NJ SCHOOL PERFORMANCE REPORT

MOORESTOWN UPPER ELEMENTARY SCHOOL
(05-3360-115)
Grades Offered: 04-06
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	MOORESTOWN TWP
Principal Name	MRS. POWELL
Address	325 BORTON LANDING ROAD MOORESTOWN, NJ 08057
Phone Number	(856)793-0333
Email Address	SPOWELL@MTPS.COM
Website	http://ues.mtps.com
Facebook	https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/
Twitter	https://twitter.com/UES_Moorestown

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
4	272	291	274
5	287	281	318
6	305	297	295
Total	864	872	889

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.4%	47.1%	47.0%
Male	53.6%	52.9%	53.0%
Economically Disadvantaged Students	9.6%	10.7%	10.6%
Students with Disabilities	19.2%	22.9%	23.4%
English Learners	0.6%	0.5%	1.0%
Homeless Students		0.5%	0.1%
Students in Foster Care		0.5%	0.1%
Military-Connected Students		0.8%	1.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	71.8%	70.6%	69.3%
Hispanic	5.2%	6.0%	6.0%
Black or African American	6.9%	7.0%	5.4%
Asian	9.6%	9.9%	12.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.5%	6.5%	6.7%

Enrollment by Home Language

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

Home Language	% of Students
English	91.5%
Chinese	2.6%
Spanish	1.3%
Other Languages	4.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	37	42	50	Not Met	47	53.5	50	Met Standard
White	38	43	50	Not Met	47	53	51	Met Standard
Hispanic	39.5	38	49	Not Met	42.5	58	48	Met Standard
Black or African American	27	34	44	Not Met	39.5	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	47	61	Met Standard	60.5	64	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	26.5	44	49	Not Met	38.5	48.5	51	Not Met
Economically Disadvantaged	33	37	48	Not Met	44	46	47	Met Standard
Students with Disabilities	34.5	40	41	Not Met	38	45	43	Not Met
English Learners	48.5	55.5	54	**	62	52.5	51	**

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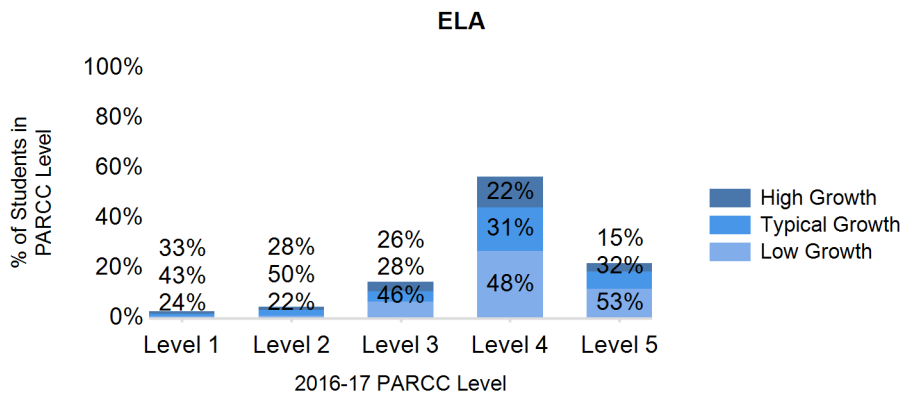
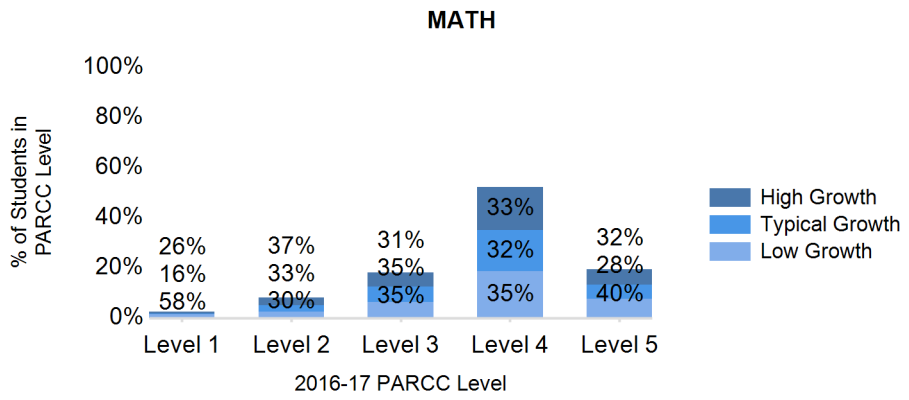
Student Growth by Performance Level

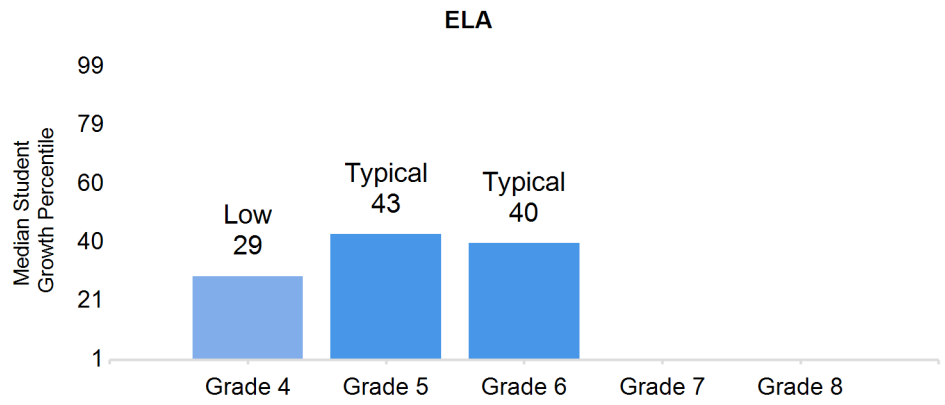
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

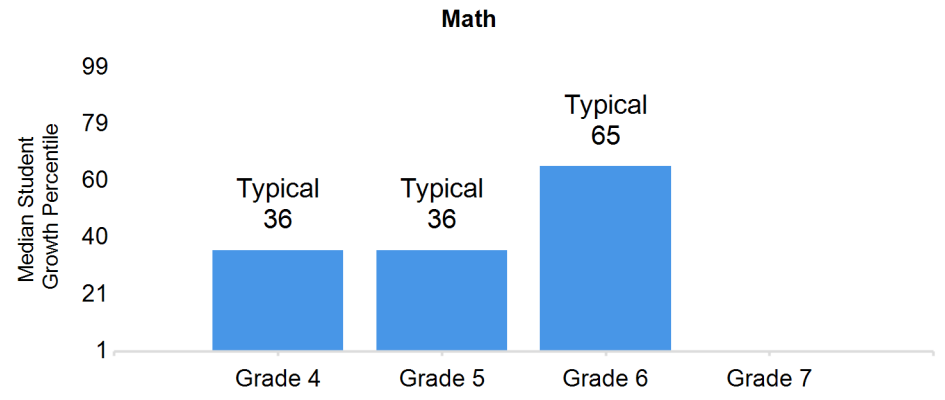




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	843	95.4	73.2	73.0	56.7	73.2	71.6	Met Target
White	581	94.5	74.6	73.5	65.6	74.2	73.1	Met Target
Hispanic	49	98.1	65.3	60.1	42.5	65.3	55.3	Met Target
Black or African American	44	91.8	38.6	50.4	37.3	37.3	43.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	111	100.0	82.8	85.7	82.3	82.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	58	96.7	74.1	*	63.4	74.1	69.1	Met Target
Female	394	95.5	78.9	80.3	64.5	78.9		
Male	449	95.4	68.2	65.9	49.4	68.2		
Economically Disadvantaged Students	80	95.5	40.1	40.6	38.5	40.1	42.9	Met Target†
Non-Economically Disadvantaged Students	763	95.4	76.6	76.0	67.5	76.6		
Students with Disabilities	193	91.9	33.1	36.2	21.6	32.1	34.7	Met Target†
Students without Disabilities	650	96.5	85.1	82.0	63.9	85.1		
English Learners	17	100.0	47.1	38.9	27.3	47.1	**	**
Non-English Learners	826	95.3	73.7	73.5	59.4	73.7		
Homeless Students	*	*	*	30.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	10	83.3	60.0	62.6	57.4	52.6		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	768	768	756	*	*	18%	46%	27%	73%	58%
White	160	767	767	764	*	*	21%	51%	22%	73%	68%
Hispanic	17	761	761	744	0%	*	*	*	*	65%	44%
Black or African American	13	746	746	739	*	*	*	*	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	48	780	780	782	0%	*	*	33%	46%	79%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	24	768	768	763	*	*	*	*	*	75%	63%
Female	124	772	772	762	*	*	12%	46%	33%	79%	63%
Male	138	764	764	751	*	*	22%	46%	21%	67%	53%
Economically Disadvantaged Students	27	739	739	740	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	235	771	771	767	*	*	*	*	*	76%	70%
Students with Disabilities	56	737	737	726	*	*	34%	*	*	32%	25%
Students without Disabilities	206	776	776	762	*	*	13%	*	*	84%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	296	769	769	755	*	*	17%	60%	17%	77%	58%
White	212	771	771	763	*	*	17%	61%	17%	78%	68%
Hispanic	15	743	743	743	*	*	*	*	*	60%	43%
Black or African American	15	737	737	738	0%	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	35	779	779	780	*	*	*	*	*	89%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	19	779	779	763	0%	0%	*	*	*	89%	65%
Female	137	776	776	762	*	*	*	61%	20%	82%	66%
Male	159	763	763	749	*	*	*	58%	14%	72%	51%
Economically Disadvantaged Students	33	740	740	739	*	*	36%	*	*	36%	39%
Non-Economically Disadvantaged Students	263	773	773	766	*	*	14%	*	*	82%	71%
Students with Disabilities	67	746	746	724	*	*	34%	*	*	43%	22%
Students without Disabilities	229	776	776	762	*	*	11%	*	*	86%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	279	763	763	754	*	*	19%	56%	15%	71%	56%
White	203	763	763	761	*	*	18%	61%	13%	74%	66%
Hispanic	18	765	765	742	0%	*	*	*	*	67%	42%
Black or African American	14	739	739	737	0%	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	29	780	780	779	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	15	750	750	761	*	*	*	*	*	53%	64%
Female	134	769	769	761	*	*	19%	*	*	75%	64%
Male	145	758	758	748	*	*	19%	*	*	68%	48%
Economically Disadvantaged Students	22	738	738	739	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	257	765	765	764	*	*	*	*	*	75%	68%
Students with Disabilities	55	734	734	723	*	*	*	*	*	24%	18%
Students without Disabilities	224	770	770	760	*	*	*	*	*	83%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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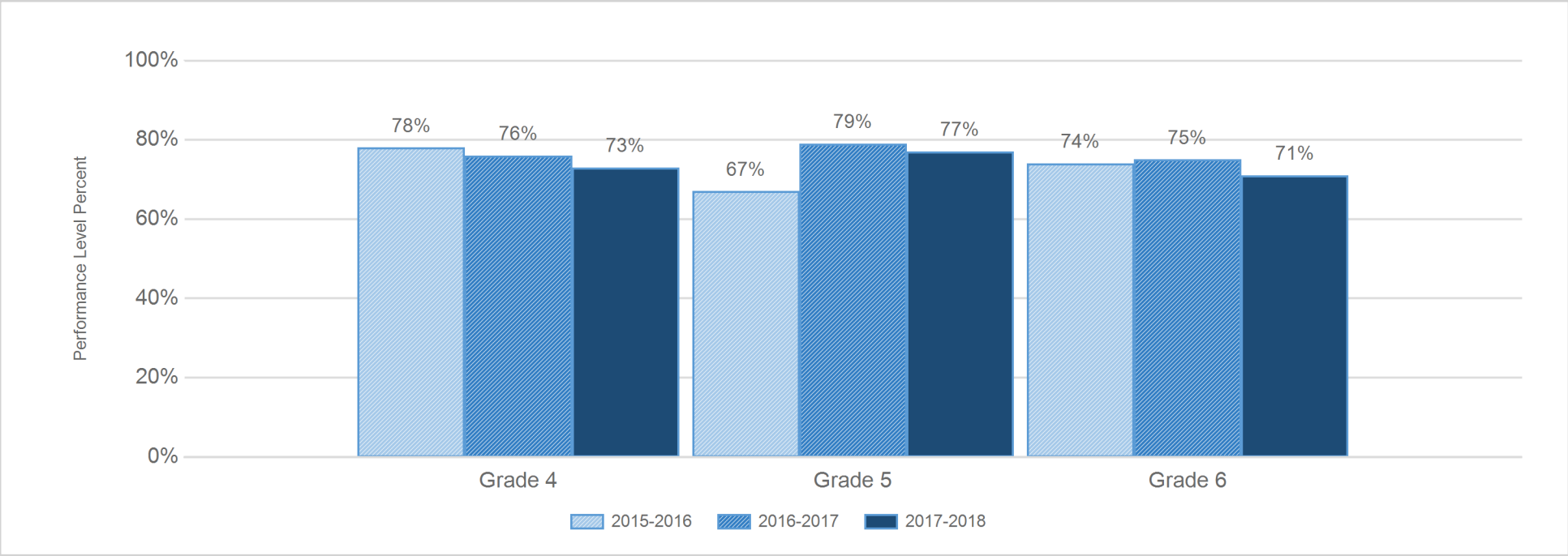
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	841	95.4	67.7	67.9	45.0	67.7	63.7	Met Target
White	580	94.5	68.5	68.5	54.1	68.2	63.6	Met Target
Hispanic	49	98.1	53.0	53.8	29.2	53.0	55.3	Met Target†
Black or African American	44	91.8	20.5	36.3	23.4	19.7	37.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	110	100.0	86.4	84.6	77.0	86.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	58	96.7	72.4	*	53.0	72.4	67.4	Met Target
Female	393	95.4	66.6	69.3	46.0	66.6		
Male	448	95.4	68.5	66.7	43.9	68.5		
Economically Disadvantaged Students	80	95.5	27.5	33.5	26.6	27.5	34.2	Met Target†
Non-Economically Disadvantaged Students	761	95.4	71.9	71.1	55.9	71.9		
Students with Disabilities	193	91.9	29.0	31.4	17.1	28.1	35.3	Not Met
Students without Disabilities	648	96.5	79.1	77.0	50.5	79.1		
English Learners	17	100.0	53.0	44.5	24.6	53.0	**	**
Non-English Learners	824	95.3	68.0	68.3	46.9	68.0		
Homeless Students	*	*	*	40.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	10	83.3	60.0	62.6	45.8	52.6		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	761	761	748	*	*	18%	56%	13%	69%	49%
White	160	759	759	755	*	11%	19%	*	*	68%	60%
Hispanic	17	757	757	737	0%	*	*	59%	0%	59%	34%
Black or African American	13	732	732	730	*	*	*	*	*	31%	27%
Asian, Native Hawaiian, or Pacific Islander	48	776	776	774	*	*	*	58%	27%	85%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	24	764	764	752	*	*	*	*	*	71%	55%
Female	124	760	760	748	*	*	16%	59%	11%	70%	50%
Male	138	762	762	748	*	*	20%	54%	14%	68%	49%
Economically Disadvantaged Students	27	738	738	733	*	*	*	37%	0%	37%	30%
Non-Economically Disadvantaged Students	235	764	764	758	*	*	*	59%	14%	73%	62%
Students with Disabilities	56	731	731	725	*	*	29%	*	*	25%	22%
Students without Disabilities	206	769	769	753	*	*	16%	*	*	81%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MOORESTOWN UPPER ELEMENTARY SCHOOL
(05-3360-115)
Grades Offered: 04-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	760	760	748	3%	9%	22%	49%	17%	66%	49%
White	211	760	760	756	*	*	25%	53%	14%	66%	60%
Hispanic	15	731	731	736	*	*	*	*	*	33%	32%
Black or African American	15	726	726	730	*	*	*	*	*	13%	26%
Asian, Native Hawaiian, or Pacific Islander	34	783	783	777	0%	*	*	41%	47%	88%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	19	771	771	754	*	0%	*	*	*	84%	55%
Female	136	758	758	749	*	*	24%	46%	17%	63%	50%
Male	158	762	762	747	*	*	22%	51%	16%	68%	48%
Economically Disadvantaged Students	33	730	730	733	*	*	42%	*	*	18%	29%
Non-Economically Disadvantaged Students	261	764	764	758	*	*	20%	*	*	72%	62%
Students with Disabilities	67	734	734	726	*	*	30%	*	*	33%	20%
Students without Disabilities	227	768	768	752	*	*	20%	*	*	75%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

MOORESTOWN UPPER ELEMENTARY SCHOOL
(05-3360-115)
Grades Offered: 04-06
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	279	762	762	744	*	*	19%	54%	16%	70%	44%
White	203	763	763	751	*	*	19%	58%	15%	73%	54%
Hispanic	18	755	755	731	0%	*	*	*	*	56%	27%
Black or African American	14	733	733	726	*	*	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	29	782	782	771	0%	*	*	45%	45%	90%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	15	753	753	749	*	*	*	*	*	60%	52%
Female	134	760	760	745	*	*	22%	53%	14%	67%	45%
Male	145	764	764	742	*	*	16%	55%	18%	73%	42%
Economically Disadvantaged Students	22	730	730	729	*	*	*	*	*	23%	24%
Non-Economically Disadvantaged Students	257	765	765	753	*	*	*	*	*	74%	56%
Students with Disabilities	55	731	731	717	*	*	*	*	*	29%	13%
Students without Disabilities	224	770	770	748	*	*	*	*	*	80%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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(05-3360-115)
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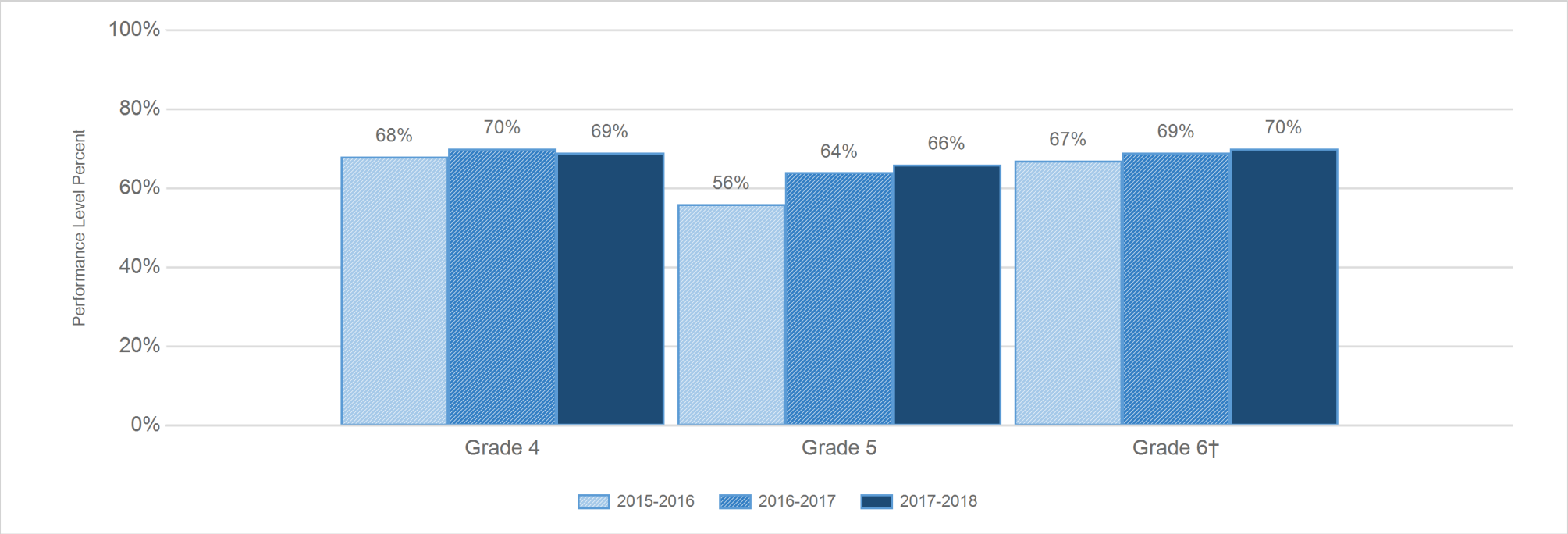
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

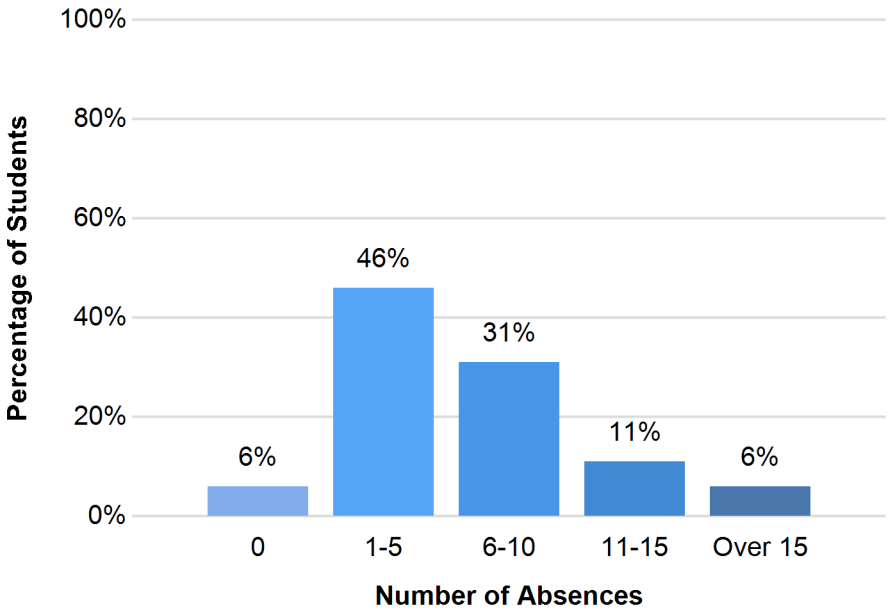
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	38	4.3	7.9	Met
White	28	4.6	7.9	Met
Hispanic	3	5.7	7.9	Met
Black or African American	2	4.0	7.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	1.8	7.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	5.0	7.9	Met
Economically Disadvantaged Students	9	9.6	7.9	Not Met
Students with Disabilities	10	4.8	7.9	Met
English Learners	*	*	**	**

Days Absent

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



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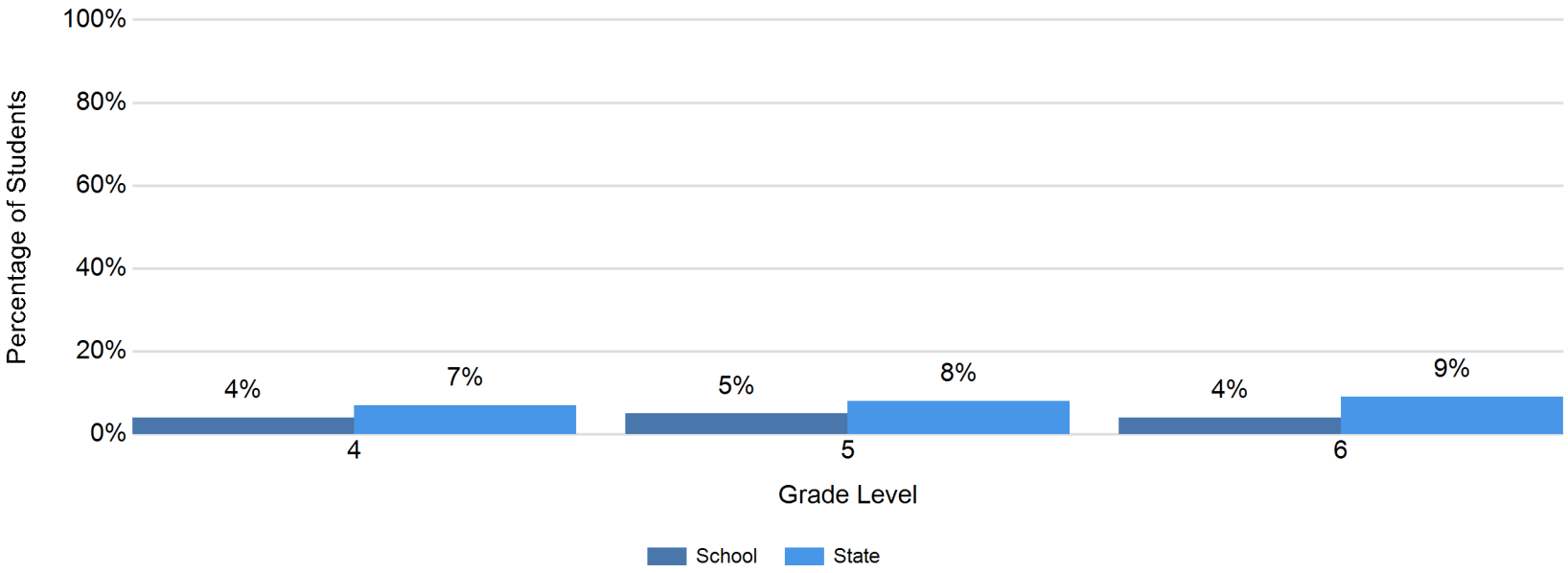
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.79

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	20	2.2%
Out-of-School Suspensions	*	*
Any Suspension	23	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$315	$15,885	$16,200

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	85	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	83.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	18.5	16.0
Average years experience in district	10.2	12.0
Administrators in district for 4 or more years	80.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	222:1	152:1
Teachers to Administrators	21:1	13:1
Students to Librarians/Media Specialists		563:1
Students to Nurses		657:1
Students to Counselors		281:1
Students to Child Study Team		303:1

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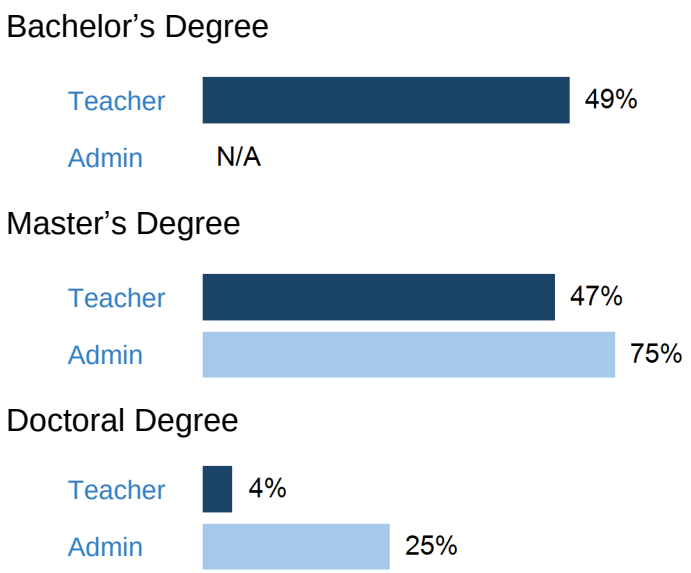
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	88.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.5%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	85.9%	50.0%
Male	14.1%	50.0%
White	98.8%	75.0%
Hispanic	0.0%	25.0%
Black or African American	1.2%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

MOORESTOWN UPPER ELEMENTARY SCHOOL
(05-3360-115)
Grades Offered: 04-06
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	68.84	17.5%
Mathematics Proficiency	72.39	17.5%
English Language Arts Growth	8.06	25.0%
Mathematics Growth	32.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.74	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.81	n/a
Summative Rating: Percentile Rank of Summative Score	43.96	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Met Standard	**	Met	No
White	47.17	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	54.03	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	39.43	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	43.08	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	35.17	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Economically Disadvantaged Students	38.59	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	54.20	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Committment to Excellence • Excellent Band, Orchestra, and Choral programs. Excellent School Musical each year. • Technology is a part of each school day for all students. Currently grades 5 and 6 are utilizing 1:1 personal laptops.
Mission, Vision, Theme:	The UES seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We are committed to provide a nurturing environment that supports all students in achieving their own personal level of excellence.
Awards, Recognition, Accomplishments:	Each year our students perform well on the National Math League Competition. We regularly have our music students invited to perform in All South Jersey Orchestra, Band and Choral program.

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Courses, Curriculum, Instruction:	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students. Enriched mathematics program.
Clubs and Activities:	For the 2018-2019 school year the clubs offered are Strategy Club, Art Club, Robotics Club, Unified Activities Club, Coriell Science Fair (Grade 6 only), and Environmental Nature Club. The UES also has a School Musical program that involves over 150 students each year. We offer band, orchestra, and choral electives as well as electives dance, art, and media technology.

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Before and After School Programs:	We currently offer a Title I funded after school tutoring program for identified students in both English Language Arts and Math. We offer both before and after school child care and an after school enrichment program entitled Creative Minds.
Staff and Professional Learning:	We believe it is imperative to expand our knowledge & skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth & development of engaged, learners; Targeted instruction & interventions tailored to learners' needs; Promote self-awareness, responsibility & mindfulness to provide the foundation for competent local and global citizenship.

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Student Supports and Services:	Our I&RS team meets regularly, we have a full Child Study Team, and one counselor and administrator for each grade. Students at the UES utilize many of the support services provided, such as guidance, resource room support, reading & math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. Enrichment math courses are offered in all three grades.
Student Health and Wellness:	Students participate in Health and Physical Education and have daily recess period. Health and wellness is also addressed through guidance lessons and curriculum.
Parent and Community Involvement:	We have an active Home and School association that meets monthly and plans various assemblies and programs for our students throughout the school year. Home and School provides our book fair, school assemblies, and after school class events. All UES parents have access to our MTPS.com website and Genesis for communication. We also partner with LIve Civilly, MooreKids, and MooreArts for many schoolwide activities and programs.

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Facilities:	The UES opened its doors as a new school building in 2001. In recent years the building has been updated with new carpeting, new HVAC, new roofing. The center of our building houses a beautiful Media Center. Each classroom is equipped with a Smart Board.

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Other Information:	Today the UES is home to approximately 900 Undeniably Excellent Students in grades four through six, and approximately 150 Undeniably Excellent Staff members. Our focus is on creating small learning environments within the larger community to ensure each child receives a personalized education that meets his or her needs. The UES is a time of transition from elementary school to being fully prepared for middle school. Each year we welcome grade four students from our three district elementary schools, as well as from the larger community, and out of state. We believe that with support, each student will transition through grades four, five and six, continuously striving to reach their own personal level of excellence, and will be prepared to transition to the rigor and demands of middle school and high school. Our Undeniably Excellent School (UES) operates on an eight-day rotating schedule that allows for a full and rich academic program. Grade four and five students receive instruction in the major content areas in a traditional elementary model. Grade six students receive instruction in the major content areas in a teamed middle school model. As part of the eight-day rotation, all students enjoy opportunities to study world language, technology, health, music, art and physical education. In addition to these regularly scheduled programs, students also have opportunities to choose elective courses in orchestra, band, chorus and theatre arts. Qualifying students also benefit from enrichment programs in both language arts and mathematics. The UES celebrates the arts with its own musical production, which provides Fine and Performing Arts opportunities outside the academic day. A variety of clubs and activities are offered outside of the school day. Each UES classroom is equipped with a Smart Board, we have several technology labs and computer carts throughout the building.