NJ SCHOOL PERFORMANCE REPORT

GEORGE L. HESS EDUCATIONAL COMPLEX
(01-1940-055)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	ATLANTIC
District	HAMILTON TWP
Principal Name	MS. LAMANTEER
Address	700 BABCOCK ROAD MAYS LANDING, NJ 08330
Phone Number	(609)476-6101
Email Address	LAMANTEERM@HAMILTONSCHOOLS.ORG
Website	http://hess.hamiltonschools.org
Facebook	https://www.facebook.com/GeorgeLHessEducationalComplex/
Twitter	https://twitter.com/HessHornets

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	119	161	147
KG	0	0	0
1	0	0	0
2	284	350	273
3	343	309	328
4	302	356	311
5	343	334	328
Total	1,391	1,510	1,387

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.7%	47.0%	47.7%
Male	51.3%	53.0%	52.3%
Economically Disadvantaged Students	42.1%	39.7%	49.9%
Students with Disabilities	16.2%	18.1%	19.6%
English Learners	2.7%	2.5%	2.9%
Homeless Students		2.5%	2.8%
Students in Foster Care		1.6%	1.8%
Military-Connected Students		0.3%	0.6%
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	43.1%	44.8%	43.8%
Hispanic	20.5%	20.8%	20.3%
Black or African American	26.7%	24.0%	25.1%
Asian	7.1%	6.2%	5.9%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.5%	4.1%	4.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	113	143	136
PK - Full Day	6	18	11
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	92.9%
Spanish	3.5%
Other Languages	3.7%

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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	49	45	50	Met Standard	54	45	50	Met Standard
White	48	48	50	Met Standard	58	48	51	Met Standard
Hispanic	48	39.5	49	Met Standard	51	45.5	48	Met Standard
Black or African American	47	41	44	Met Standard	48.5	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68.5	60	61	Exceeds Standard	65	54	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	45.5	46	49	**	38.5	37	51	**
Economically Disadvantaged	52	43	48	Met Standard	52.5	43	47	Met Standard
Students with Disabilities	48	40	41	Met Standard	56.5	46	43	Met Standard
English Learners	31	37	54	**	75	60.5	51	**

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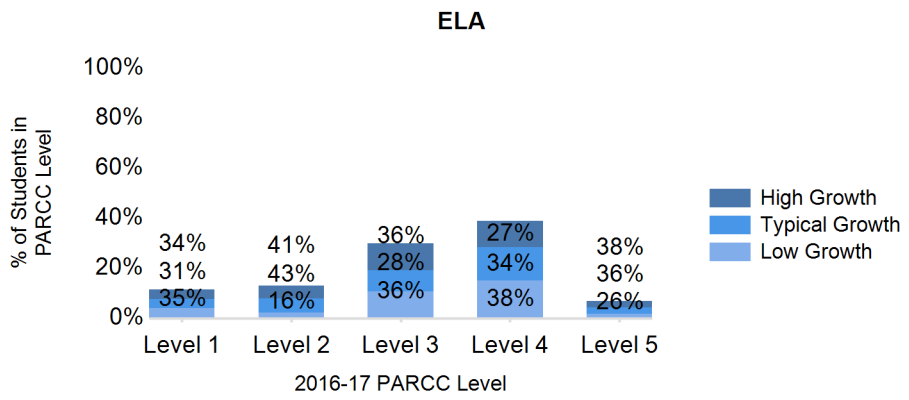
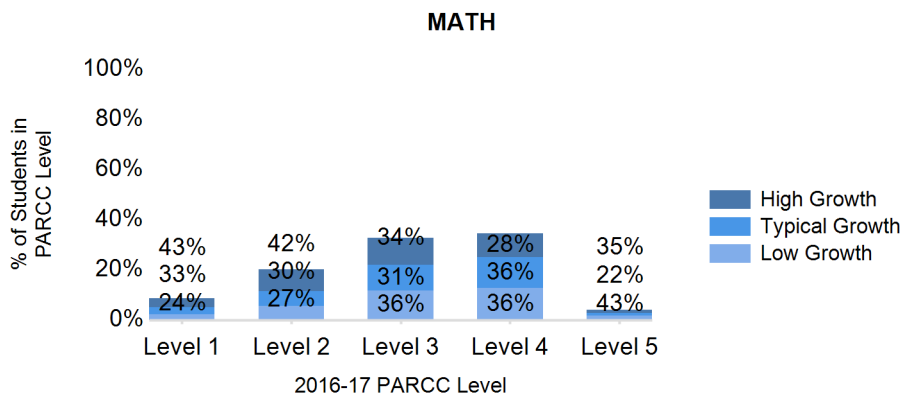
Student Growth by Performance Level

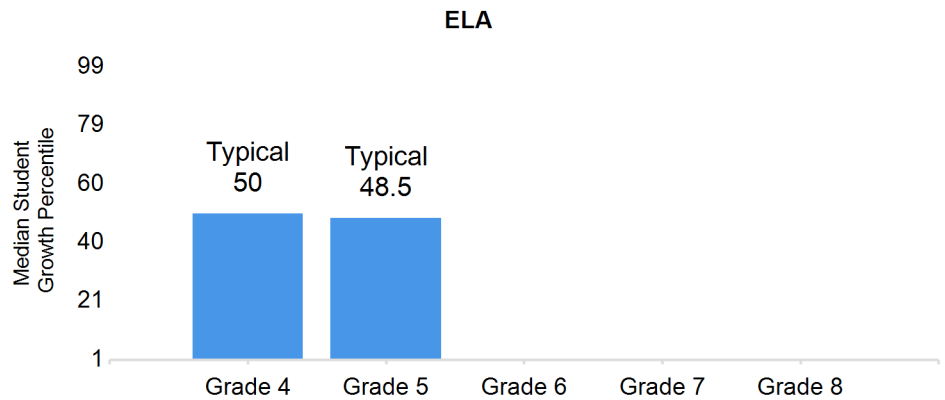
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

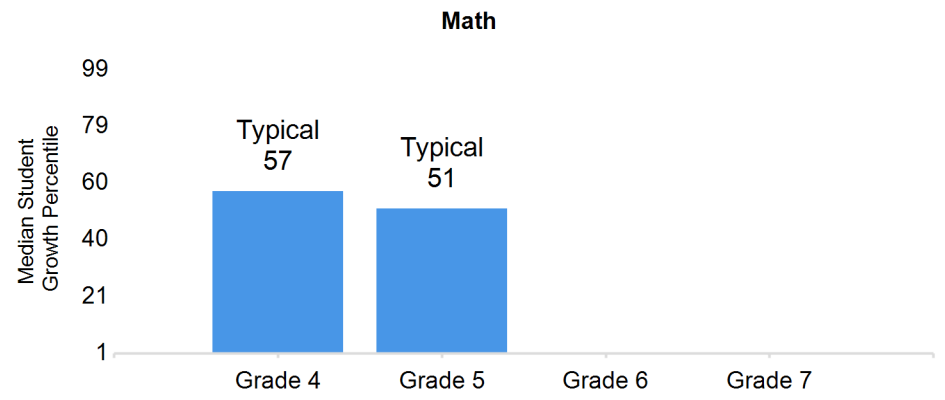




Student Growth by Grade

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	907	96.9	46.2	49.7	56.7	46.2	47.4	Met Target†
White	391	97.3	52.4	59.0	65.6	52.4	56.3	Met Target†
Hispanic	189	95.1	38.1	39.8	42.5	38.1	38	Met Target
Black or African American	243	97.3	37.0	35.7	37.3	37.0	35.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	55	98.2	76.4	77.9	82.3	76.4	66.6	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	33.7	Met Target
Female	439	96.5	55.8	59.2	64.5	55.8		
Male	468	97.2	37.1	40.5	49.4	37.1		
Economically Disadvantaged Students	427	96.2	38.9	38.5	38.5	38.9	36.7	Met Target
Non-Economically Disadvantaged Students	480	97.5	52.7	58.7	67.5	52.7		
Students with Disabilities	168	95.6	12.5	14.5	21.6	12.5	16.5	Met Target†
Students without Disabilities	739	97.2	53.9	57.2	63.9	53.9		
English Learners	33	87.2	30.3	25.8	27.3	29.2	34.1	Met Target†
Non-English Learners	874	97.3	46.8	50.5	59.4	46.8		
Homeless Students	25	90.0	28.0	20.5	27.7	48.1		
Students In Foster Care	14	100.0	35.7	*	26.3	35.7		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	318	736	736	750	19%	22%	22%	34%	3%	38%	52%
White	152	743	743	759	11%	22%	24%	*	*	43%	61%
Hispanic	67	727	727	736	28%	25%	15%	*	*	31%	38%
Black or African American	66	726	726	733	27%	23%	20%	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	17	747	747	777	*	*	*	65%	0%	65%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	152	745	745	756	13%	16%	24%	*	*	47%	57%
Male	166	727	727	744	24%	27%	20%	*	*	30%	46%
Economically Disadvantaged Students	162	727	727	733	27%	20%	22%	*	*	31%	34%
Non-Economically Disadvantaged Students	156	745	745	762	10%	23%	22%	*	*	45%	64%
Students with Disabilities	59	700	700	719	53%	27%	*	*	*	14%	24%
Students without Disabilities	259	744	744	756	11%	20%	*	*	*	43%	57%
English Learners	13	707	707	712	*	*	*	*	*	15%	15%
Non-English Learners	305	737	737	753	*	*	*	*	*	39%	55%
Homeless Students	12	724	724	720	*	*	*	*	*	33%	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	748	748	756	11%	10%	31%	41%	8%	49%	58%
White	120	754	754	764	*	*	26%	42%	16%	58%	68%
Hispanic	54	744	744	744	*	*	28%	*	*	46%	44%
Black or African American	88	740	740	739	13%	14%	39%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	137	757	757	762	*	*	29%	*	*	59%	63%
Male	148	740	740	751	*	*	32%	*	*	40%	53%
Economically Disadvantaged Students	142	746	746	740	11%	12%	33%	*	*	44%	40%
Non-Economically Disadvantaged Students	143	750	750	767	10%	8%	28%	*	*	55%	70%
Students with Disabilities	48	708	708	726	*	*	*	*	*	13%	25%
Students without Disabilities	237	756	756	762	*	*	*	*	*	57%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	*	*	*	732	*	*	*	*	*	*	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	315	752	752	755	5%	14%	28%	46%	6%	52%	58%
White	125	760	760	763	*	11%	28%	*	*	60%	68%
Hispanic	70	741	741	743	*	20%	33%	*	*	39%	43%
Black or African American	92	745	745	738	11%	14%	32%	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	154	760	760	762	*	*	29%	*	*	62%	66%
Male	161	744	744	749	*	*	28%	*	*	43%	51%
Economically Disadvantaged Students	124	747	747	739	*	18%	29%	*	*	46%	39%
Non-Economically Disadvantaged Students	191	756	756	766	*	12%	28%	*	*	57%	71%
Students with Disabilities	52	718	718	724	*	40%	21%	*	*	13%	22%
Students without Disabilities	263	759	759	762	*	9%	30%	*	*	60%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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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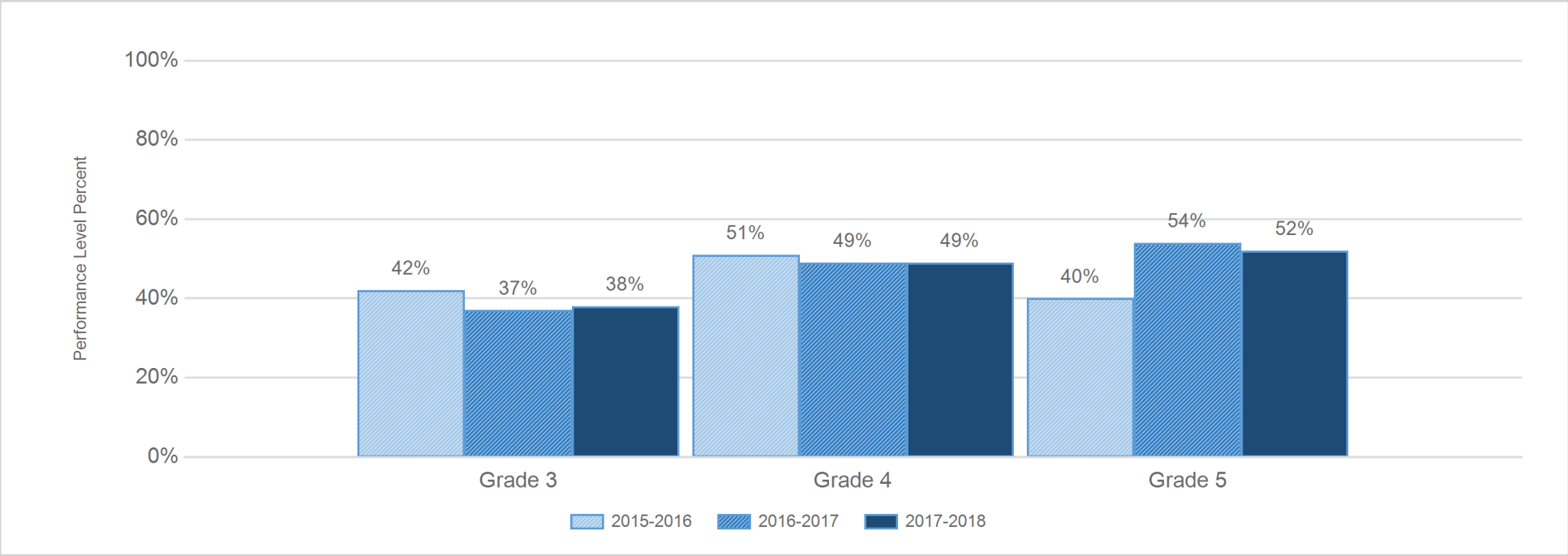
English Language Arts/Literacy Assessment - Performance Trends

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	905	96.8	35.7	35.3	45.0	35.7	46.6	Not Met
White	392	97.6	45.2	46.7	54.1	45.2	56.8	Not Met
Hispanic	188	95.1	25.5	24.6	29.2	25.5	36.4	Not Met
Black or African American	242	96.5	24.4	18.7	23.4	24.4	32.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	98.2	60.0	61.0	77.0	60.0	69.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	21.9	Met Target
Female	440	97.2	35.5	36.2	46.0	35.5		
Male	465	96.4	35.9	34.5	43.9	35.9		
Economically Disadvantaged Students	426	96.3	28.6	25.0	26.6	28.6	34.4	Not Met
Non-Economically Disadvantaged Students	479	97.2	41.9	43.8	55.9	41.9		
Students with Disabilities	168	95.1	13.1	13.0	17.1	13.1	19.5	Not Met
Students without Disabilities	737	97.2	40.8	40.1	50.5	40.8		
English Learners	35	94.9	37.1	29.7	24.6	37.1	42.8	Met Target†
Non-English Learners	870	96.9	35.7	35.6	46.9	35.7		
Homeless Students	25	90.0	12.0	*	17.3	37.1		
Students In Foster Care	14	100.0	35.7	*	16.2	35.7		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	317	731	731	752	17%	24%	31%	24%	4%	28%	53%
White	152	739	739	760	13%	16%	34%	*	*	38%	64%
Hispanic	67	723	723	739	16%	42%	24%	*	*	18%	38%
Black or African American	66	720	720	734	29%	27%	29%	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	17	748	748	780	*	*	*	*	*	47%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	151	735	735	752	15%	23%	29%	*	*	33%	53%
Male	166	728	728	751	20%	24%	32%	*	*	24%	53%
Economically Disadvantaged Students	162	724	724	736	23%	27%	28%	*	*	22%	35%
Non-Economically Disadvantaged Students	155	738	738	762	12%	21%	33%	*	*	35%	66%
Students with Disabilities	59	708	708	730	41%	29%	20%	*	*	10%	29%
Students without Disabilities	258	737	737	756	12%	22%	33%	*	*	33%	57%
English Learners	13	706	706	726	*	*	0%	*	*	15%	23%
Non-English Learners	304	732	732	754	*	*	32%	*	*	29%	56%
Homeless Students	12	709	709	723	*	*	*	*	*	17%	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

GEORGE L. HESS EDUCATIONAL COMPLEX
(01-1940-055)
Grades Offered: PK-05
2017-2018

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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	288	736	736	748	10%	22%	34%	*	*	34%	49%
White	122	741	741	755	*	19%	32%	*	*	43%	60%
Hispanic	54	733	733	737	*	28%	33%	*	*	30%	34%
Black or African American	89	729	729	730	17%	22%	39%	*	*	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	139	737	737	748	9%	21%	41%	*	*	29%	50%
Male	149	735	735	748	11%	23%	28%	*	*	38%	49%
Economically Disadvantaged Students	144	733	733	733	10%	24%	35%	*	*	31%	30%
Non-Economically Disadvantaged Students	144	739	739	758	9%	21%	33%	*	*	37%	62%
Students with Disabilities	48	714	714	725	27%	48%	*	*	*	13%	22%
Students without Disabilities	240	740	740	753	6%	17%	*	*	*	38%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	*	*	*	731	*	*	*	*	*	*	32%

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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	312	745	745	748	4%	20%	31%	39%	6%	45%	49%
White	125	753	753	756	*	11%	29%	*	*	58%	60%
Hispanic	70	735	735	736	*	29%	33%	*	*	30%	32%
Black or African American	89	736	736	730	*	30%	31%	*	*	34%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	155	744	744	749	*	21%	32%	*	*	43%	50%
Male	157	746	746	747	*	18%	29%	*	*	47%	48%
Economically Disadvantaged Students	123	738	738	733	*	27%	32%	*	*	35%	29%
Non-Economically Disadvantaged Students	189	750	750	758	*	15%	30%	*	*	52%	62%
Students with Disabilities	51	729	729	726	*	51%	25%	*	*	18%	20%
Students without Disabilities	261	748	748	752	*	14%	32%	*	*	51%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

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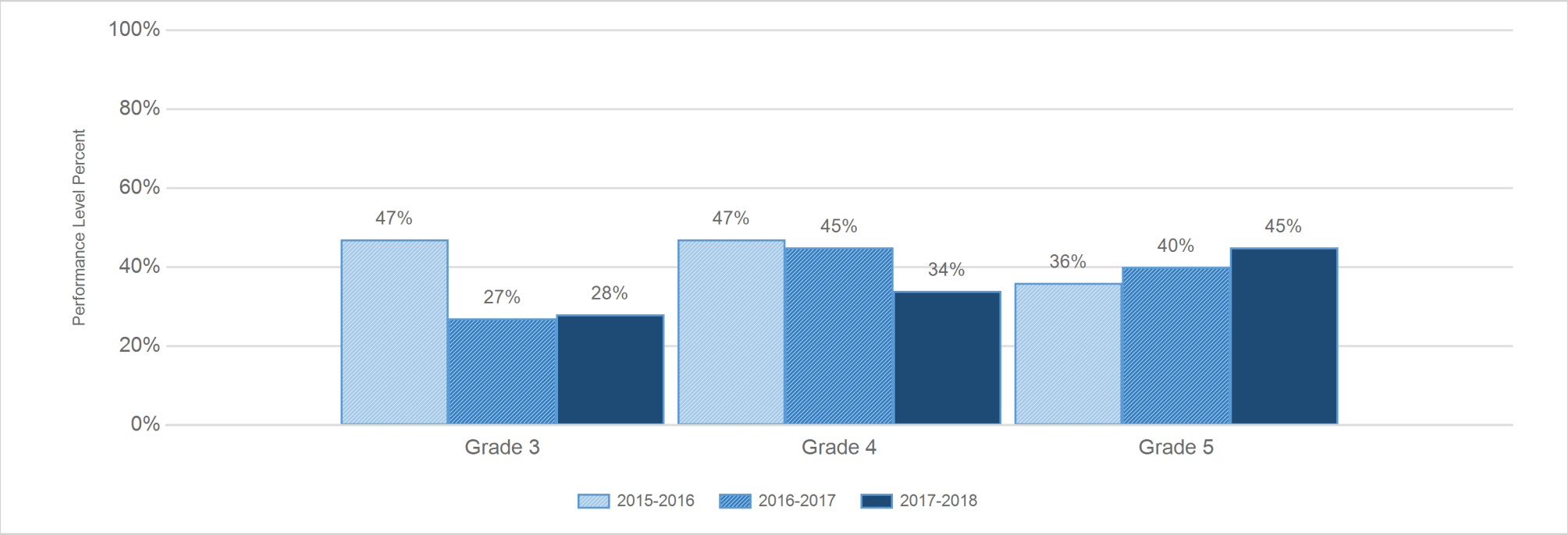
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	51.4%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	23	87.0%	13.0%
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.

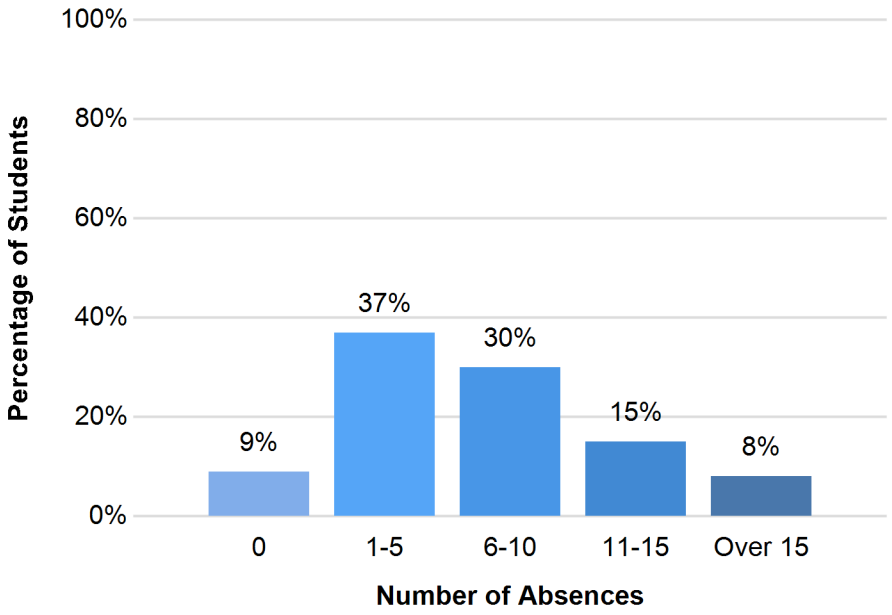
Chronic Absenteeism

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	71	5.5	7.8	Met
White	31	5.5	7.8	Met
Hispanic	19	7.6	7.8	Met
Black or African American	17	5.1	7.8	Met
Asian, Native Hawaiian, or Pacific Islander	3	3.9	7.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.8	Met
Economically Disadvantaged Students	50	7.7	7.8	Met
Students with Disabilities	18	8.6	7.8	Not Met
English Learners	2	5.0	7.8	Met

Days Absent

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



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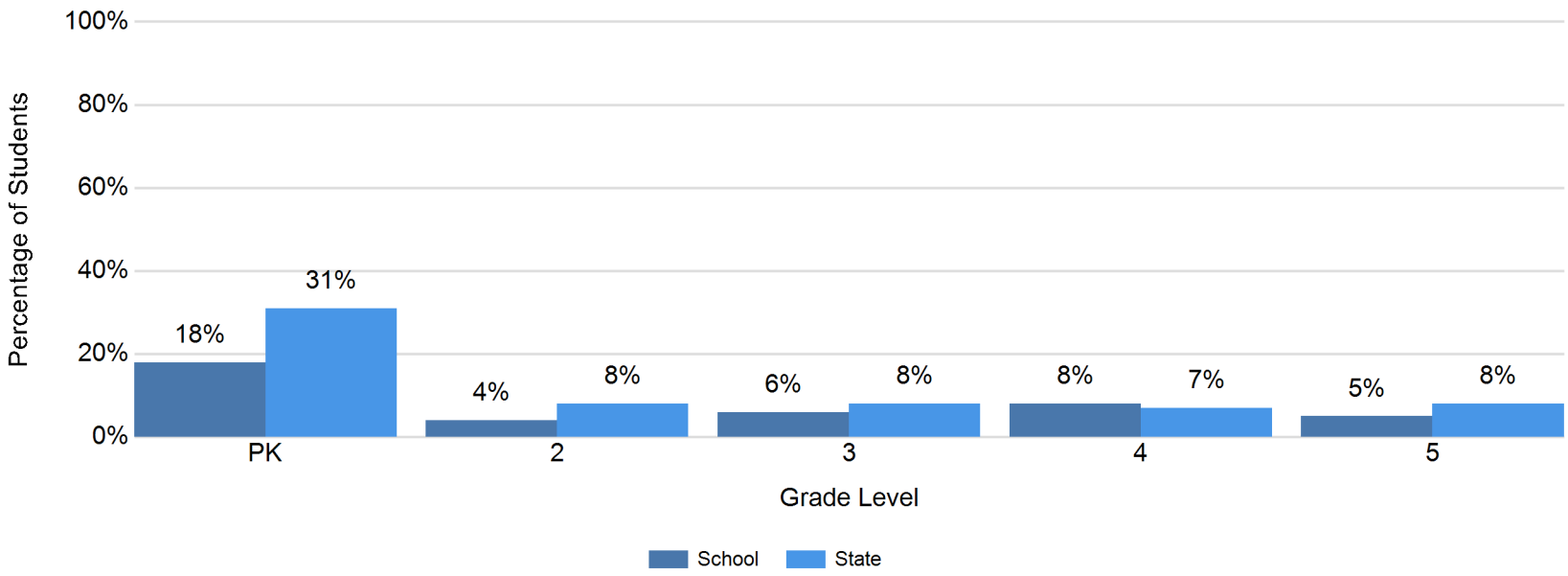
Chronic Absenteeism by Grade

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



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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	46
Weapons	2
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	4.11

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	5
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	1	0	1
Other	0	1	1
No Identified Nature	72		72

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	119	8.6%
Out-of-School Suspensions	25	1.8%
Any Suspension	125	9.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
82

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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	9:00 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 0 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

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)	$914	$11,921	$12,835

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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	115	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	85.2%	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	15	9,374
Average years experience in public schools	12.4	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	347:1	205:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		770:1
Students to Nurses		1027:1
Students to Counselors		514:1
Students to Child Study Team		308:1

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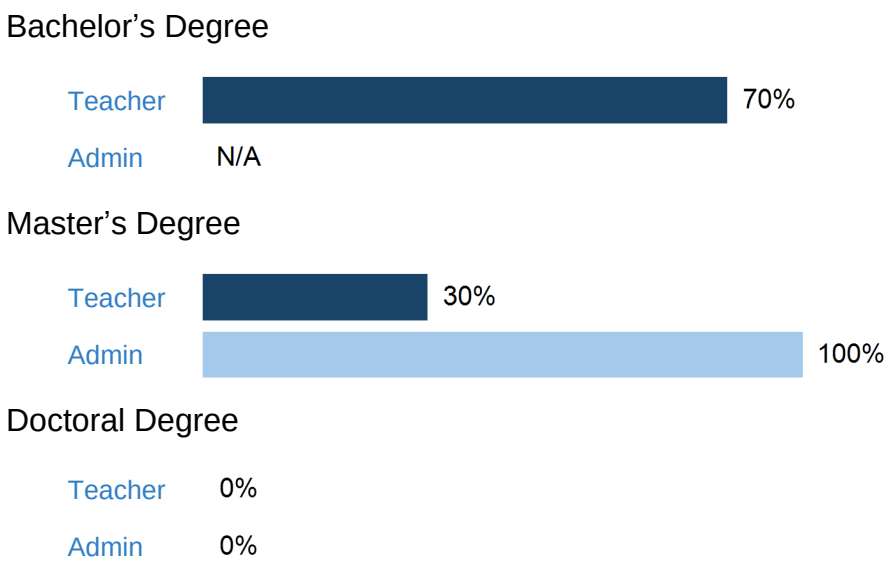
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	78.6%	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	94.4%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.1%	50.0%
Male	13.9%	50.0%
White	95.7%	100.0%
Hispanic	1.7%	0.0%
Black or African American	0.9%	0.0%
Asian	1.7%	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		

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(01-1940-055)
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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	24.88	15.0%
Mathematics Proficiency	23.22	15.0%
English Language Arts Growth	50.65	20.0%
Mathematics Growth	65.99	20.0%
Progress Towards English Language Proficiency (coming 2018)	42.13	20.0%
Chronic Absenteeism	70.20	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.99	n/a
Summative Rating: Percentile rank of Summative Score	42.54	n/a
Requires Comprehensive Support: Summative Score is in the bottom 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†	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	43.54	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	47.04	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	62.68	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	47.18	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	63.23	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	61.73	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Curriculum includes Go Math, Balanced Literacy and Next Generation Science Standards • Technology Integration is a part of each school day with students utilizing Chromebooks. • Second Step Curriculum is delivered school-wide in grades Pre-K;2-5
Mission, Vision, Theme:	Mission Statement: We are the Hess School Community committed to learning, growing and achieving together. Vision Statement: The mission of the George L. Hess Educational complex is to provide a safe and secure learning environment where students develop into well-rounded critical thinkers that can work both independently and collaboratively drawing upon strong foundational skills and processes in order to become problem solvers using real-world applications and 21st Century Technologies.
Awards, Recognition, Accomplishments:	The Hess School participates in the Positive Behavioral Intervention and Supports (PBIS) program via a grant in collaboration with the NJDOE office of Special Education Programs, and the Boggs Center, Rutgers Robert Wood Johnson Medical School.

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Courses, Curriculum, Instruction:	Curriculum is based on the New Jersey Student Learning Standards for all content areas. Accelerated programming in the areas of Math and ELA is offered in grade 5. In addition to the gifted education program, all students participate in a School Wide Enrichment Program (SWEP). To address the affective domain as it pertains to social/emotional health, the Second Step Curriculum is delivered to all students in grades Pre-K; 2-5.
Clubs and Activities:	The following clubs are offered: Intramural sports, physical fitness, dance, band, choir, STEM, computer technology and Good Morning Hess (news media). Tutoring programs in the area of English Language Arts and math are also offered. Additional tutoring is available for our English Language Learners. Students in grade 5 participate in the annual Scripps Spelling Bee Competition. The school holds an Annual Math Bowl. There are band/choir concerts each winter and spring.

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Before and After School Programs:	Kid's Corner is the before and after school care program which is run by the Community Education Department.
Staff and Professional Learning:	Our educational programs and instructional models are built around teacher expertise, visionary leadership, and continued professional development. We view professional growth as ongoing and through common teacher planning, content specific curriculum meetings, professional learning communities and continuous articulation and support for sharing researched-based curriculum implementation models. Staff participate in district in-service days and out-of-district workshops.

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Student Supports and Services:	A wide range of student supports and services are in place to meet the needs of students. Our I & RS Team assists staff in supporting students who are experiencing learning, behavioral or health issues based on a tiered system of interventions/programs. The Child Study Team offers a full range services for students with disabilities. Supports are available for struggling learners through our Basic Skills Programs. Services are also available for our English Language Learners.
Student Health and Wellness:	Understanding the importance of promoting student health and wellness there are various opportunities for students to remain active during their school day. This includes: daily recess, physical education (Year Long; 1 time per week), Swimming (1 Semester; 1 time per week), Health (1 Semester; 1 time per week), Second Step Curriculum (Social/Emotional Health), mentoring and student counseling services. Additionally, breakfast programs are offered daily.
Parent and Community Involvement:	The Leadership Team and PTA collaborate to provide opportunities for families to better understand how to navigate the educational system and programs to build stronger home-school connections. Highly attended student showcases, such as the Art and Science Fair, promote positive interactions between home and school. Social Media platforms are used to share information. Parents have access to their child(ren)'s records via the Genesis Parent Portal.

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Facilities:	The Hess Complex has been identified as one of the largest elementary schools in the State of New Jersey, currently housing approximately 1300+ students in grades Pre-K, 2-5. The school will celebrate its 25th anniversary during the 17-18 school year. Special features of the school include a full scale Performing Arts Venue, 2 Art Rooms, 2 Cafeterias, a well-appointed media center, and a regulation sized swimming pool.

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Other Information:	The administration works jointly with all stakeholders to provide a safe and nurturing school climate with an emphasis in delivering a high quality curriculum via sound instructional practice rooted in Dr. Marzano?s Framework for Effective Instruction. Educators strive to instill the ideal of being a ?lifelong? learner in their students and model this ideal on a regular basis. The school motto is, ?Three Houses. . . One Home?. Because we are such a large elementary school, staff and students are grouped into one of 3 houses and remain in that cohort during their time in grades 2-5. Students attend activities for their own house as well as school wide and by grade level. In this way students get the opportunity to know all of their peers but on a day to day basis over the course of 4 years they are in a ?smaller? environment in order to build closer relationships. Another primary purpose of the house structure is to aid in collaboration among teachers regarding students? strengths and areas needing further development to better tailor instruction to meet their needs. In addition to meeting academic needs, we realize the importance of educating the whole child to include their social and emotional health and well-being. The school-wide implementation of the evidence based Second Step Program is one part of a larger district initiative designed to nurture social-emotional competence which will also facilitate the development foundational learning skills.