NJ SCHOOL PERFORMANCE REPORT

GILLETTE ELEMENTARY SCHOOL
(27-4000-050)
Grades Offered: PK-01
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	LONG HILL TWP
Principal Name	DR. JONES
Address	759 VALLEY ROAD GILLETTE, NJ 07933
Phone Number	(908)647-2313
Email Address	LJONES@LONGHILL.ORG
Website	http://lhtsdgs.ss19.sharpschool.com/
Facebook	https://www.facebook.com/LHTPS/
Twitter	https://twitter.com/LHTSD

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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	30	41	40
KG	84	82	99
1	92	94	92
Total	206	217	231

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	50.0%	49.8%	48.9%
Male	50.0%	50.2%	51.1%
Economically Disadvantaged Students	0.0%	0.0%	2.6%
Students with Disabilities	26.2%	26.3%	27.7%
English Learners	4.9%	6.0%	8.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	76.7%	77.4%	74.0%
Hispanic	13.6%	13.8%	12.6%
Black or African American	0.5%	0.5%	1.3%
Asian	7.8%	6.0%	9.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	2.3%	3.0%

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	29	40	40
PK - Full Day	1	1	0
KG - Half Day	0	0	0
KG - Full Day	84	82	99

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	86.6%
Spanish	6.9%
Russian	1.7%
Chinese	1.7%
Other Languages	3.0%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	92.3%	**	**

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	18	55.6%	44.4%
3-4	*	*	*
5 or more	N	N	N

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

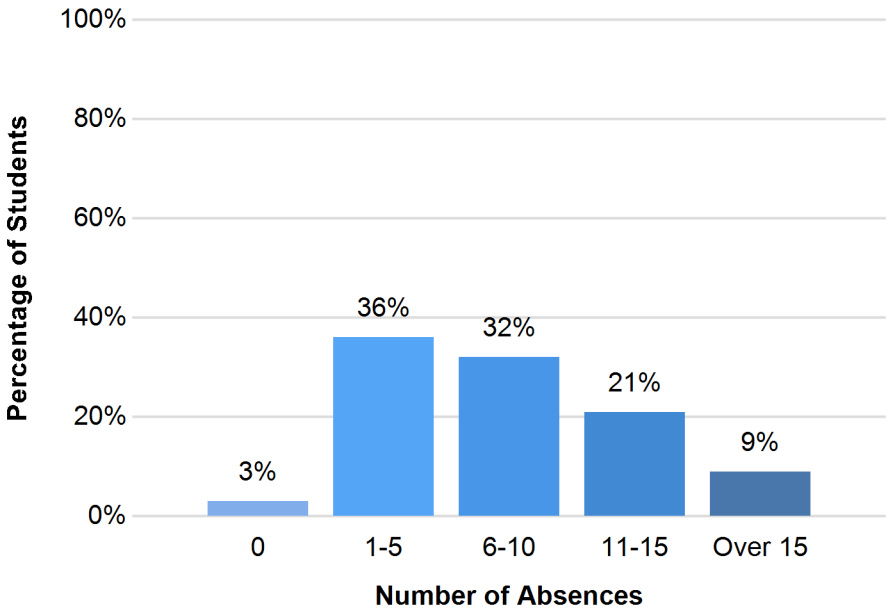
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	10	5.2	11.2	Met
White	5	3.6	11.2	Met
Hispanic	3	11.1	11.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	10.5	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	3	7.1	11.2	Met
English Learners	1	5.0	11.2	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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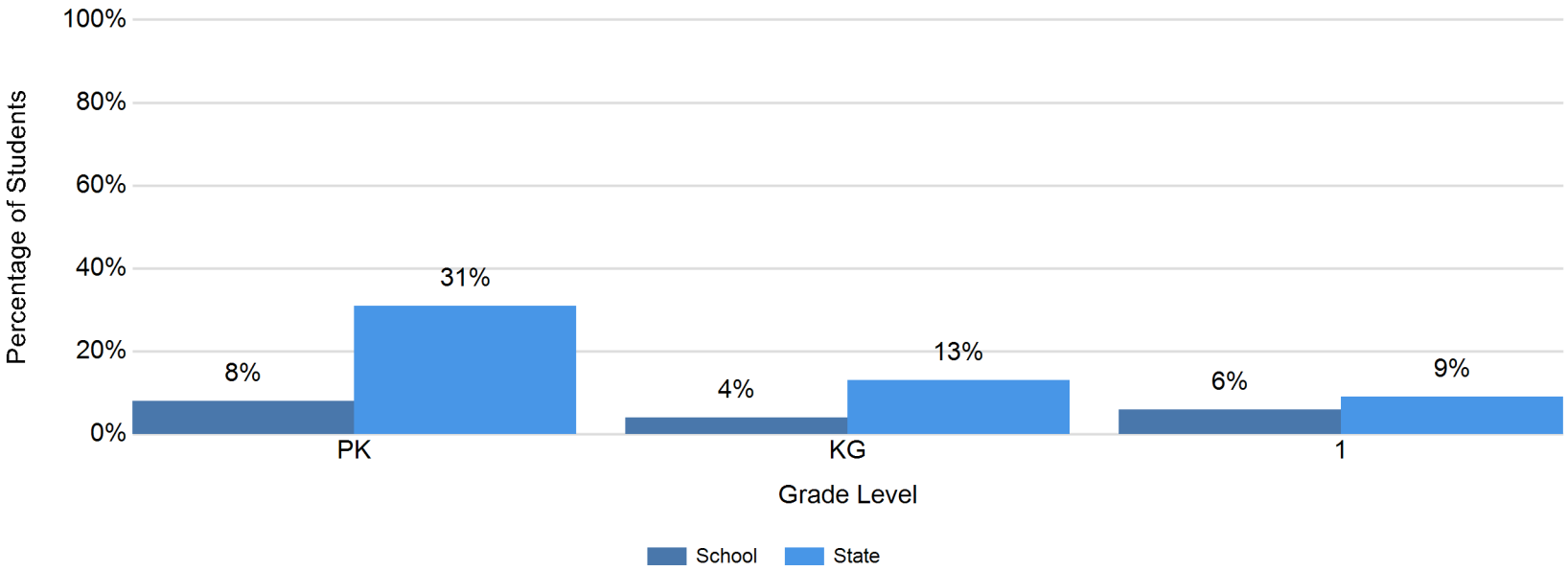
Chronic Absenteeism by Grade

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	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

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)	$288	$16,788	$17,076

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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	17	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	76.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,374
Average years experience in public schools	8.6	16.0
Average years experience in district	5.0	12.0
Administrators in district for 4 or more years	50.0%	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	14:1	10:1
Students to Administrators	231:1	106:1
Teachers to Administrators	17:1	10:1
Students to Librarians/Media Specialists		423:1
Students to Nurses		282:1
Students to Counselors		423:1
Students to Child Study Team		212:1

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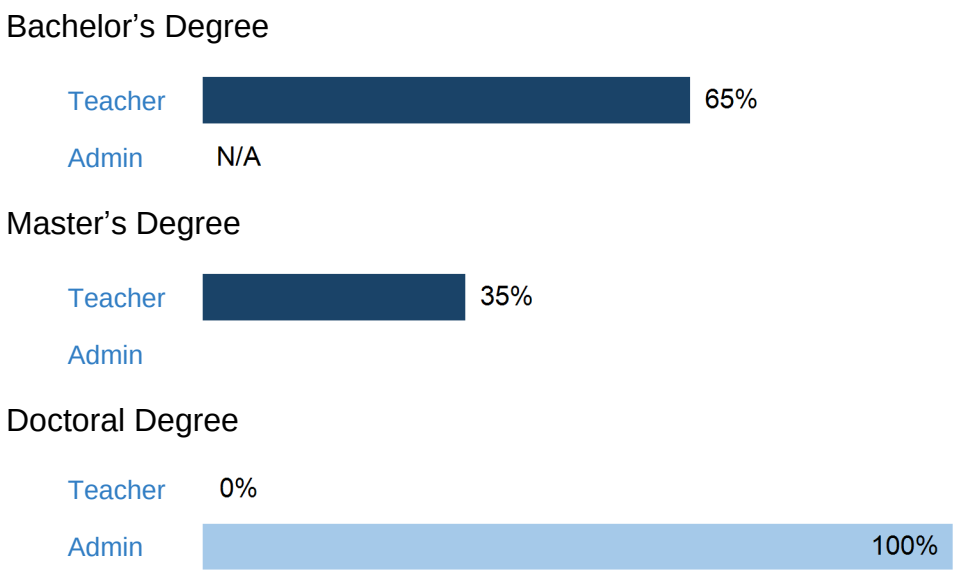
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	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	97.0%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• First graders participate in a Multicultural Folk Dance with different countries also having a school and parent performance. • Our staff is receiving training in guided reading, Fountas and Pinnell Benchmark assessments and Conquer Mathematics. • Students have access to touchscreen Ipads to enhance instruction utilizing technology.
Mission, Vision, Theme:	Gillette School is a primary school housing preschool through first grade students. Gillette School provides a child-centered learning environment that seeks to nurture and support our district's youngest students. We focus on developing good character traits in young children at an early age through our character education program.
Awards, Recognition, Accomplishments:	We are the recipient of a United Way Grant to continue pursuing community fundraisers and good deeds in Long Hill Township.

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Courses, Curriculum, Instruction:	The curriculum at Gillette School is fully aligned with the New Jersey Student Learning Standards. It incorporates components of balanced literacy, guided reading, data driven assessments, and cross curricular programs so the students can reach their highest potential. Students have access to Chromebooks to supplement their instruction on a weekly basis.
Clubs and Activities:	Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after school hours and include activities such as: cooking, digital photography, mad science, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.

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Before and After School Programs:	Gillette School has before care and after care services for students in Pre-k through first grade. Additionally, Gillette has a wrap-around program for our Pre-K students that only attend school half of the day. This service provides working parents a place for their children to stay throughout the day which utilizes the "Creative Curriculum".
Staff and Professional Learning:	Our faculty members continue to enhance their skills and knowledge through their involvement in professional development programs and opportunities provided through Long Hill Township School District. Teachers are involved in Professional Learning Communities (PLC's) in the area of literacy, social emotional learning, and best practices for student achievement.

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Student Supports and Services:	Programs that address the special individual needs of students are provided at Gillette School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for student success.
Student Health and Wellness:	All students receive 150 minutes per week of health and physical education. All students in district receive 90 minutes of physical education per week. Students at the elementary level receive 30 minutes of active recess per day. Health topics are incorporated into the curriculum and all students at the middle school level take an 8 week Heatlh cycle course.
Parent and Community Involvement:	Gillette School benefits from ongoing support from the Parent Teacher Organization (PTO), the district's education foundation, and Focusing Our Resources for Children's Enrichment (FORCE). Through their fundraisers, these groups have provided financial support for a wide variety of educational activities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers
Facilities:	Entire building has central air conditioning. A new computer lab has been added as well as additional chromebooks provided to the school for student use. There is a full library and art room. Students have access to state of the art recess equipment and a playground that they utilize during recess time.
School Safety:	Gillette school participates in monthly drills. Table top school safety discussion are held with staff. A crisis and medical response team are in place for emergencies. All three buildings have various committees that work collaboratively with the entire school community to ensure we are providing our students with a safe environment to learn and grow. Such committees include School Safety Teams, School Climate Teams, Crisis Management Teams and Emergency Medical response teams. Additional security measures have been added to each of our buildings. Drills are conducted monthly including; fire, evacuation, medical containment and bomb threat, active shooter and lockdown.

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Technology and STEM:	Gillette school has chromebook carts for teachers to use with students as well as Ipads for teachers to utilize to enhance their instruction.
Early Childhood Education:	The district's special needs preschool programs are housed at Gillette School. These programs are designed to meet the needs of students who are three to five years old. The programs address the goals and objectives of each student's Individualized Education Plan (IEP). Classroom instruction is supplemented by speech, physical and occupational therapy to meet their educational needs.