NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(39-4160-150)
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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† This indicates a table specific note,see note below table

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	UNION
District	PLAINFIELD CITY
Principal Name	MS. PARHAM
Address	1700 W. FRONT ST PLAINFIELD, NJ 07063
Phone Number	(908)731-4250
Email Address	TPARHAM@PLAINFIELD.K12.NJ.US
Website	http://www.plainfieldnjk12.org
Facebook	https://www.facebook.comhttps://www.facebook.com/jefferson1750/
Twitter	https://twitter.com/@JeffersonES1750

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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	0	6	12
KG	67	60	64
1	72	67	61
2	83	74	67
3	85	75	77
4	78	76	69
5	73	75	69
Total	458	433	419

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	47.4%	44.1%	45.6%
Male	52.6%	55.9%	54.4%
Economically Disadvantaged Students	93.7%	84.8%	87.4%
Students with Disabilities	19.9%	20.1%	22.2%
English Learners	51.3%	47.8%	48.0%
Homeless Students		3.0%	1.7%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.5%	1.2%	1.2%
Hispanic	76.4%	80.8%	84.0%
Black or African American	21.0%	17.3%	14.8%
Asian	0.2%	0.2%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.5%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	6	12
KG - Half Day	0	0	0
KG - Full Day	67	60	64

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
Spanish	78.0%
English	21.2%
Other Languages	0.7%

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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	34	42	50	Not Met	42	40	50	Met Standard
White	*	46	50	**	*	57	51	**
Hispanic	39	42	49	Not Met	45	40	48	Met Standard
Black or African American	20	42	44	Not Met	37	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	44.5	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	35	41	48	Not Met	42	40	47	Met Standard
Students with Disabilities	29	40.5	41	Not Met	56	41	43	Met Standard
English Learners	40	41	54	Met Standard	40	40	51	Met Standard

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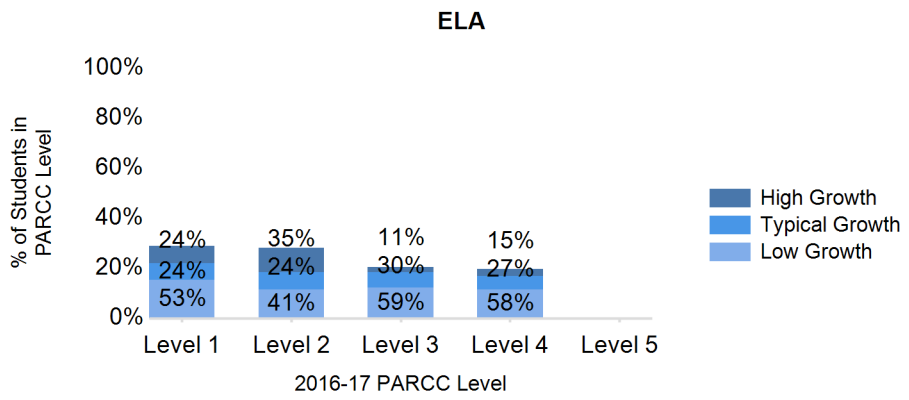
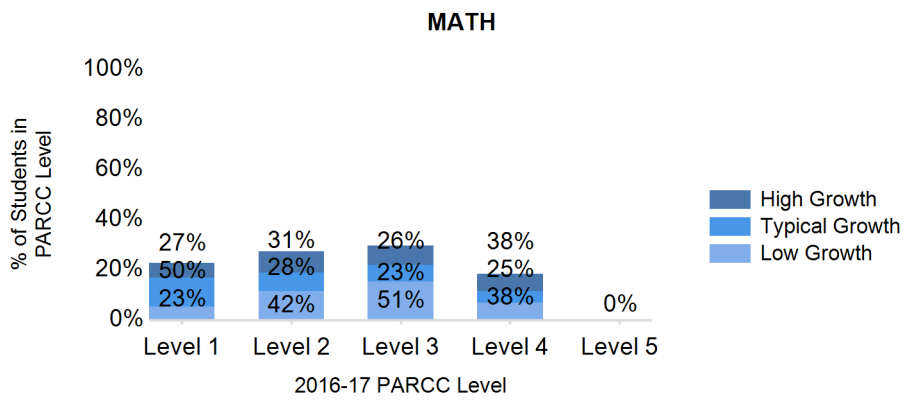
Student Growth by Performance Level

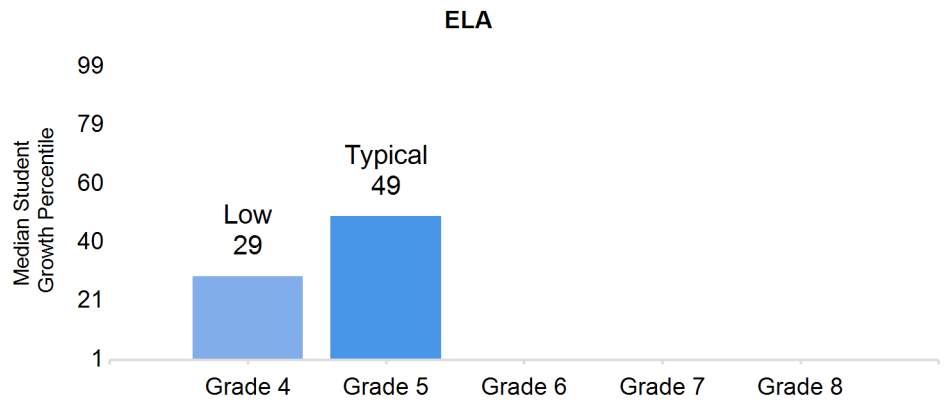
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

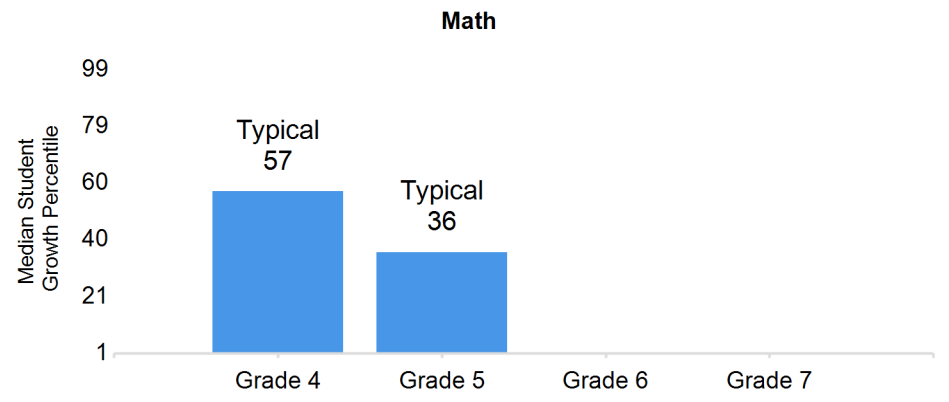




Student Growth by Grade

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	206	99.5	19.0	*	56.7	19.0	24.3	Not Met
White	*	*	*	43.8	65.6	*	**	**
Hispanic	169	99.4	17.8	22.5	42.5	17.8	25.9	Not Met
Black or African American	*	*	*	28.5	37.3	*	17.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	63.1	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	92	100.0	17.4	30.5	64.5	17.4		
Male	114	99.2	20.2	19.5	49.4	20.2		
Economically Disadvantaged Students	184	100.0	16.3	23.7	38.5	16.3	23.8	Not Met
Non-Economically Disadvantaged Students	22	96.0	40.9	30.0	67.5	40.9		
Students with Disabilities	59	100.0	*	*	21.6	*	11.6	Met Target†
Students without Disabilities	147	99.3	*	*	63.9	*		
English Learners	131	99.2	10.0	16.5	27.3	10.0	20.2	Not Met
Non-English Learners	75	100.0	34.6	32.3	59.4	34.6		
Homeless Students	*	*	*	16.3	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	710	723	750	46%	18%	20%	16%	0%	16%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	63	708	718	736	49%	19%	*	*	*	17%	38%
Black or African American	11	717	734	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	28	703	*	756	50%	*	*	*	*	11%	57%
Male	46	713	*	744	43%	*	*	*	*	20%	46%
Economically Disadvantaged Students	*	*	720	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	742	762	*	*	*	*	*	*	64%
Students with Disabilities	24	684	694	719	*	*	*	*	*	*	24%
Students without Disabilities	50	722	728	756	*	*	*	*	*	*	57%
English Learners	36	704	*	712	50%	*	*	*	*	11%	15%
Non-English Learners	38	715	*	753	42%	*	*	*	*	21%	55%
Homeless Students	*	*	711	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	721	729	756	28%	27%	22%	*	*	22%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	52	724	727	744	21%	29%	27%	*	*	23%	44%
Black or African American	13	710	731	739	*	*	*	*	*	15%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	33	734	*	762	*	*	*	*	*	30%	63%
Male	34	709	*	751	*	*	*	*	*	15%	53%
Economically Disadvantaged Students	54	722	727	740	*	*	28%	*	*	19%	40%
Non-Economically Disadvantaged Students	13	719	741	767	*	*	0%	*	*	38%	70%
Students with Disabilities	20	699	703	726	*	*	*	*	*	*	25%
Students without Disabilities	47	731	734	762	*	*	*	*	*	*	64%
English Learners	22	710	712	720	*	*	*	*	*	*	17%
Non-English Learners	45	727	739	759	*	*	*	*	*	*	61%
Homeless Students	*	*	716	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	726	730	755	20%	24%	41%	15%	0%	15%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	54	726	728	743	*	26%	44%	*	*	13%	43%
Black or African American	*	*	733	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	32	727	735	762	*	*	*	*	*	*	66%
Male	34	724	725	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	728	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	739	766	*	*	*	*	*	*	71%
Students with Disabilities	12	707	711	724	*	*	*	*	*	*	22%
Students without Disabilities	54	730	735	762	*	*	*	*	*	*	65%
English Learners	19	716	707	712	*	*	*	*	*	11%	11%
Non-English Learners	47	729	737	757	*	*	*	*	*	17%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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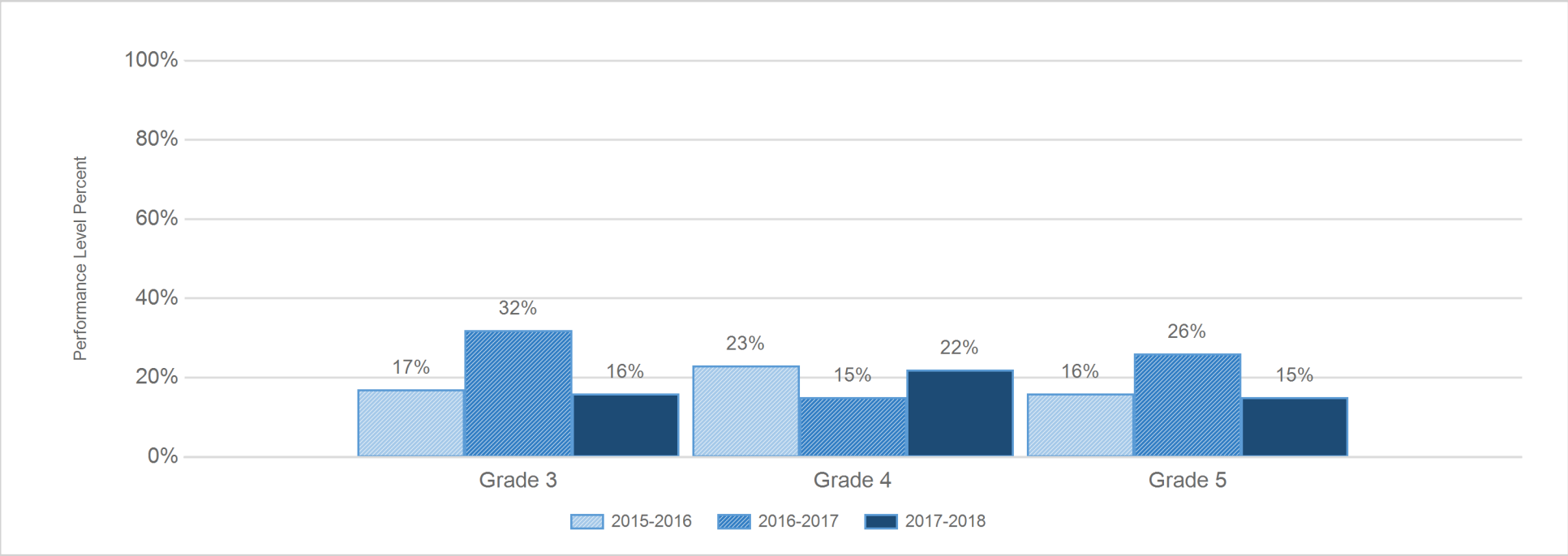
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	211	100.0	20.8	17.8	45.0	20.8	24.5	Met Target†
White	*	*	*	33.3	54.1	*	**	**
Hispanic	174	100.0	20.1	18.4	29.2	20.1	26.1	Not Met
Black or African American	*	*	*	15.5	23.4	*	15.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	52.7	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	95	100.0	15.8	18.8	46.0	15.8		
Male	116	100.0	25.0	17.1	43.9	25.0		
Economically Disadvantaged Students	187	100.0	18.7	18.2	26.6	18.7	25.1	Not Met
Non-Economically Disadvantaged Students	24	100.0	37.5	16.5	55.9	37.5		
Students with Disabilities	59	100.0	*	*	17.1	*	7.8	Met Target
Students without Disabilities	152	100.0	*	*	50.5	*		
English Learners	136	100.0	11.8	15.1	24.6	11.8	25	Not Met
Non-English Learners	75	100.0	37.4	20.6	46.9	37.4		
Homeless Students	*	*	*	14.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	713	726	752	39%	29%	14%	18%	0%	18%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	66	713	725	739	41%	27%	*	*	*	20%	38%
Black or African American	11	714	728	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	29	702	*	752	*	*	*	*	*	*	53%
Male	48	721	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	725	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	734	762	*	*	*	*	*	*	66%
Students with Disabilities	24	698	707	730	*	*	*	*	*	*	29%
Students without Disabilities	53	721	730	756	*	*	*	*	*	*	57%
English Learners	39	708	*	726	44%	31%	*	*	*	13%	23%
Non-English Learners	38	719	*	754	34%	26%	*	*	*	24%	56%
Homeless Students	*	*	720	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(39-4160-150)
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
N No Data is available to display
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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	69	728	727	748	20%	35%	16%	*	*	29%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	54	731	729	737	19%	33%	*	*	*	31%	34%
Black or African American	13	715	721	730	*	*	*	*	*	15%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	34	735	*	748	*	*	*	*	*	29%	50%
Male	35	721	*	748	*	*	*	*	*	29%	49%
Economically Disadvantaged Students	55	727	727	733	*	*	*	*	*	27%	30%
Non-Economically Disadvantaged Students	14	731	728	758	*	*	*	*	*	36%	62%
Students with Disabilities	20	708	705	725	*	*	*	*	*	10%	22%
Students without Disabilities	49	736	732	753	*	*	*	*	*	37%	55%
English Learners	24	712	720	722	*	42%	*	*	*	13%	16%
Non-English Learners	45	737	732	750	*	31%	*	*	*	38%	52%
Homeless Students	*	*	726	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(39-4160-150)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	722	727	748	24%	28%	36%	*	*	12%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	55	722	726	736	*	*	*	*	*	*	32%
Black or African American	*	*	727	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	33	721	726	749	*	*	*	*	*	*	50%
Male	34	724	727	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	726	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	729	758	*	*	*	*	*	*	62%
Students with Disabilities	12	707	717	726	*	*	*	*	*	*	20%
Students without Disabilities	55	726	729	752	*	*	*	*	*	*	55%
English Learners	20	713	712	718	*	*	*	*	*	*	13%
Non-English Learners	47	726	731	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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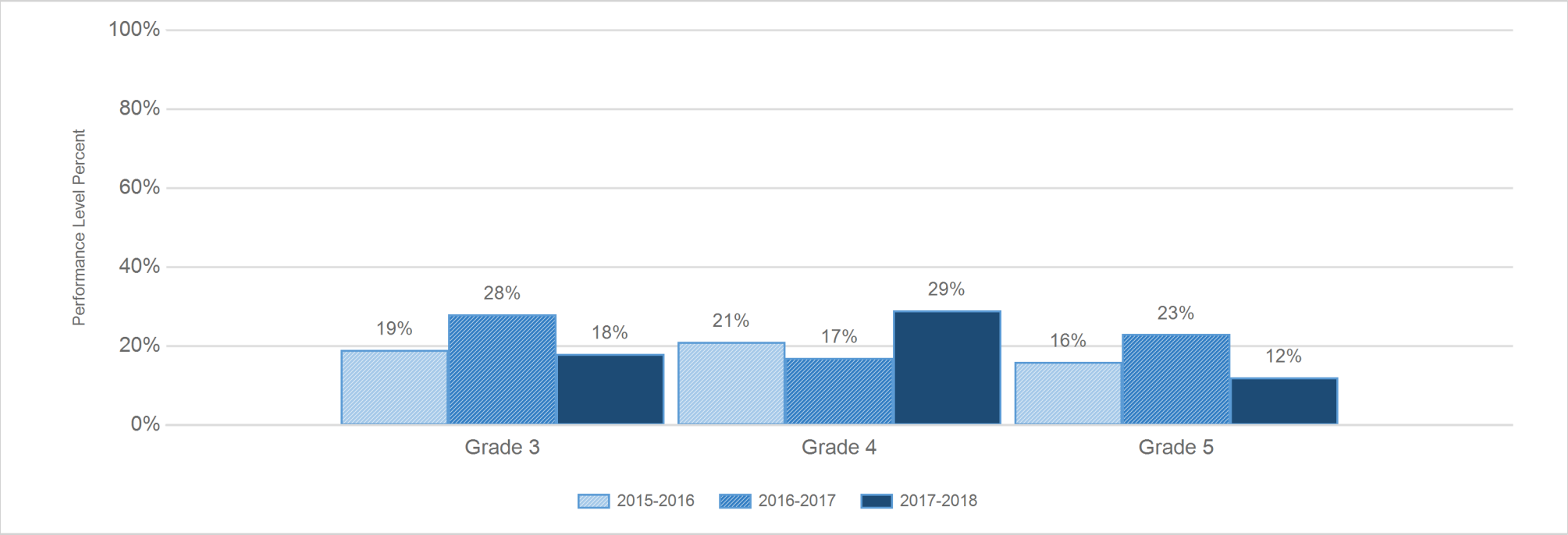
Mathematics Assessment – Performance Trends

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	N	N

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	44.8%	60.7%	Not Met

† 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	45	*	*
3-4	66	87.9%	12.1%
5 or more	69	89.9%	10.1%

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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.

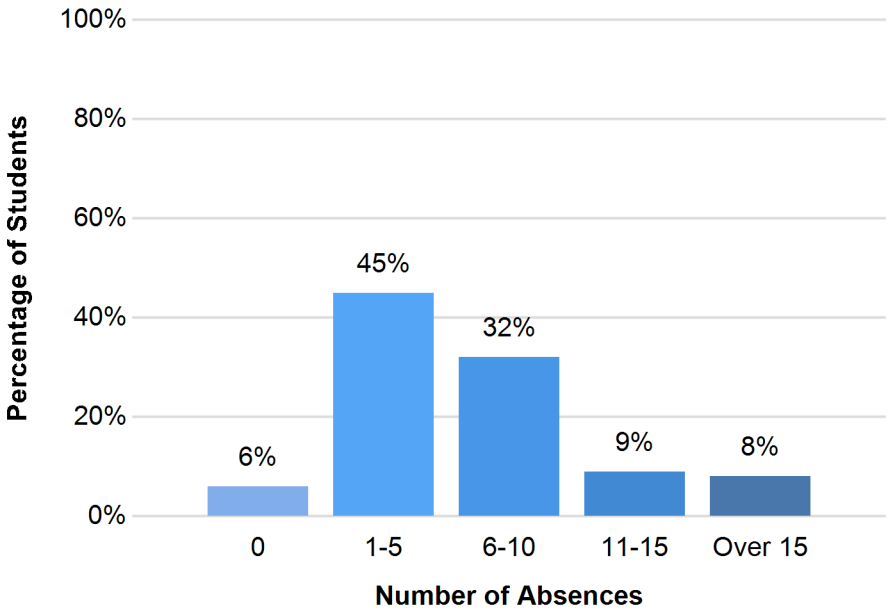
Chronic Absenteeism

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	26	6.3	8.9	Met
White	*	*	**	**
Hispanic	21	6.1	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	23	6.5	8.9	Met
Students with Disabilities	9	10.3	8.9	Not Met
English Learners	9	4.4	8.9	Met

Days Absent

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



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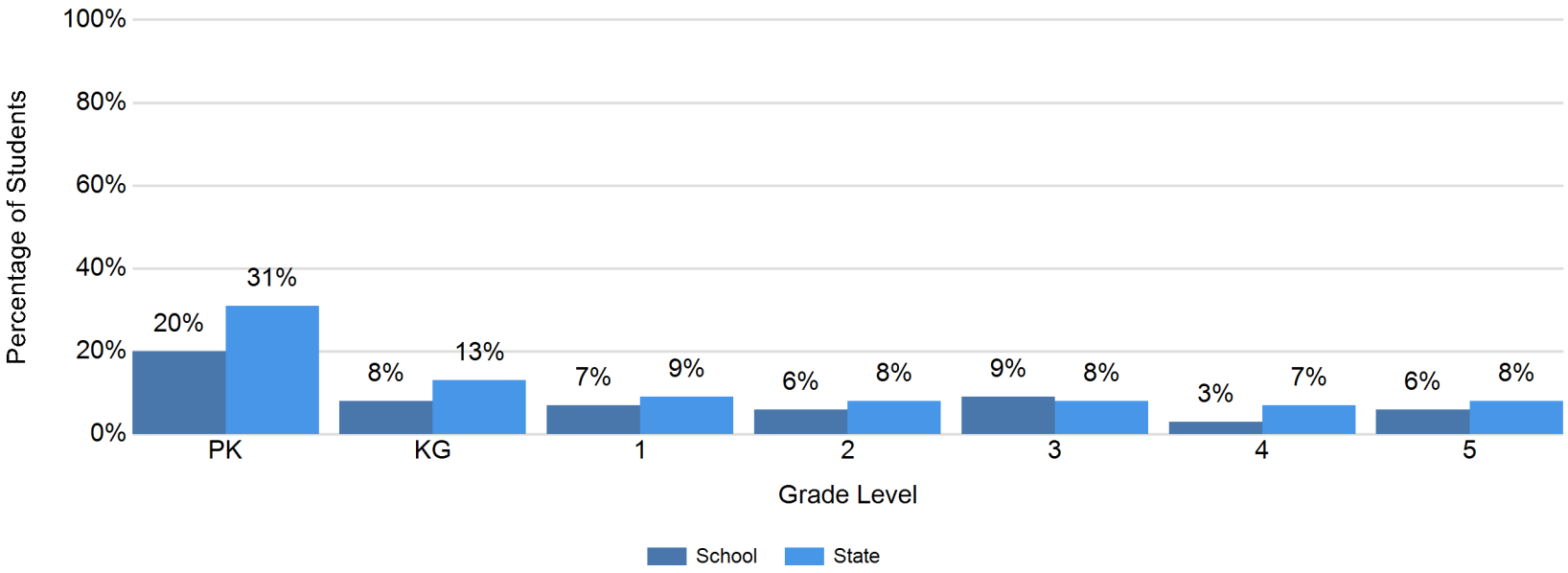
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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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	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 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)	$863	$14,777	$15,640

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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	36	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	72.2%	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	41	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	87.8%	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	12:1	15:1
Students to Administrators	419:1	225:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		1843:1
Students to Nurses		512:1
Students to Counselors		576:1
Students to Child Study Team		242:1

NJ SCHOOL PERFORMANCE REPORT

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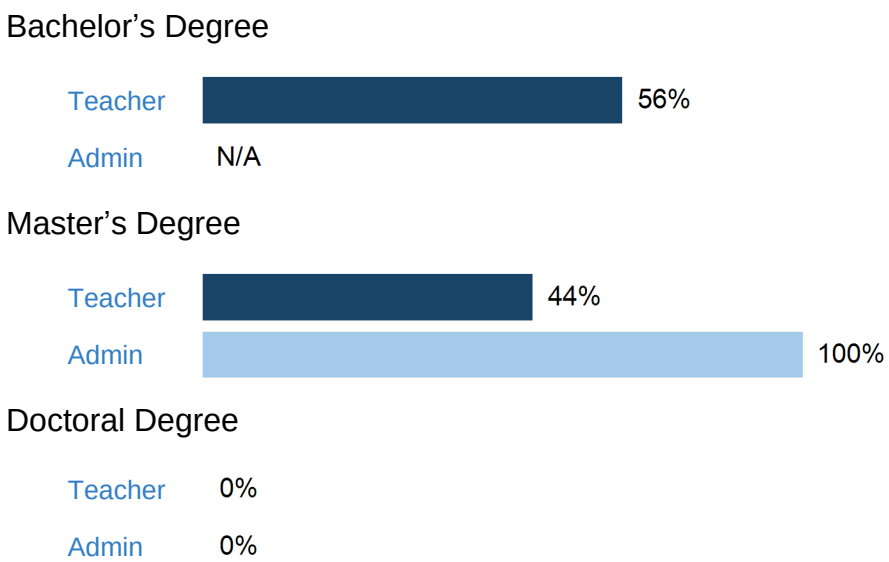
Teachers and Administrators - Level of Education

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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	95.9%

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Key terms for staff data:
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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	100.0%
Male	16.7%	0.0%
White	30.6%	0.0%
Hispanic	36.1%	0.0%
Black or African American	27.8%	100.0%
Asian	5.6%	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

JEFFERSON ELEMENTARY SCHOOL
(39-4160-150)
Grades Offered: PK-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	3.55	15.0%
Mathematics Proficiency	11.20	15.0%
English Language Arts Growth	5.69	20.0%
Mathematics Growth	27.12	20.0%
Progress Towards English Language Proficiency	27.45	20.0%
Chronic Absenteeism	67.63	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.03	n/a
Summative Rating: Percentile Rank of Summative Score	9.06	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Not Met	Met Standard	Not Met	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	29.29	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	26.54	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	28.00	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	40.36	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	25.02	14.08	No	Not Met	Not Met	Met Standard	Met Standard	Met Standard	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:	• Jefferson is in its third year of implementation of Positive Behavior Support in schools. • Recipient of the Bronze Level Recognition for New Jersey Safe Routes to School Award. • Jefferson Elementary School is a participant in the NJEA Priority Schools Initiative Program.
Mission, Vision, Theme:	Jefferson school's mission is to make sure that all students become successful and outstanding citizens ready to serve our world. At Jefferson, students, parents and teachers collaborate to ensure that everyone is recognized and appreciated for their individuality, hard work and dedication to diving into academic success
Awards, Recognition, Accomplishments:	Jefferson Elementary School recognizes students, staff and parents. Throughout the year, students are recognized for their dedication and preparedness for coming to school every day in a month. Classrooms compete monthly for our school's Perfect Attendance trophy.Selected students are recognized as class Student of the Month. Academic excellence is awarded quarterly at our scheduled awards assemblies.

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) Although Jefferson does not have an exclusive track and field team, students participate yearly in the districtwide Track and Field Festival organized by our school's Physical Education Teacher.
Clubs and Activities:	At Jefferson students are invited to join different clubs/activities. In some cases, students based on their grade level are invited to join a club. For example, Jefferson has a chapter of the National Elementary Honor Society that students are selected to join. We also offer Battle of the Books, Safety Patrol, Band, Garden/Nature Club, Yearbook, Mock Trial Team and Girl Scouts.

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Before and After School Programs:	All students are welcomed to enter the building at 7:30 am for our before school program. Students are able to eat breakfast for free and are supervised by a group of four to five faculty members. We offer two afterschool program. Students in Kindergarten to Third grade are able to attend the K-3 Academy in which they receive extra support in Reading, Writing and Math. The other afterschool program that runs until 5:30 pm is called Family Friendly Center. Students' afterschool programs are enriched with support in Reading, Writing and Math however there are physical activities integrated with the program on certain days.
Staff and Professional Learning:	Jefferson School has a partnership with Rutgers Literacy Center for Learning in which teachers gain strategies and resources to use in their class to enhance the learning of their students in Reading.

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Student Supports and Services:	Speech Services, Occupational Therapy and Physical Therapy are made available by the Special Services Department for students based upon their school needs. We have an active Intervention and Referral System so that struggling students are supported and evaluated for further needs. We have Inclusion classroom at every grade level. Each room is staffed by a General Education and Special Education teacher. We offer Bilingual classes for students. Jefferson also has ESL services made available to students based upon their ACCESS test scores.
Student Health and Wellness:	Jefferson offers both a nutritious breakfast and lunch to all students. Students who are apart of the afterschool programs receive a nutritious snack as well. Jefferson received a grant which gave access to fresh fruits and vegetables for every student weekly for the school year. Students are exposed to different fruits and vegetables that are native to different states and countries around the world. All students have weekly Physical Education classes and enjoy lunch recess where they can be physically active as well. Daily, we have a school nurse on duty to make sure that all students are in a safe and healthy environment.
Parent and Community Involvement:	All parents are encouraged to stay connected to Jefferson by way of our school website and our through the different social media platforms. Jefferson has multiple activities that includes the involvement of parents in different ways. Parents of students selected for the National Elementary Honor Society are requested to join the induction ceremony. In addition to those activities, we have many different fundraising events such as Jefferson Movie Night (3 times/year), Jefferson Night at Liberty Science Center, Parents Night Out (3 times/year), Jefferson Fall Harvest, Cookies and Craft with Santa, Mother-Son and Father-Daughter Dance, Jefferson Family Talent Show, Family Math Night, Family Literacy Night, Scholastic Book Fair, Hispanic Heritage Month Assembly, Black History Month Assembly, Family Fun Day

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students, Staff and Parents are surveyed on their opinions of the school in different aspects.
Facilities:	Jefferson Elementary School is a newer building that has functioning elevators. The entire building has central air conditioning. The school is four floors with stairwells on two sides of the school. We have multiple exits in the event of an emergency. The school has a library, multipurpose room, music room, cafeteria, office, nurses office and twenty classrooms. There is one staff lounge as well as one conference room.
School Safety:	Jefferson Elementary School has one Security Officer on school grounds when school takes place. All entrances to the building are locked from the outside protecting all staff and students inside. All visitors are required to enter the building by the main door entrance. Front door entrance is supervised by office staff by way of building surveillance system camera. Jefferson has monthly scheduled fire drills that are conducted collaboratively with Plainfield Fire Department. In addition to fire drills, Jefferson has monthly unannounced lock down safety drills to educate students on what needs to take place in the event there is a dangerous person in the building. Yearly, we have assemblies to discuss school safety procedures with all staff and students. We also have selected students to participate in our School Safety Patrol program

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Technology and STEM:	All Jefferson classrooms are equipped with functioning desktop computers for teacher use. Classrooms are also equipped with Promethean or Smart boards. In addition to technology tools for teacher use, all students have access to Chromebooks. With the district's technology vision in mind, there is a 1 student: 1 Chromebook ratio. Students have accounts with various technology resources to enhance their learning. Each child has access to Raz Kids and I-Ready (Math and Reading). Students in the lower grades have access to an additional program titled Reading Eggs. Parents and students are encouraged to make use of these resources at their leisure outside of school. Knowledgeable teachers incorporate different Google apps in their classrooms.
Early Childhood Education:	In collaboration with the Special Services Department, Jefferson has one full day Preschool Disabled Classroom. Student enrollment is determined solely by the Special Services Department. Enrolled students originate from different Early Learning Centers around the district. The Pre-K and Kindergarten students participated in the Month of the Young Child in February.

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Other Information:	Jefferson, the school with the Orca Whale as a mascot, has a uniform policy in which students are requested to follow. Pants should be navy or khaki color. Girls are allowed to wear blue or khaki skirts as well as pants if they choose. Shirts should be white, navy blue or sky blue. However, our school colors are navy and gold. School for all students begin at 8:05 am and dismissed at 2:35 pm. Students have special activities allocated in their schedule daily. Students based on their grade levels have a prescheduled lunch block. Daily, students are versed in daily news during morning announcements. Students say the Pledge of Allegiance in both English and Spanish. We have also incorporated our school's pledge to be read in both English and Spanish as well. Our students come from many different parts of Plainfield. Eligible students receive district transportation to and from school. Others students are bought to school by parent or guardian.