	749	749	738	*	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	41	775	775	766	*	*	*	61%	24%	85%	68%
Male	43	765	765	749	*	*	*	44%	23%	67%	50%
Economically Disadvantaged Students	11	758	758	739	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	73	772	772	766	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	84	770	770	759	*	*	14%	52%	24%	76%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

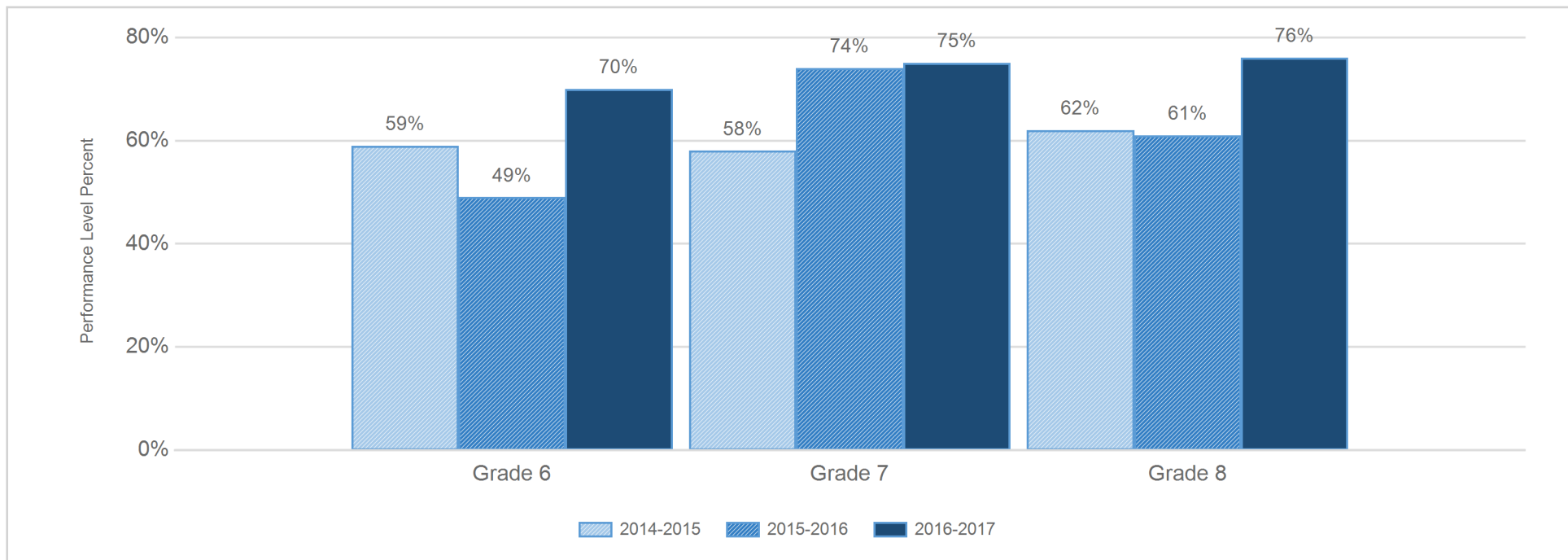


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	235	98.0	53.20	67.30	43.50	53.2	53.9	Met Target†
White	168	97.2	61.30	73.70	52.40	61.3	61.8	Met Target†
Hispanic	16	100.0	50.00	56.20	27.60	50	N	N
Black or African American	26	100.0	19.20	40.00	21.70	19.2	24.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	17	100.0	23.50	51.50	44.90	23.5	**	**
Female	113	96.7	56.60	69.00	44.10	56.6		
Male	122	99.2	50.00	65.70	42.90	50		
Economically Disadvantaged Students	35	97.4	20.00	36.80	25.10	20	18.6	Met Target
Non-Economically Disadvantaged Students	200	98.1	59.00	73.00	54.30	59		
Students with Disabilities	34	100.0	11.80	24.20	16.50	11.8	14.9	Met Target†
Students without Disabilities	201	97.7	60.20	74.20	48.80	60.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	752	752	743	*	*	38%	37%	*	49%	44%
White	54	756	756	751	*	*	35%	43%	*	56%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	35	757	757	745	*	*	29%	40%	*	60%	45%
Male	38	747	747	742	*	*	47%	34%	*	40%	43%
Economically Disadvantaged Students	11	717	717	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	62	758	758	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	86	749	749	741	*	15%	31%	40%	*	49%	40%
White	60	752	752	748	*	*	28%	48%	*	57%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	10	733	733	726	*	*	*	*	0%	10%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	39	749	749	743	*	*	36%	33%	*	44%	41%
Male	47	749	749	740	*	*	28%	45%	*	53%	38%
Economically Disadvantaged Students	14	731	731	729	*	*	*	*	*	14%	22%
Non-Economically Disadvantaged Students	72	752	752	749	*	*	*	*	*	56%	50%
Students with Disabilities	16	720	720	716	*	*	*	*	*	19%	11%
Students without Disabilities	70	755	755	746	*	*	*	*	*	56%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	86	749	749	742	*	15%	31%	40%	*	49%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	65	746	746	728	*	22%	19%	52%	*	52%	28%
White	40	750	750	736	*	*	*	58%	0%	58%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	10	725	725	715	*	*	*	*	0%	30%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	31	751	751	730	*	*	*	58%	0%	58%	30%
Male	34	742	742	725	*	*	*	47%	0%	47%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	65	746	746	729	*	22%	19%	52%	*	52%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	20	789	789	743	0%	0%	*	75%	*	95%	42%
White	19	789	789	751	0%	0%	*	74%	*	95%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	20	789	789	747	0%	0%	*	75%	*	95%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	20	789	789	745	0%	0%	*	75%	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

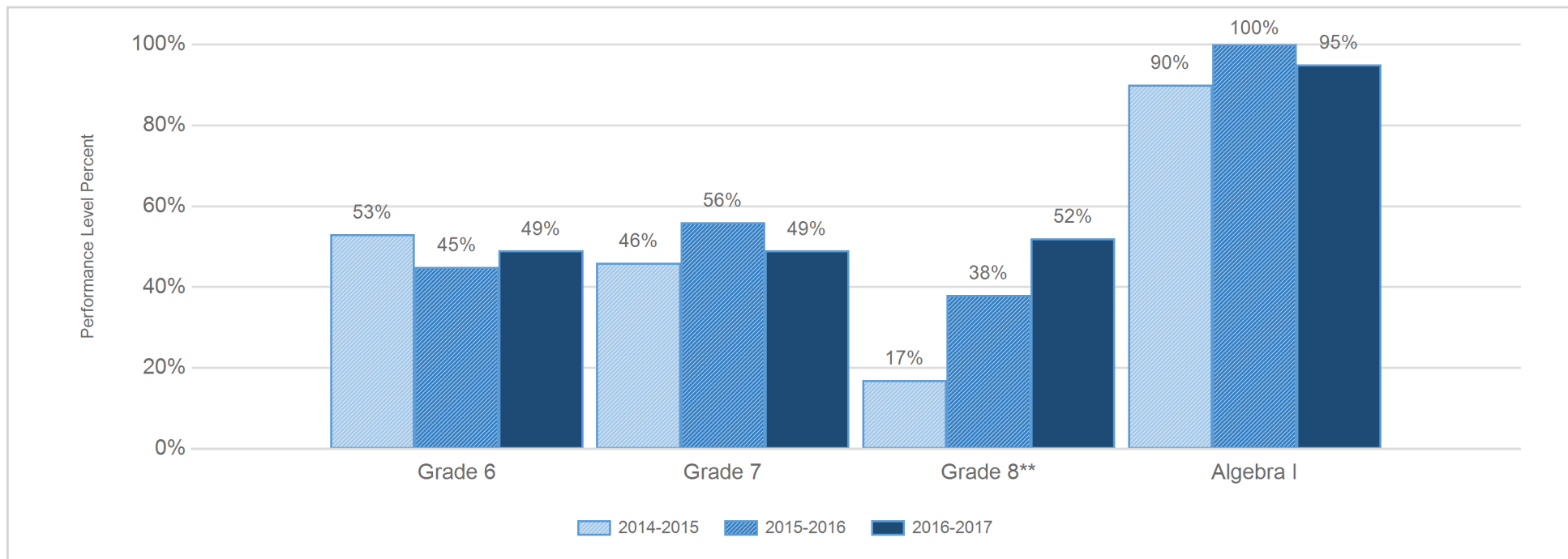


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
6	*	*
7	*	*
8	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

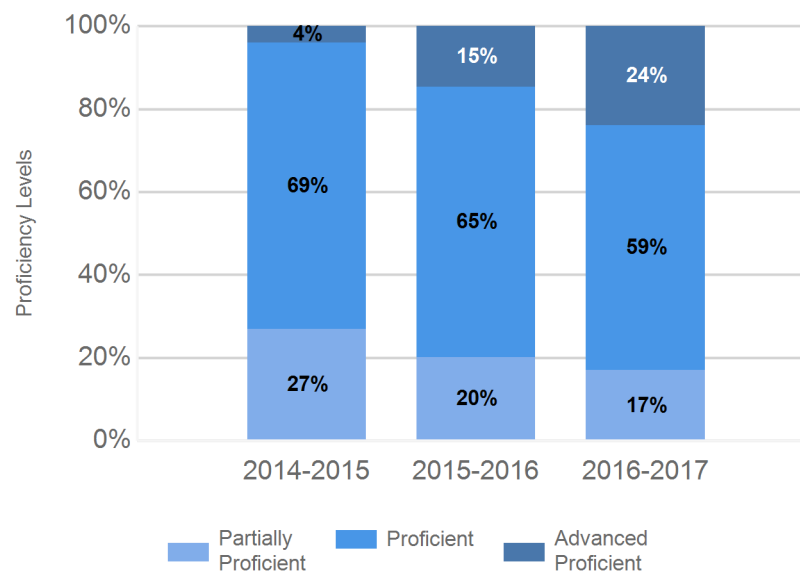
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	24%	59%	17%
White	26%	60%	15%
Hispanic	*	*	*
Black or African American	N	64%	36%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	27%	46%	27%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	59	50	Exceeds Target	39.5	55	50	Not Met
White	61.5	59	50	Exceeds Target	41	57	52	Met Target
Hispanic	*	60.5	49	**	*	59	47	**
Black or African American	62.5	65	45	Exceeds Target	26	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51.5	60	**	*	43	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	59	60	51	**	17	45	52	**
Economically Disadvantaged	57	58	47	Met Target	25	36.5	46	Not Met
Students with Disabilities	59	52	41	Met Target	42.5	39.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

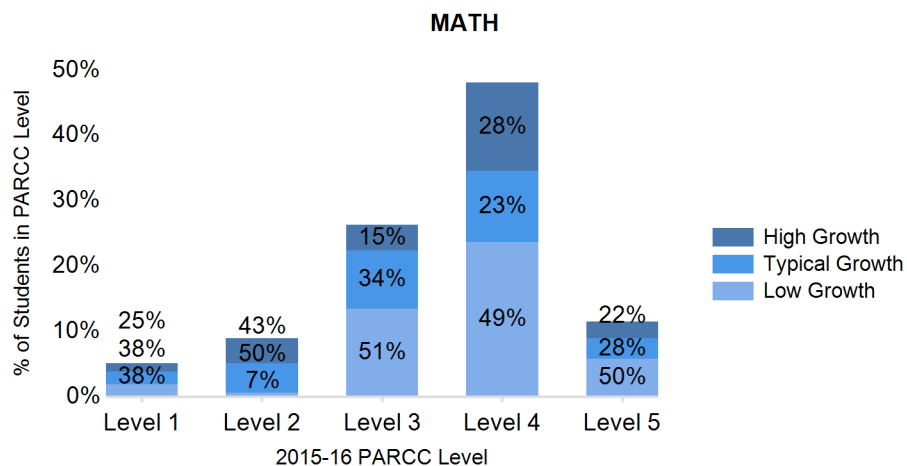
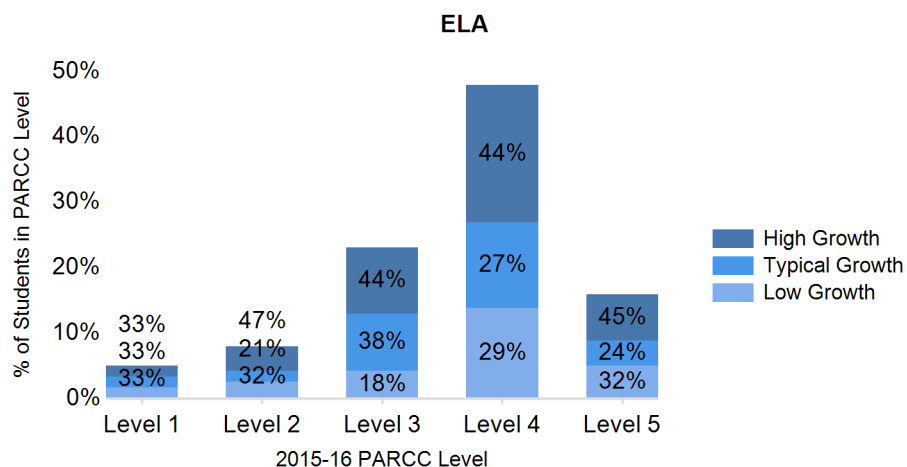
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

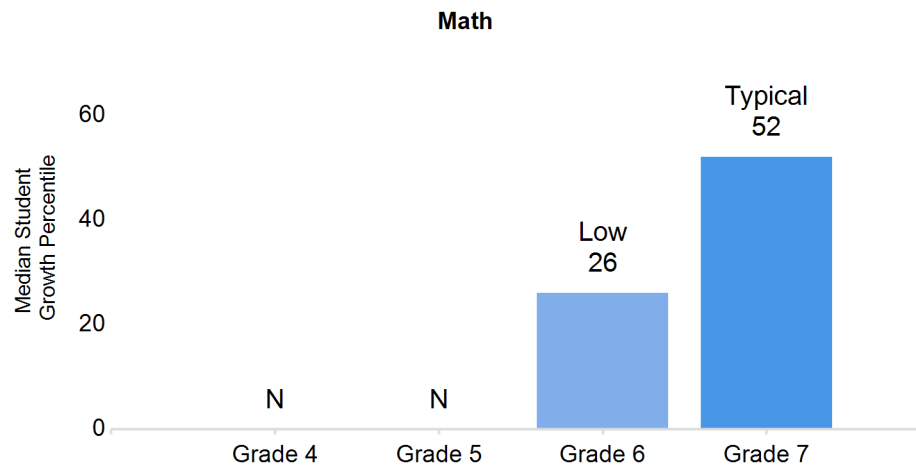
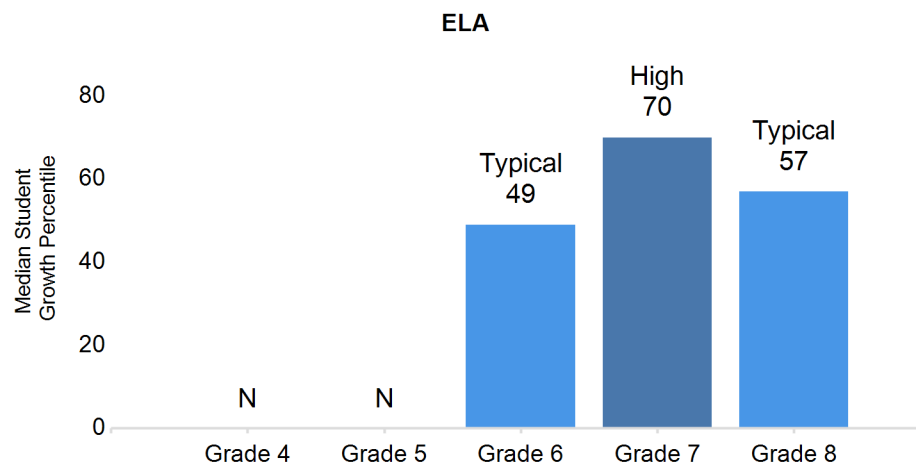
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	73
7	0	0	86
8	20	0	68
Schoolwide	20	0	227

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	74	0	0	0	0
7	87	0	0	0	0	0	0
8	40	0	50	0	0	0	0
Schoolwide	127	0	124	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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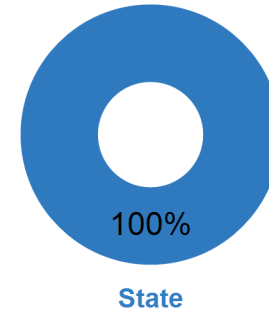
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Visual and Performing Arts – Course Participation

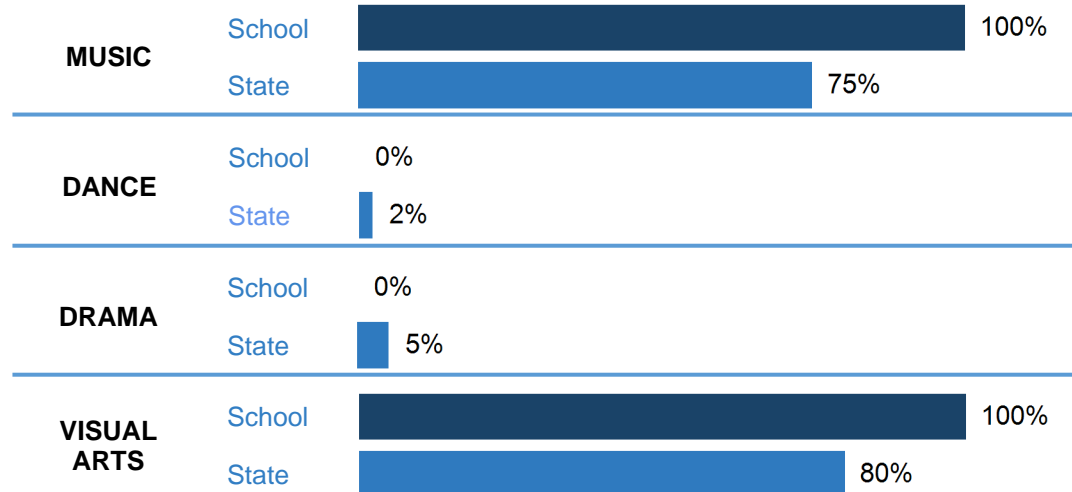
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

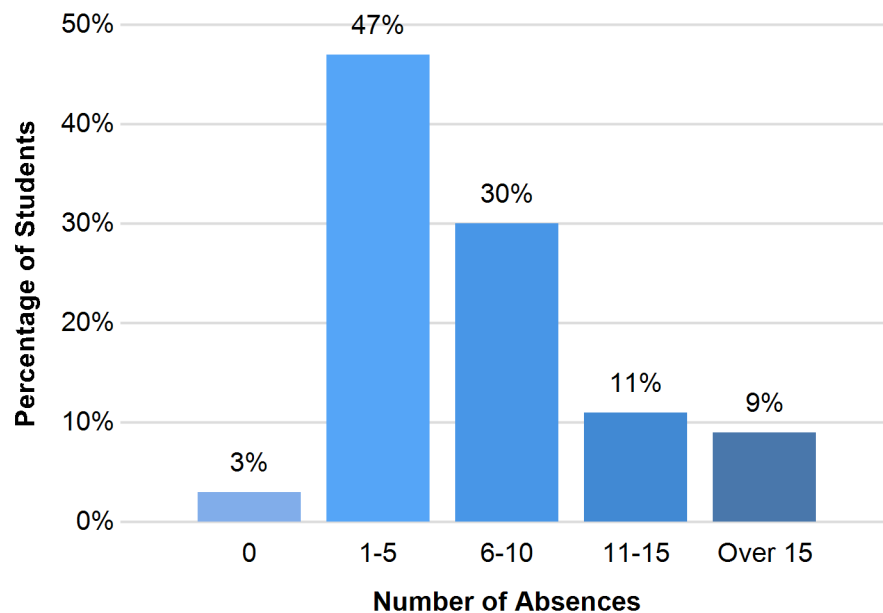
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.70	Met Target
White	5.60	8.70	Met Target
Hispanic	4.80	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.00	8.70	Met Target
Students with Disabilities	2.80	8.70	Met Target
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.

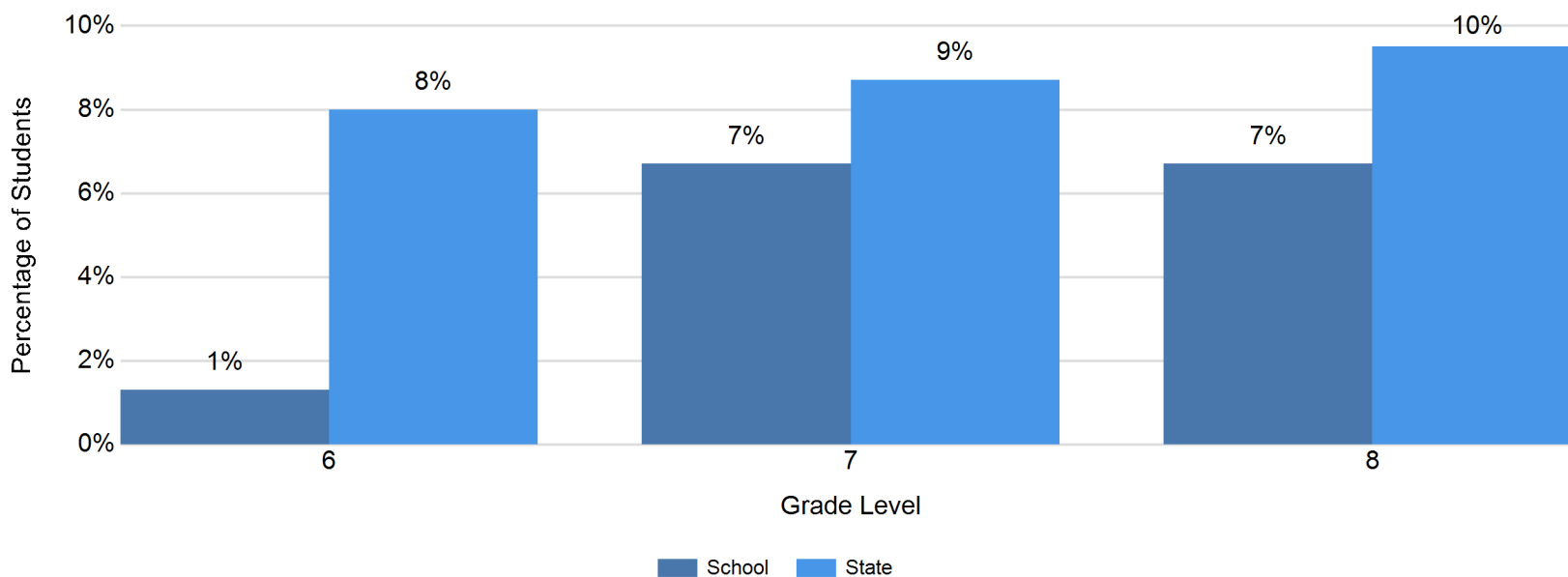


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	2.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.4%
Out-of-School Suspensions	1.6%
Any Suspension	5.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	237.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$389	\$14,850	\$15,239



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	34	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	74%	74%

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	6	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	5.5	11.6
Administrators in district for 4 or more years	83%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	7:1	10:1
Administrators	63:1	141:1
Librarian/Media Specialists		N
Nurses		422:1
Counselors		211:1
Child Study Team		211:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

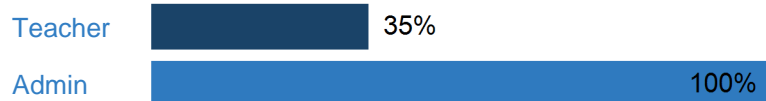
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.4	17.5%
Mathematics Proficiency	52.1	17.5%
English Language Arts Growth	88.2	25.0%
Mathematics Growth	14.2	25.0%
Chronic Absenteeism	80.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		60.5
Summative Rating: Percentile rank of Summative Score		66.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	60.5	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Not Met	No
White	59.1	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	78.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Students with Disabilities	66.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Moran	Email Address:	hmoran@logantwp.k12.nj.us
Address:	110 SCHOOL LANE LOGAN TOWNSHIP, NJ 08085	Website:	https://www.lms.logan.k12.nj.us/index.jsp
Phone:	(856)467-5133	Twitter:	https://twitter.com/LoganTownshipSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Rigorous academic curriculum using Big Ideas for math, Reader's & Writer's WS, TeachTCl for SS & StemScopes for Science • Over 85 students involved in pre-engineering or world language classes before or after school • Positive Behavior Support in Schools (PBSIS) and Stand Up, Say No anti-bullying curriculum
 <p>Mission, Vision, Theme:</p>	<p>In LTSD, we strive for excellence in education through equitable access by creating a safe, supportive, & positive learning environment. We celebrate & promote diversity to enhance our school community. We recognize that every child is capable of learning. We encourage students to take educational risks by providing thought-provoking & engaging opportunities. These core values will empower our students to become life-long learners & productive citizens in an ever-changing global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our staff and students have worked diligently to achieve some of the highest PARCC scores in both ELA and Mathematics in the South Jersey area. We are very proud of this accomplishment. In addition, our middle school student council earned the prestigious 2017 Standards of Excellence award from NJ Association of Student Councils along with being named an Honor School and Community Smiles winner.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Logan Middle School heterogeneously groups students in all classes except mathematics in grades 7 and 8 where pre-algebra and Algebra are offered. Almost all textbooks are online including mathematics, science, and social studies making the home-school connection stronger than every before. G&T classes are offered in multiple areas with choice offered as much as possible.</p>
 <p>Clubs and Activities:</p>	<p>Band and choir opportunities exist 4 days a week at LMS with concerts twice a year. In addition, from December to early April, all students have the opportunity to try out for the school play. Weekly after school offerings exist in areas such as art, Math Counts, fitness, and intra-mural sports. In an effort to support our initiative of equity for all, we now offer a GSA for middle school students.</p>
 <p>Before and After School Programs:</p>	<p>Logan Middle School offers a pre-engineering course for 7th graders with a section before school and one after. In 8th grade, students may take a pre-engineering or world language class before school or a section of pre-engineering after. These courses serve over 85 students daily.</p>







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 <p>Staff and Professional Learning:</p>	<p>LMS staff is offered a number of professional learning opportunities throughout year with a heavy emphasis on creating equity for all students. Engaging activities are used to help staff investigate areas of hidden bias in our world. In addition, subject area peers are working toward aligning their assessments to the scales used to gauge student achievement so that there are clear, rigorous standards for all.</p>
 <p>Student Supports and Services:</p>	<p>LMS has the advantage of having a full time school counselor available to our students throughout the day. In addition to seeing students individually and in small groups to foster strong social-emotional growth, this staff member heads the I&RS team to develop plans for students who are at-risk. A full time CST is available for consultation as well and coordinates services for exceptional students at both ends of the learning spectrum.</p>
 <p>Student Health and Wellness:</p>	<p>Students have the opportunity to purchase breakfast before starting classes each day. This meal is served in a central location to the building while lunch is served in a traditional cafeteria. All middle school students have a PE period 3 times per week and participate in a wide variety of activities including team sports, physical fitness, and yoga. One period a week is dedicated to health education with a substantial list of topics at each grade level.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school is supported by a Home and School Association that raises funds for various school events including special assemblies and field trips. A very active SEPAC has emerged in recent years as well. In addition, parents are able to keep abreast of school happenings via the school website, regular email blasts, Twitter, and School messenger phone calls. The parent portal allows access to student's grades and allows for all progress reports and report cards to be sent home electronically.</p>



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Facilities:

LMS is fortunate to have all classrooms equipped with a SmartBoard and adequate wireless bandwidth to support the use of Google Apps for Education. Security features restrict access into the instructional portion of the building without direct permission from the main office. All instructional areas of the building are now air-conditioned and most lighting is motion activated to save on utilities.



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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:

All students receive 125 minutes of ELA instruction per day. The block includes the components of Reader’s and Writer’s Workshop, and Word Study with the express intent of engaging students in many different genres in both fiction and nonfiction and allowing students to respond to literature with a variety ideas and perspectives. Math instruction occurs in a 75 minute block with heterogeneous classes in grade 6 working toward the rigorous grade level goals using Big Ideas. In grades 7 and 8, the majority of the students work toward grade level goals using Big Ideas as well, while others who meet very rigorous criteria in grades 7 and 8 have the opportunity to take pre-algebra or algebra. Science and Social Studies classes are both 75 minutes in length and operate on a semester schedule. In addition to academic classes, all students have a PE block each day with three days of PE, one day of health, and one day of either Character Education, Financial Literacy, or Informational Literacy (depending on the grade level) per week and a special area block that rotates through Art, Music, 2 STEM classes and World Language, 36 days each for 50 minutes at a time. All of these special area classes demonstrate Logan’s commitment to educating the whole child. The use of technology is a pre-requisite for any career in the 21st Century and beyond. LMS is committed to enabling students to be prepared for full participation in this environment. All students in LMS have a Chromebook available for their personal use throughout the entire instructional day. These devices afford students the opportunity to research the most current information in a safe, monitored environment. In addition to these skills being necessary for achievement in the 21st Century, they are also extremely important for success on future PARCC assessments.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
2	71	98	91
3	93	70	99
4	77	91	68
5	81	71	94
Ungraded	9	14	8
Total	331	344	360

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	2014-15	2015-16	2016-17
Female	50%	47%	48%
Male	50%	53%	52%
Economically Disadvantaged Students	22%	19%	16%
Students with Disabilities	14%	14%	12%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	71.7%
Black or African American	10.6%
Hispanic	8.6%
Asian	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	97.5%
Other	2.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	245	95.6	74.70	74.20	54.90	74.7	69.4	Met Target
White	181	95.0	78.50	79.70	63.90	78.5	72.7	Met Target
Hispanic	16	91.3	68.80	65.70	39.80	64.3	N	N
Black or African American	24	100.0	45.80	48.00	35.20	45.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	18	100.0	77.80	65.70	54.90	77.8	N	N
Female	113	95.1	82.30	83.20	62.20	82.3		
Male	132	96.0	68.10	66.20	48.10	68.1		
Economically Disadvantaged Students	41	93.5	48.80	51.30	36.20	47.9	56.8	Met Target†
Non-Economically Disadvantaged Students	204	96.0	79.90	78.40	65.80	79.9		
Students with Disabilities	32	90.2	18.80	21.20	20.50	17.5	31	Not Met
Students without Disabilities	213	96.5	83.10	82.60	61.90	83.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	766	766	749	*	*	12%	61%	11%	72%	50%
White	70	774	774	759	*	*	*	67%	*	80%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	11	720	720	731	*	*	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	45	777	777	754	*	*	*	73%	*	87%	55%
Male	53	756	756	745	*	*	*	51%	*	60%	46%
Economically Disadvantaged Students	16	725	725	731	*	*	*	*	0%	38%	31%
Non-Economically Disadvantaged Students	82	773	773	762	*	*	*	*	13%	79%	63%
Students with Disabilities	13	706	706	720	*	*	*	*	*	*	24%
Students without Disabilities	85	775	775	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	68	769	769	753	*	*	15%	49%	27%	75%	56%
White	54	772	772	762	*	*	*	44%	32%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	778	778	758	*	*	*	38%	*	79%	61%
Male	39	763	763	749	*	*	*	56%	*	72%	51%
Economically Disadvantaged Students	10	748	748	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	58	773	773	764	*	*	*	*	*	79%	69%
Students with Disabilities	13	727	727	725	*	*	*	*	0%	15%	25%
Students without Disabilities	55	779	779	759	*	*	*	*	33%	89%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	68	769	769	755	*	*	15%	49%	27%	75%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	763	763	756	*	*	20%	69%	*	73%	59%
White	62	763	763	763	*	*	16%	69%	*	76%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	10	766	766	757	0%	*	*	*	0%	80%	60%
Female	41	770	770	761	*	*	*	73%	*	78%	66%
Male	49	757	757	750	*	*	*	65%	*	69%	53%
Economically Disadvantaged Students	13	764	764	740	*	*	*	*	*	62%	40%
Non-Economically Disadvantaged Students	77	762	762	765	*	*	*	*	*	75%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

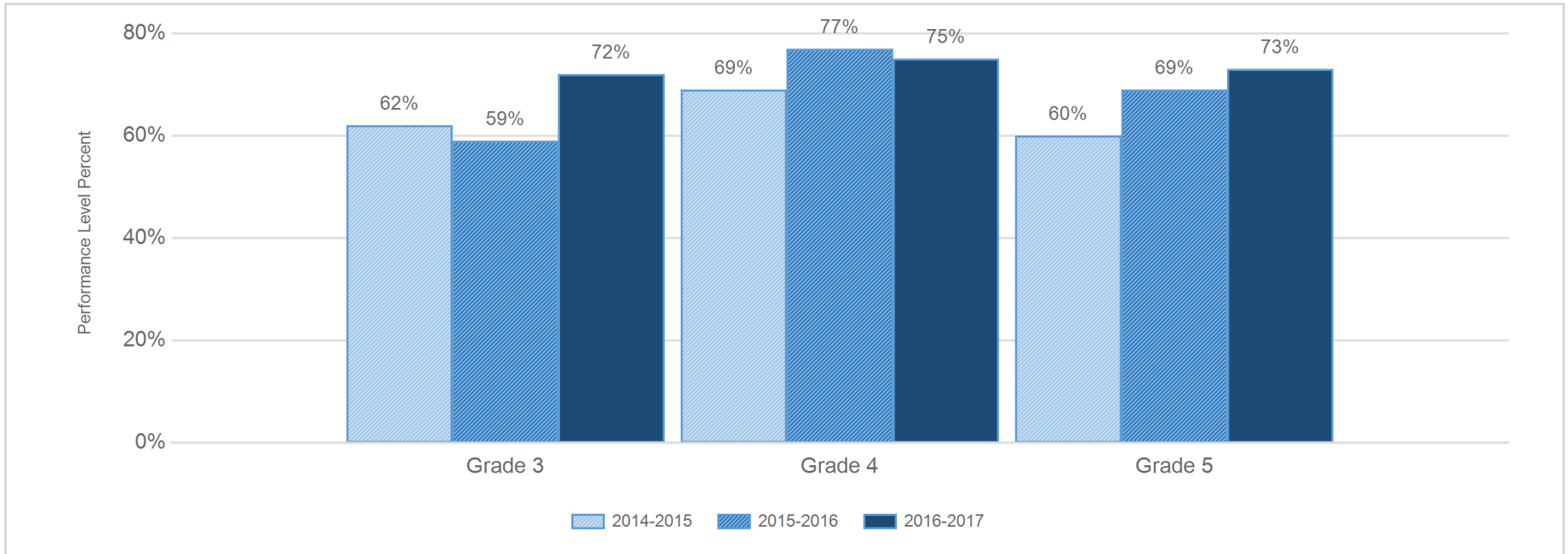


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	245	95.6	80.80	67.30	43.50	80.8	76.2	Met Goal
White	181	95.0	85.00	73.70	52.40	85	80	Met Goal
Hispanic	16	91.3	62.60	56.20	27.60	58.4	N	N
Black or African American	24	100.0	62.50	40.00	21.70	62.5	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	18	100.0	77.80	51.50	44.90	77.8	N	N
Female	113	95.1	81.40	69.00	44.10	81.4		
Male	132	96.0	80.30	65.70	42.90	80.3		
Economically Disadvantaged Students	41	93.5	51.20	36.80	25.10	50.2	56.8	Met Target†
Non-Economically Disadvantaged Students	204	96.0	86.80	73.00	54.30	86.8		
Students with Disabilities	32	90.2	37.60	24.20	16.50	35	39.1	Met Target†
Students without Disabilities	213	96.5	87.30	74.20	48.80	87.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	773	773	751	*	*	10%	48%	33%	81%	53%
White	70	780	780	759	*	*	*	54%	34%	89%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	11	741	741	733	*	*	0%	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	45	775	775	751	*	*	*	56%	31%	87%	52%
Male	53	772	772	751	*	*	*	42%	34%	76%	53%
Economically Disadvantaged Students	16	740	740	736	*	*	*	*	*	44%	34%
Non-Economically Disadvantaged Students	82	780	780	761	*	*	*	*	*	88%	65%
Students with Disabilities	13	733	733	729	*	*	*	*	*	31%	29%
Students without Disabilities	85	780	780	755	*	*	*	*	*	88%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	68	772	772	747	*	*	*	59%	24%	82%	47%
White	54	776	776	755	*	*	*	56%	28%	83%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	779	779	747	*	*	*	41%	*	83%	47%
Male	39	766	766	747	*	*	*	72%	*	82%	48%
Economically Disadvantaged Students	10	746	746	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	58	776	776	757	*	*	*	*	*	88%	61%
Students with Disabilities	13	729	729	724	*	*	*	*	0%	39%	22%
Students without Disabilities	55	782	782	751	*	*	*	*	29%	93%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	68	772	772	749	*	*	*	59%	24%	82%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	766	766	747	*	*	14%	51%	24%	76%	46%
White	62	769	769	754	*	*	*	55%	24%	79%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	10	765	765	747	0%	*	*	*	*	60%	47%
Female	41	767	767	747	*	*	*	56%	*	76%	47%
Male	49	766	766	746	*	*	*	47%	*	76%	46%
Economically Disadvantaged Students	13	761	761	732	*	*	*	*	*	62%	27%
Non-Economically Disadvantaged Students	77	767	767	756	*	*	*	*	*	78%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

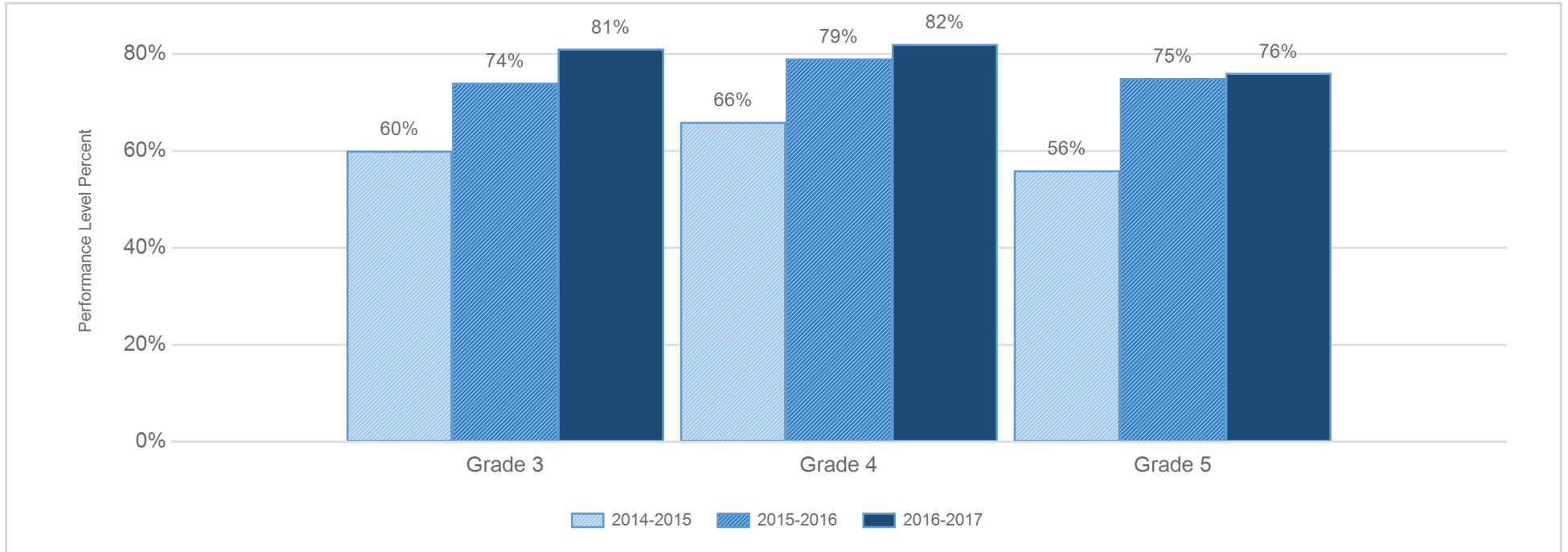


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

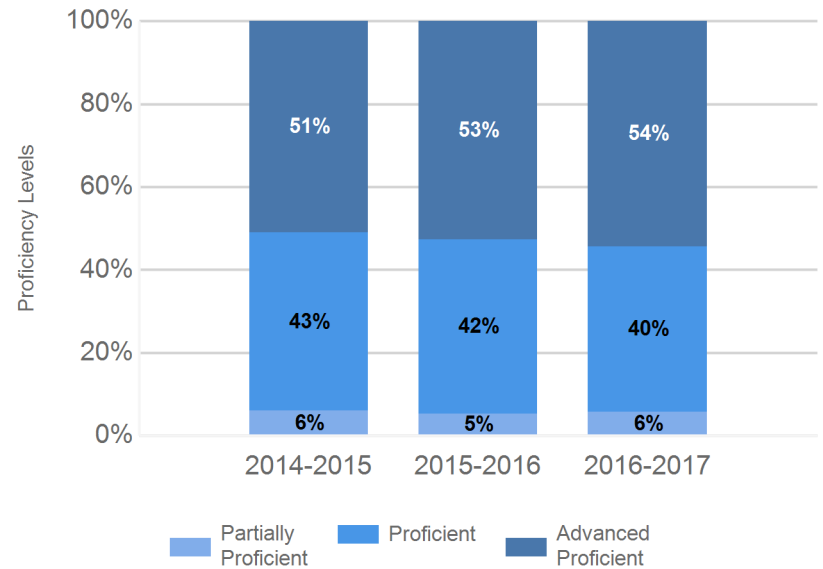
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	40%	6%
White	61%	34%	*
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	30%	50%	20%
Students with Disabilities	23%	54%	23%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	59	50	Met Target	71	55	50	Exceeds Target
White	55	59	50	Met Target	72	57	52	Exceeds Target
Hispanic	*	60.5	49	**	*	59	47	**
Black or African American	72	65	45	**	78	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51.5	60	**	*	43	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	61	60	51	**	66.5	45	52	**
Economically Disadvantaged	61	58	47	Exceeds Target	65	36.5	46	Exceeds Target
Students with Disabilities	34.5	52	41	**	30.5	39.5	43	**
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

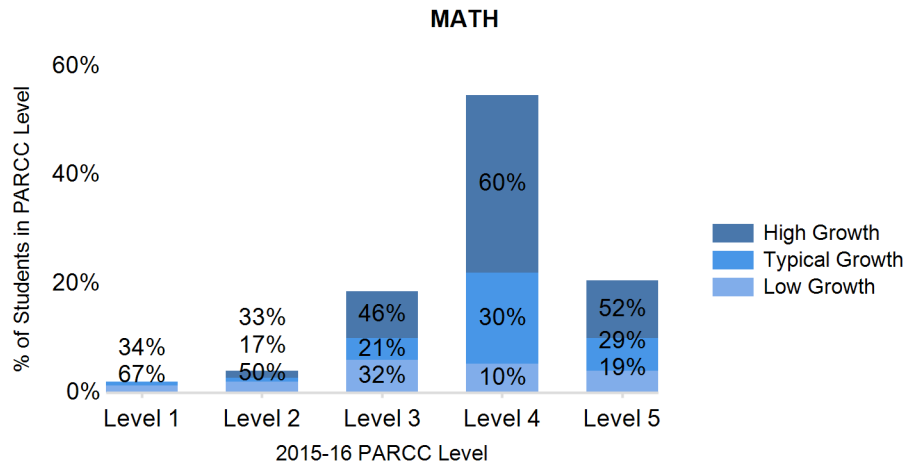
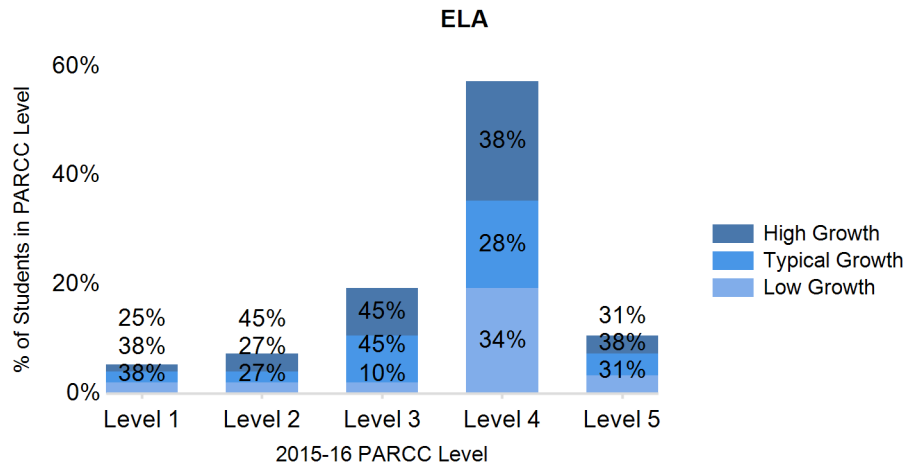
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

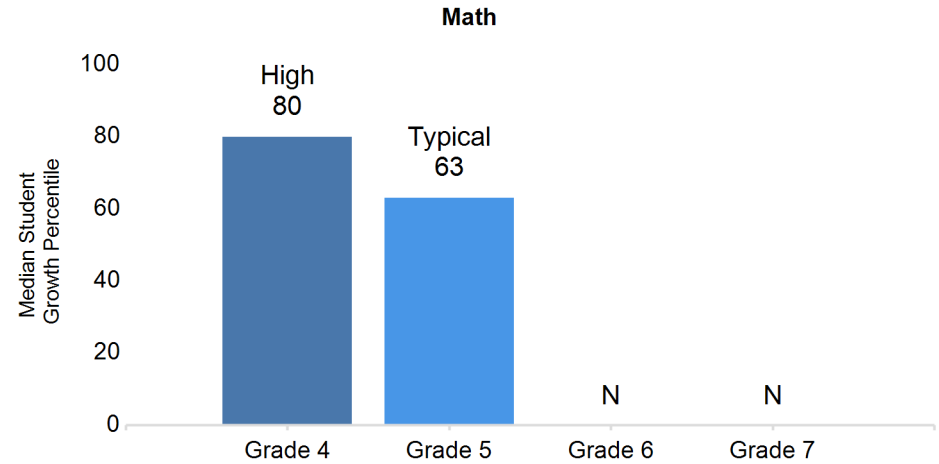
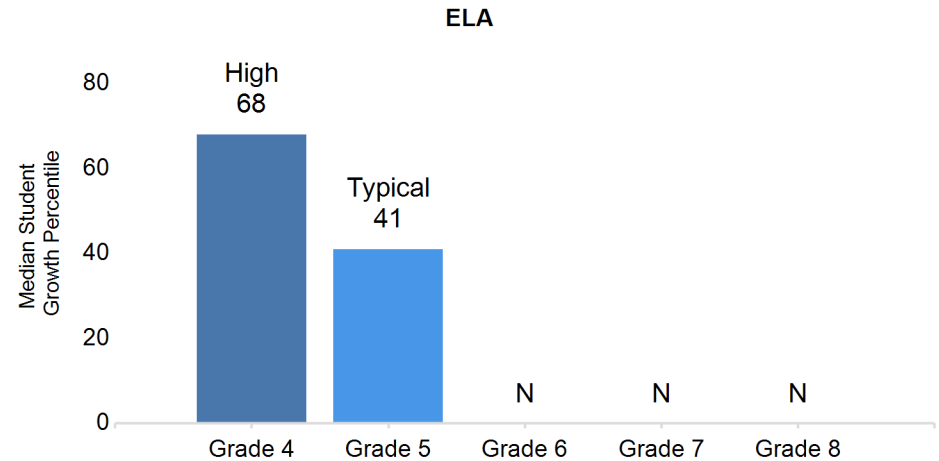
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

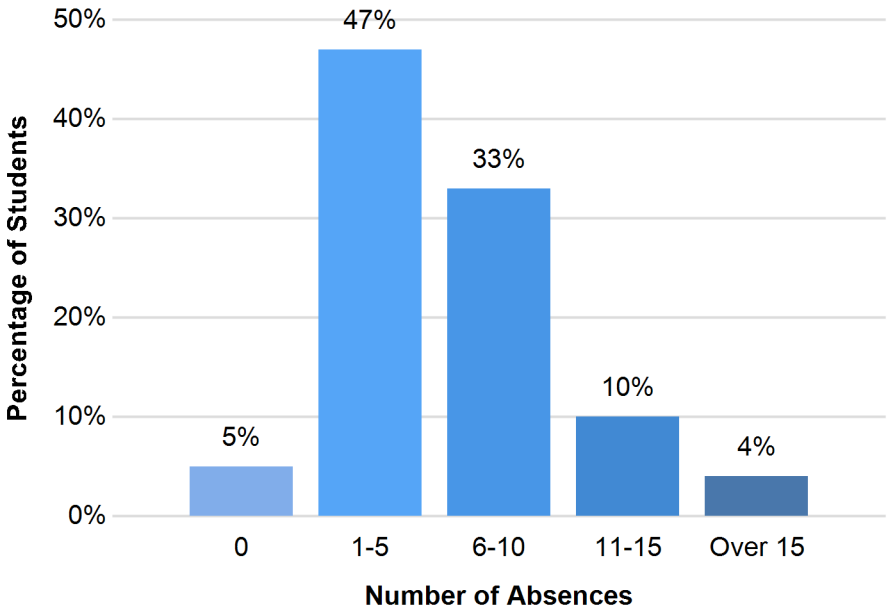
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	7.20	Met Target
White	2.70	7.20	Met Target
Hispanic	3.10	7.20	Met Target
Black or African American	0	7.20	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.20	Met Target
Economically Disadvantaged Students	5.20	7.20	Met Target
Students with Disabilities	4.40	7.20	Met Target
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



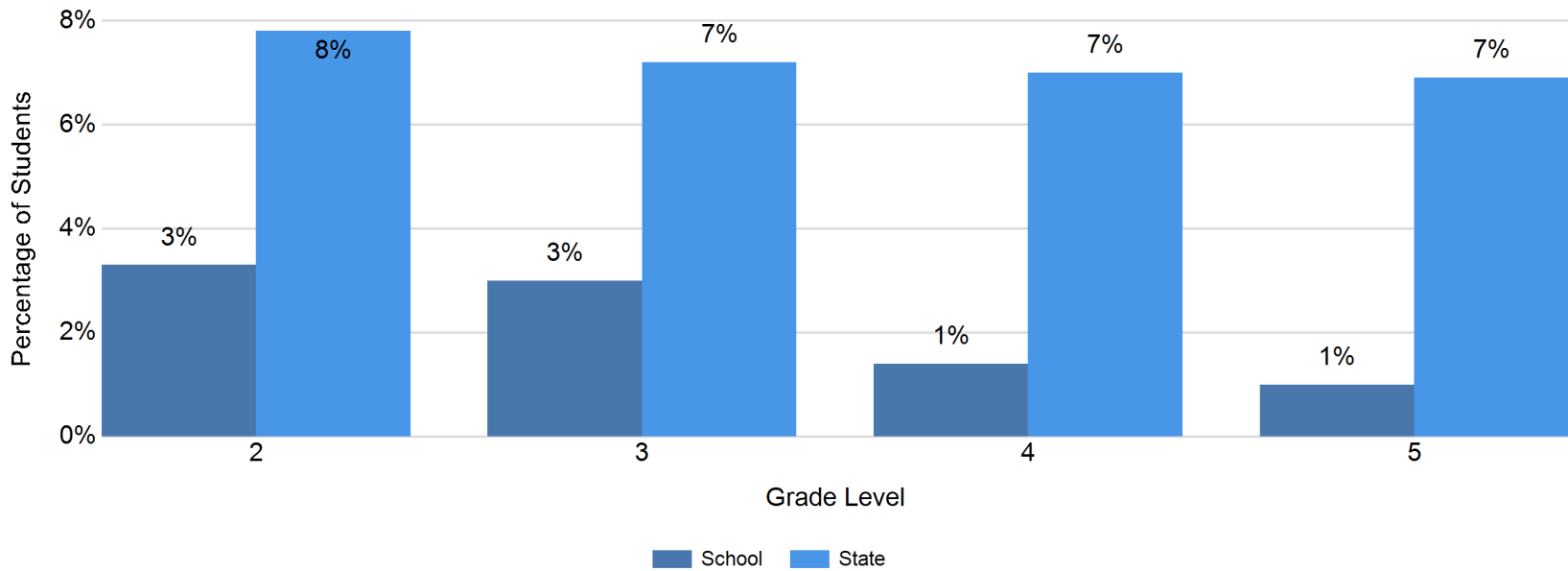


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.0%
Any Suspension	0.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	237.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$389	\$14,850	\$15,239



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	51	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	80%	74%

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	6	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	5.5	11.6
Administrators in district for 4 or more years	83%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	7:1	10:1
Administrators	90:1	141:1
Librarian/Media Specialists		N
Nurses		422:1
Counselors		211:1
Child Study Team		211:1



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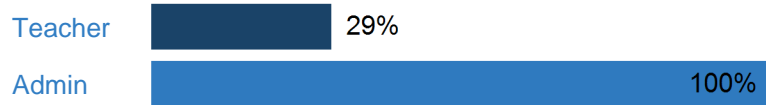
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.6	17.5%
Mathematics Proficiency	96.8	17.5%
English Language Arts Growth	74.7	25.0%
Mathematics Growth	96.1	25.0%
Chronic Absenteeism	95.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.4
Summative Rating: Percentile rank of Summative Score		97.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	87.4	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
White	84.8	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	89.1	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Kelly	Email Address:	ckelly@logan.k12.nj.us
Address:	110 SCHOOL LANE LOGAN TWP, NJ 08085	Website:	https://www.les.logan.k12.nj.us/index.jsp
Phone:	(856)467-5133	Twitter:	https://twitter.com/LoganTownshipSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes enVision Math 2.0, ELA with Being a Writer and Reader and Words in Action, and Science Dimensions • 1:1 Chromebook Initiative for technology integration in all subject areas • Positive Behavior Support In Schools Initiative promoting Safety, Kindness, Respect and Responsibility
 <p>Mission, Vision, Theme:</p>	<p>In LTSD, we strive for excellence in education through equitable access by creating a safe, supportive, & positive learning environment. We celebrate & promote diversity to enhance our school community. We recognize that every child is capable of learning. We encourage students to take educational risks by providing thought-provoking & engaging opportunities. These core values will empower our students to become life-long learners & productive citizens in an ever-changing global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our staff and students have worked diligently to achieve some of the highest PARCC scores in ELA and Math in the South Jersey area. We are very proud of this accomplishment. In 2017, third grade gifted and talented students earned Second Place in the Ready, Set, Balsa, Build! category at the NJ Odyssey of the Mind competition.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>The LTSD curriculum is rigorous, designed to meet the needs of all students, and is aligned with the NJ Student Learning Standards. Small group instruction and the workshop model are the primary instructional models implemented in ELA and math classes. Strong emphasis is placed on the Balanced Literacy approach incorporating reader’s workshop, guided reading, writer’s workshop, and word study. Our mathematics resource is enVision Math 2.0.</p>
 <p>Clubs and Activities:</p>	<p>Instrumental music lessons, band, and choir are offered to all 4th and 5th graders. The following after school clubs are provided: Art Club, Board Games, Girls Can Be Superheros, Drama Club, Excel Club for ELA & Math, Intramural Sports, Kickball, Math Enrichment, World Music Club, ST Math/Study Island, and Fact Fluency. Junior Student Council promotes two community service projects each year.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>LES staff is offered a number of professional learning opportunities throughout year with a heavy emphasis on creating equity for all students. Engaging activities are used to help staff investigate areas of hidden bias in our world. In addition, through PLCs subject area colleagues are working toward aligning their assessments to the scales used to gauge student achievement so that there are clear, rigorous standards for all.</p>
 <p>Student Supports and Services:</p>	<p>LES strives to ensure all students' academic, social and emotional needs are being met through a host of support services. These programs include: ELL, ELA and Math Intervention, Gifted and Talented, and Special Education. Two part-time school counselors provide individual, small group, and whole class instruction and/or counseling to support social/emotional development of students. RTI and I&RS processes are in place.</p>
 <p>Student Health and Wellness:</p>	<p>Wellness policies promote health and physical well-being. Students have the opportunity to purchase breakfast before starting classes each day. This meal is served in a central location to the building while lunch is served in a traditional cafeteria. All students have a PE period two times per week and participate in daily recess activities. Health education topics are incorporated through the PE classes.</p>
 <p>Parent and Community Involvement:</p>	<p>The Home and School League supports the district in many ways. They provide funding for school wide activities, volunteer in the school, and host school community events. SEPAC meets regularly and provides support for parents/guardians of students with IEP and/or 504 plans. LES hosts a family literacy and math night each year and invites parents to participate in PBSIS events and Veterans Day celebrations. Parents gain access to students' academic records through the Genesis Parent Portal.</p>




**Logan Township Elementary School
2016-2017
Grade Span 02-05**

15-2750-040
GLOUCESTER
LOGAN TWP
110 SCHOOL LANE
LOGAN TWP, NJ 08085

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.

 <p>Facilities:</p>	<p>LES is fortunate to have all classrooms equipped with a SmartBoard and adequate wireless bandwidth to support the use of Google Apps for Education. Security features restrict access into the instructional portion of the building without direct permission from the main office. All instructional areas of the building are now air-conditioned and most lighting is motion activated to save on utilities.</p>
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Other Information:

In addition to a rigorous academic curriculum, students participate in weekly classes in the special areas of art, music, physical education, and technology. These 50-minute classes promote active engagement in lessons and projects that enable the students to delve deeper and further develop their understanding of these content areas. Another area of excellence includes the district’s many years of experience in teaching World Languages. Our World Language-certified teachers offer students Spanish and Italian. Students in grades K-2 receive Italian instruction and students in grades 3-5 are exposed to Spanish instruction. When students reach the Middle School, they revisit both languages and in eighth grade select a preference for one of the languages. Another focal point of the school’s program is S.T.E.M. (Science, Technology, Engineering and Math) education. During the year, students in grades 3-5 have S.T.E.M. and technology classes. Both classes focus on independent thinking, problem solving, and creativity, by integrating science, technology, engineering and math to design, build and test a device, theory, or product. Character education is embedded in our curriculum using the Second Step program in grades 2-5 and is supported with our Positive Behavior Support in Schools (PBSIS) program. PBSIS has proven to be an effective method for enhancing students’ social-behavioral skills and creating a more positive school climate. In Logan Township Elementary School, We “PAWS” to be...Safe, Responsible, Respectful and Kind.