



Atlantis Elementary School  
2016-2017


Grade Span 01-02

05-3650-030  
BURLINGTON  
NORTH HANOVER TWP  
3 SCHOOL ROAD  
JOINT BASE MDL, NJ 08641

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

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	127	100	97
2	104	98	86
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	5	0	0
Total	236	198	183

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	51%	54%
Male	55%	50%	46%
Economically Disadvantaged Students	33%	32%	33%
Students with Disabilities	11%	8%	13%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			96%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	48.6%
Hispanic	19.7%
Black or African American	13.7%
Asian	1.6%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.0%
Two or More Races	15.3%

### Enrollment by Home Language

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

Home Language	% of Students
English	92.9%
Spanish	3.8%
Other	3.0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

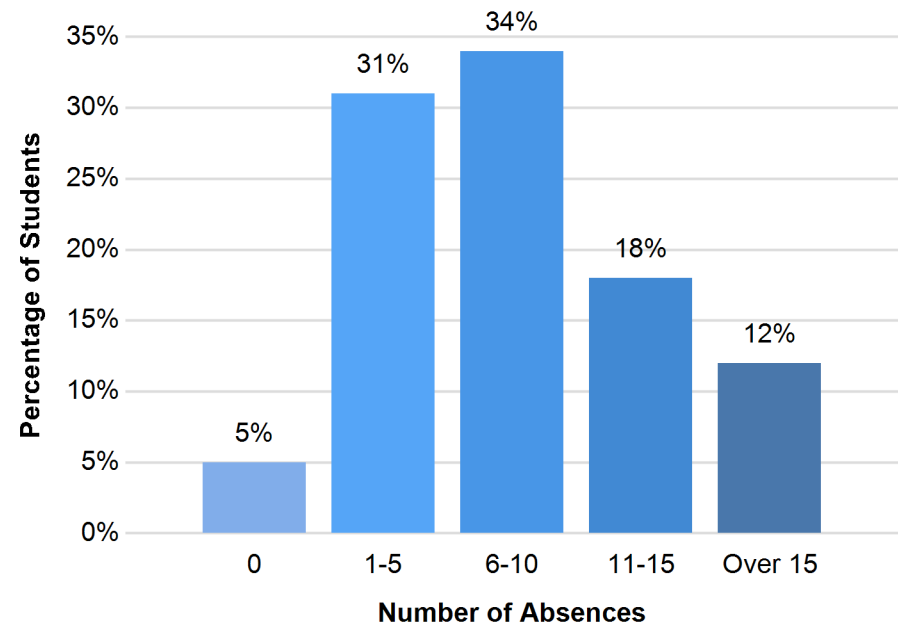
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.40	Not Met
White	12.50	8.40	Not Met
Hispanic	11.40	8.40	Not Met
Black or African American	4.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	15.00	8.40	Not Met
Students with Disabilities	13.00	8.40	Not Met
English Learners	N	**	**

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

### Days Absent

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





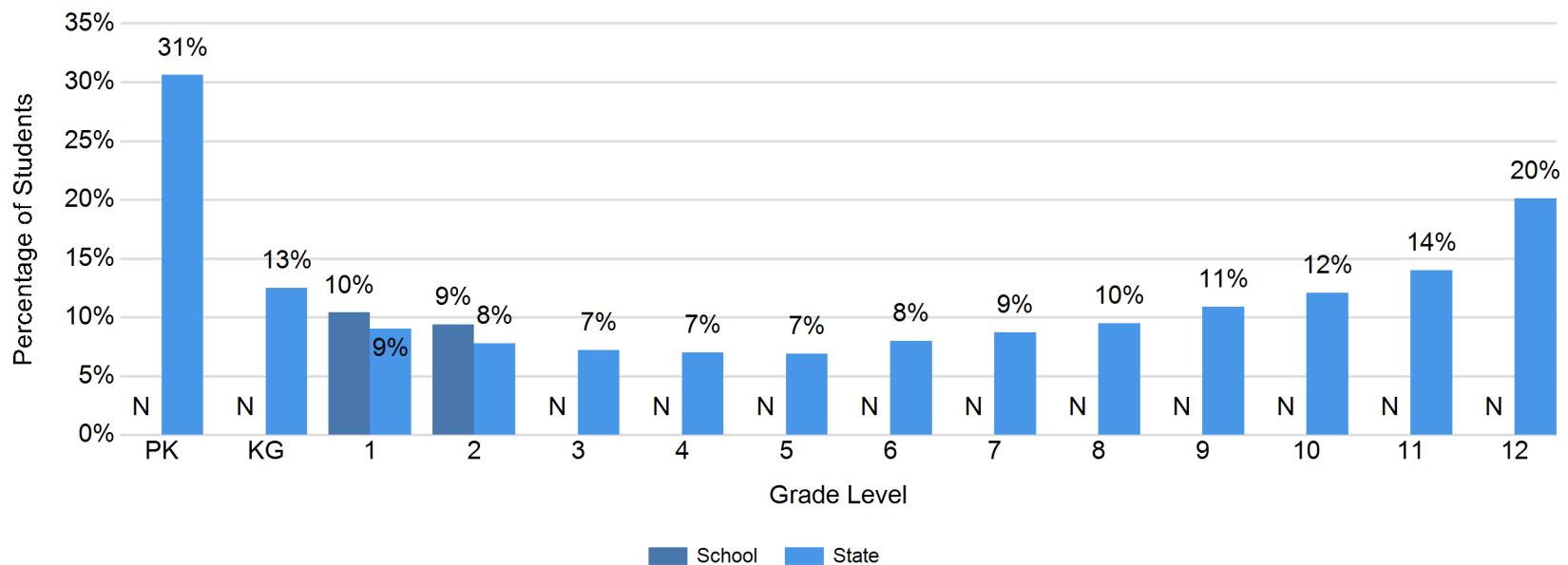
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.55

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$453	\$15,296	\$15,749



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

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	78%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	17.6	15.9
Average years experience in district	3.3	11.6
Administrators in district for 4 or more years	25%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	10:1
Administrators	183:1	138:1
Librarian/Media Specialists		551:1
Nurses		220:1
Counselors		367:1
Child Study Team		220:1



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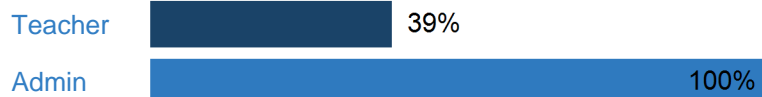
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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### School General Info

<b>Principal:</b>	Mrs. Stecchini	<b>Email Address:</b>	<a href="mailto:mstecchini@nhanover.com">mstecchini@nhanover.com</a>
<b>Address:</b>	3 SCHOOL ROAD JOINT BASE MDL, NJ 08641	<b>Website:</b>	<a href="http://www.nhanover.com/atlantis">www.nhanover.com/atlantis</a>
<b>Phone:</b>	(609)738-2653	<b>Facebook:</b>	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Established Professional Learning Community that employs data driven practices to meet the needs of all learners.</li> <li>• Inclusions of social/emotional strategies that support student well-being and a positive school climate.</li> <li>• School community that values the experience our military students bring to the classroom.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>In partnership with the military community, the work we do with every student, every day ensures that each student acquires the knowledge, skills and core values necessary to achieve personal success and enrich the global community as lifelong learners.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Atlantis was one of two schools in the district that received a Federal grant to implement a social wellness for academic growth (SWAG) program. The program focuses on teaching first and second grade students strategies to implement mindfulness techniques that assist in managing anxiety, anger, and emotional distraction in a pro-social manner.</p>



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#### Courses, Curriculum, Instruction:

Atlantis School offers a developmentally appropriate, standards-based curriculum rooted in a workshop model. Atlantis School's balanced literacy program develops children's ability to utilize the skills of reading, writing, speaking, listening and thinking as tools to ensure success in everyday life.



#### Clubs and Activities:

While remaining focused on their academics, our students show their support for their school and their community by participating in school-sponsored civic events such as Walk-to-School Day, School Spirit Days, our Annual Atlantis Walk-a-thon, countless collections of food, clothing and toy donations, holiday performances and a multitude of classroom activities that honor our Veterans and active service members.







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 <p><b>Staff and Professional Learning:</b></p>	<p>Our teaching staff is devoted to “every student, every day,” and their professionalism is greatly acknowledged. Our teachers are active participants on their professional learning community teams which provide opportunities for ongoing job-embedded training. Through peer collaboration, teachers have a shared responsibility for the success of all students.</p>
 <p><b>Student Supports and Services:</b></p>	<p>To effectively address the needs of all students at Atlantis School, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, What I Need (period in the schedule that allows for specific supports), Military Family Counseling, school based counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The school community recognizes the importance of student health and wellness. Students participate in daily morning meeting activities and recess in addition to weekly physical education classes. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria. The onsite nurse provides general care in addition to health and wellness mini lessons.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Atlantis School Parent Teacher Organization partners with faculty and staff to plan events to support the programs at Atlantis along with providing opportunities for parents to have fun with their child. We are fortunate to enjoy so many opportunities to learn together as a school family!</p>



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#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers

School climate surveys are used to inform decisions made to improve the school community. Surveys address: school safety, environment, professional development and instructional practice. Results from the survey are utilized by the safety team to inform strategic planning to support the development of a positive school climate and culture.



#### Facilities:

Atlantis School is located in the Falcon Courts North section of JB-MDL. It has a long history of exclusively serving our military connected children. In September, 2019, the population of Atlantis School will move into the new Endeavour School, which is currently under construction next door to Atlantis.



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Other Information:

Meeting the unique needs of our military students and maximizing their experiences is at the core of what we do at Atlantis School. Being a small school, we provide our students with individualized, highly differentiated instruction tailored to varied learning styles. Atlantis School provides a safe, nurturing and child-centered environment in which our children can grow academically, socially and emotionally. We encourage our children to learn; celebrating their creativity, initiative and individuality through their daily interactions in the classroom as well as through their participation in many supplemental and enriching programs. Our students are focused on always doing their personal best.




Clarence B. Lamb Elementary School  
2016-2017  
Grade Span 01-04

05-3650-040  
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46 SCHOOLHOUSE ROAD  
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Enrollment Trends by Grade

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Grade	2014-15	2015-16	2016-17
1	42	43	31
2	52	48	46
3	171	162	130
4	159	141	153
Ungraded	1	5	8
Total	425	399	368

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	46%
Male	52%	53%	54%
Economically Disadvantaged Students	30%	35%	35%
Students with Disabilities	17%	13%	18%
English Learners	2%	4%	4%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			55%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.1%
Hispanic	18.2%
Black or African American	12.0%
Asian	1.1%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	7.1%

Enrollment by Home Language

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

Home Language	% of Students
English	91.3%
Spanish	7.6%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	98.7	49.80	54.10	54.90	49.8	46.5	Met Target
White	151	98.4	54.30	58.90	63.90	54.3	48.1	Met Target
Hispanic	47	98.2	36.20	45.70	39.80	36.2	42.4	Met Target†
Black or African American	32	100.0	37.50	38.60	35.20	37.5	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	13	100.0	76.90	60.70	54.90	76.9	**	**
Female	112	98.6	57.10	59.30	62.20	57.1		
Male	135	98.8	43.70	49.60	48.10	43.7		
Economically Disadvantaged Students	86	98.1	36.10	40.10	36.20	36.1	32.9	Met Target
Non-Economically Disadvantaged Students	161	99.0	57.20	61.60	65.80	57.2		
Students with Disabilities	39	97.9	12.80	19.80	20.50	12.8	6.6	Met Target
Students without Disabilities	208	98.9	56.70	61.30	61.90	56.7		
English Learners	11	100.0	27.30	*	25.20	27.3	**	**
Non-English Learners	236	98.7	50.90	*	57.40	50.9		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	144	100.0	50.00	54.30	53.50	50		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	740	740	749	*	18%	28%	36%	*	39%	50%
White	77	746	746	759	*	13%	30%	40%	*	46%	61%
Hispanic	24	730	730	734	*	*	*	*	0%	29%	35%
Black or African American	21	731	731	731	*	*	*	*	0%	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	64	744	744	754	*	*	28%	39%	*	42%	55%
Male	71	736	736	745	*	*	28%	34%	*	37%	46%
Economically Disadvantaged Students	50	728	728	731	*	22%	32%	24%	*	24%	31%
Non-Economically Disadvantaged Students	85	747	747	762	*	15%	26%	44%	*	48%	63%
Students with Disabilities	17	710	710	720	*	*	*	*	*	18%	24%
Students without Disabilities	118	744	744	755	*	*	*	*	*	42%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	83	744	744	750	*	15%	33%	37%	*	41%	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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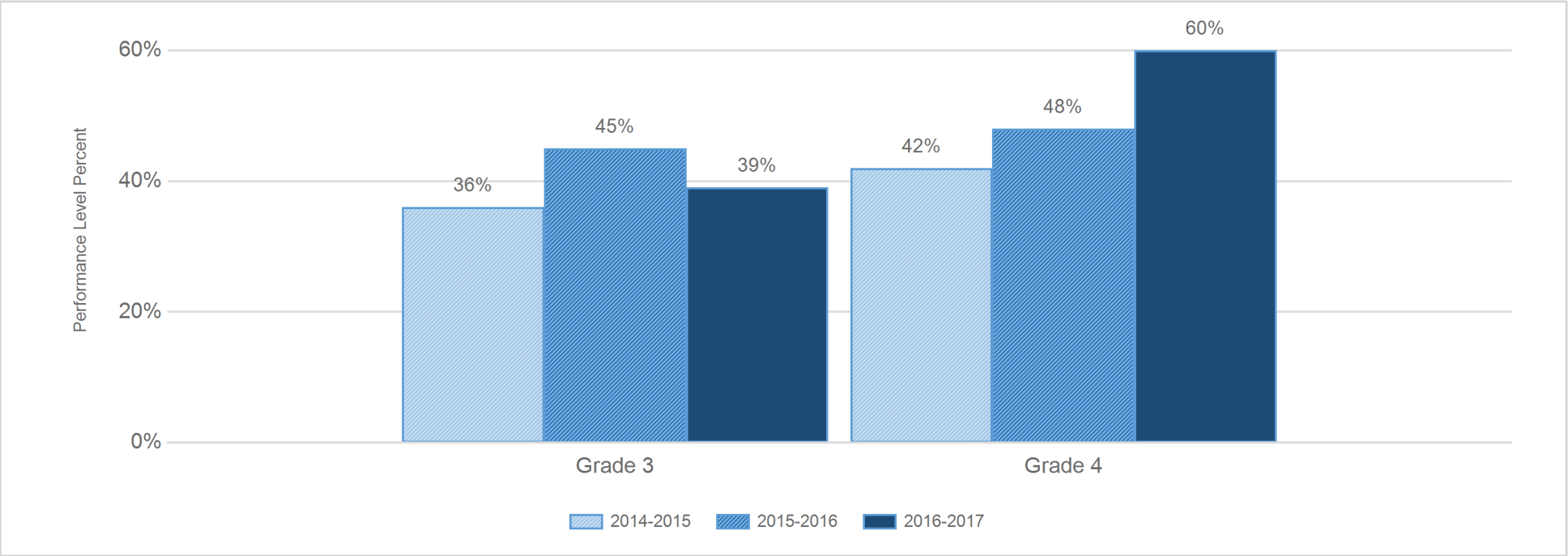
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	755	755	753	*	18%	19%	46%	*	60%	56%
White	104	757	757	762	*	19%	15%	49%	*	64%	67%
Hispanic	31	748	748	740	*	*	32%	36%	*	45%	40%
Black or African American	19	753	753	737	*	*	*	*	*	58%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	79	765	765	758	*	*	18%	52%	*	71%	61%
Male	87	747	747	749	*	*	21%	41%	*	51%	51%
Economically Disadvantaged Students	48	747	747	737	*	*	21%	48%	*	56%	36%
Non-Economically Disadvantaged Students	118	759	759	764	*	*	19%	46%	*	62%	69%
Students with Disabilities	26	719	719	725	*	50%	*	*	0%	15%	25%
Students without Disabilities	140	762	762	759	*	11%	*	*	16%	69%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	166	755	755	755	*	18%	19%	46%	*	60%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	106	757	757	755	*	19%	20%	42%	*	59%	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	246	99.0	46.30	46.50	43.50	46.3	44.4	Met Target
White	150	98.9	50.70	50.40	52.40	50.7	47.2	Met Target
Hispanic	47	98.2	29.80	34.60	27.60	29.8	50.5	Not Met
Black or African American	32	100.0	46.90	36.80	21.70	46.9	27	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	13	100.0	53.80	57.10	44.90	53.8	**	**
Female	111	98.6	46.80	46.60	44.10	46.8		
Male	135	99.4	45.90	46.40	42.90	45.9		
Economically Disadvantaged Students	86	98.1	36.10	37.00	25.10	36.1	28.8	Met Target
Non-Economically Disadvantaged Students	160	99.5	51.90	51.60	54.30	51.9		
Students with Disabilities	39	100.0	12.80	22.20	16.50	12.8	19.4	Met Target†
Students without Disabilities	207	98.8	52.60	51.70	48.80	52.6		
English Learners	11	100.0	18.20	*	23.30	18.2	**	**
Non-English Learners	235	99.0	47.70	*	45.20	47.7		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	143	99.5	46.90	47.00	39.90	46.9		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	740	740	751	10%	24%	26%	33%	7%	41%	53%
White	77	743	743	759	*	17%	25%	39%	*	47%	63%
Hispanic	24	728	728	738	*	46%	*	*	0%	21%	37%
Black or African American	21	743	743	733	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	64	739	739	751	*	27%	28%	33%	*	38%	52%
Male	71	741	741	751	*	21%	24%	34%	*	44%	53%
Economically Disadvantaged Students	50	732	732	736	*	30%	24%	30%	*	34%	34%
Non-Economically Disadvantaged Students	85	745	745	761	*	20%	27%	35%	*	45%	65%
Students with Disabilities	18	705	705	729	*	*	*	*	*	17%	29%
Students without Disabilities	117	746	746	755	*	*	*	*	*	44%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	82	744	744	750	*	21%	31%	32%	*	42%	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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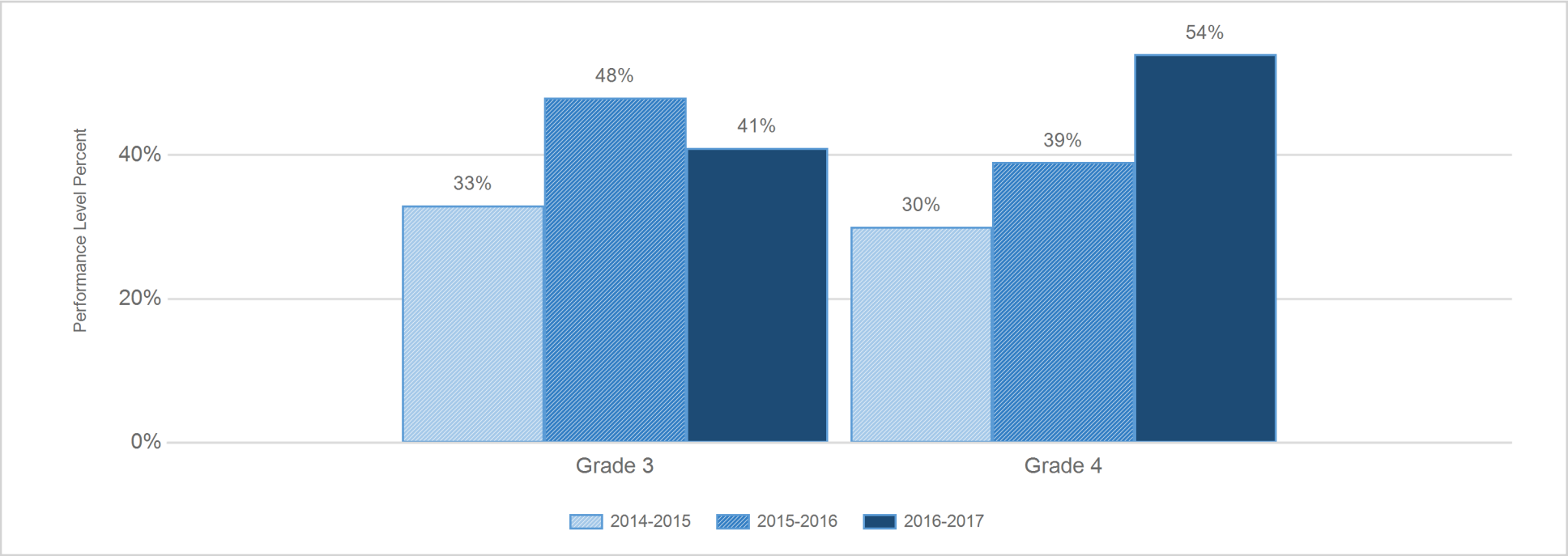
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	750	750	747	*	11%	26%	48%	*	54%	47%
White	104	751	751	755	*	13%	23%	49%	*	56%	59%
Hispanic	31	743	743	734	*	*	42%	36%	*	39%	30%
Black or African American	19	753	753	729	*	*	*	53%	*	58%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	79	754	754	747	*	*	29%	51%	*	57%	47%
Male	87	746	746	747	*	*	23%	46%	*	51%	48%
Economically Disadvantaged Students	48	743	743	732	*	*	33%	38%	*	42%	27%
Non-Economically Disadvantaged Students	118	753	753	757	*	*	23%	53%	*	59%	61%
Students with Disabilities	26	709	709	724	*	*	*	*	*	*	22%
Students without Disabilities	140	758	758	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	166	750	750	749	*	11%	26%	48%	*	54%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	106	750	750	749	*	14%	21%	50%	*	56%	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	*	*	*
5+	*	*	*



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

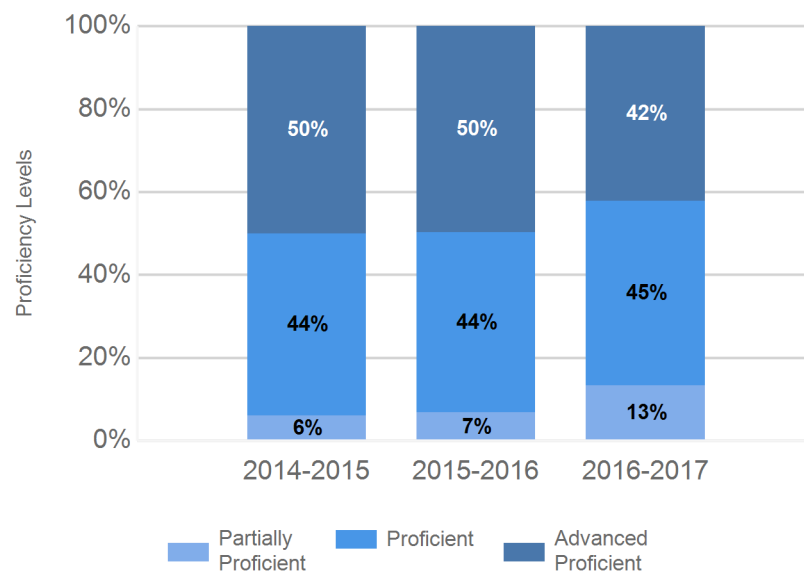
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	45%	13%
White	50%	35%	16%
Hispanic	19%	70%	11%
Black or African American	29%	65%	6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	32%	52%	16%
Students with Disabilities	4%	61%	35%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60.5	56.5	50	Exceeds Target	66	63	50	Exceeds Target
White	60	59	50	Exceeds Target	66	65	52	Exceeds Target
Hispanic	66	60.5	49	Exceeds Target	55	60	47	Met Target
Black or African American	34	35.5	45	**	81	63.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	55.5	52.5	47	Met Target	55.5	61.5	46	Met Target
Students with Disabilities	43.5	58	41	Met Target	34.5	56	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

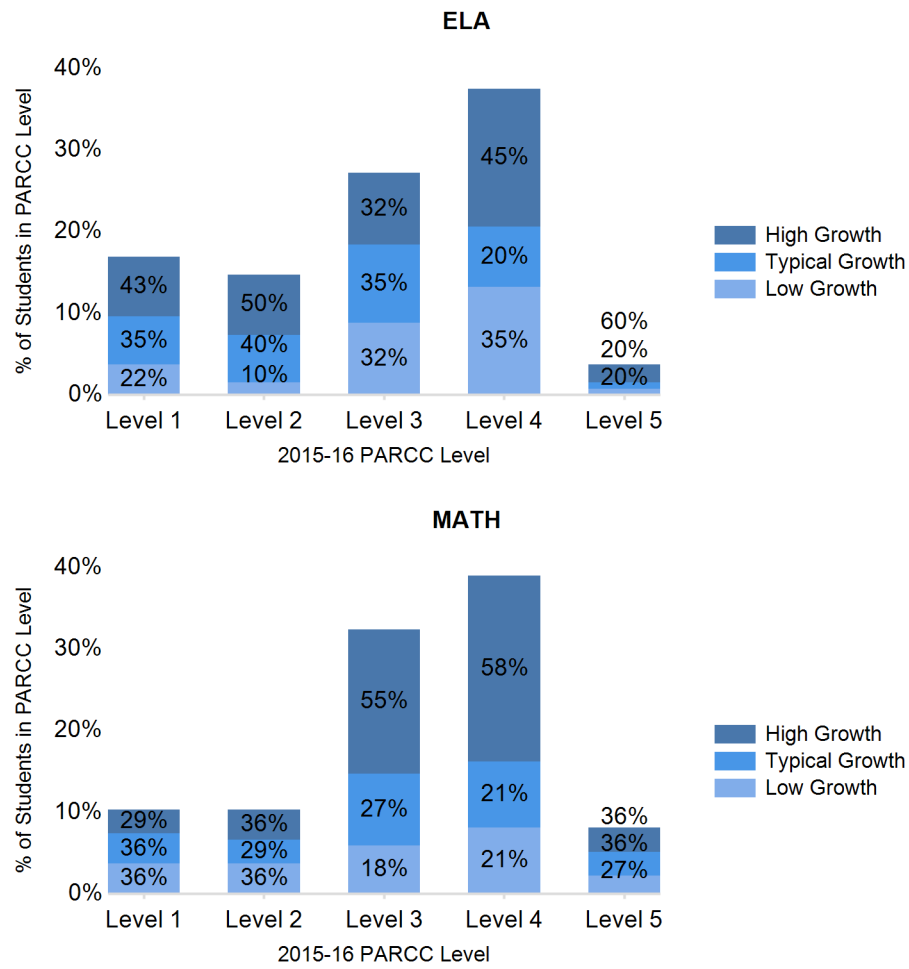
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

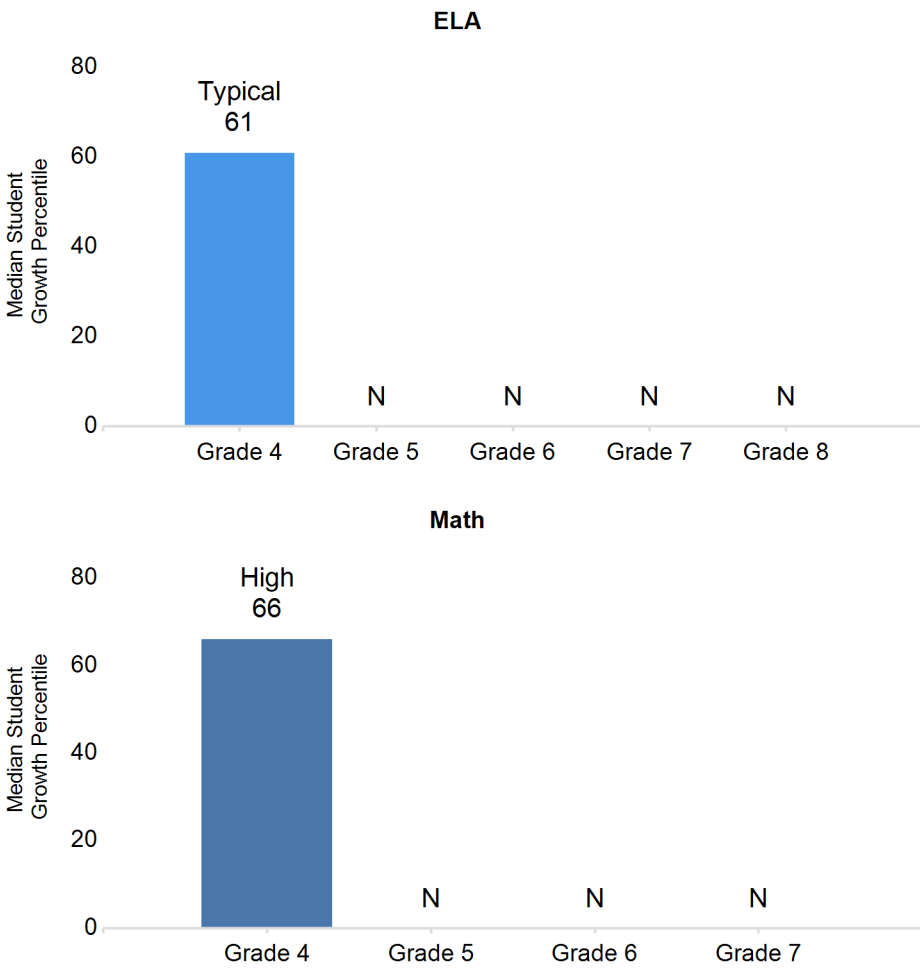
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

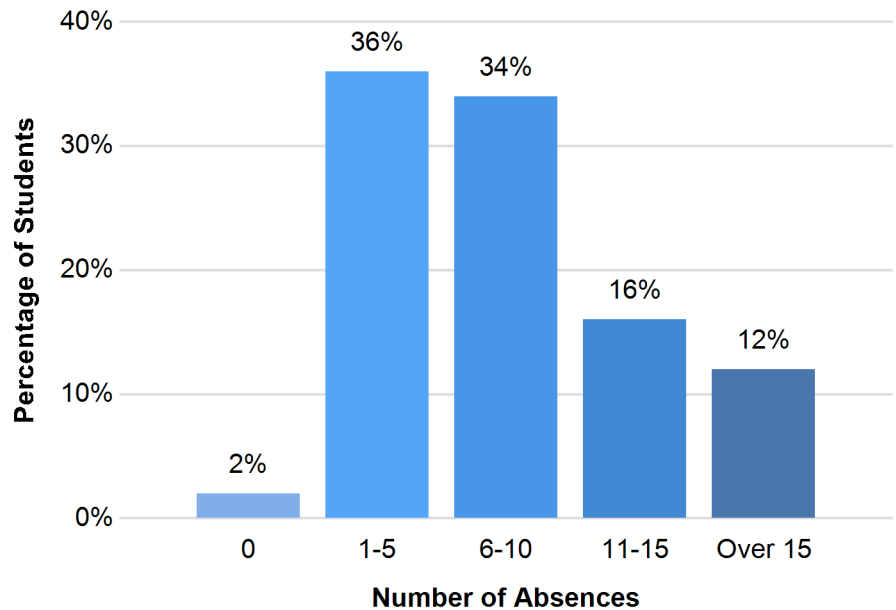
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.50	7.80	Not Met
White	8.50	7.80	Not Met
Hispanic	4.50	7.80	Met Target
Black or African American	11.60	7.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	11.50	7.80	Not Met
Economically Disadvantaged Students	10.90	7.80	Not Met
Students with Disabilities	15.90	7.80	Not Met
English Learners	N	**	**

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

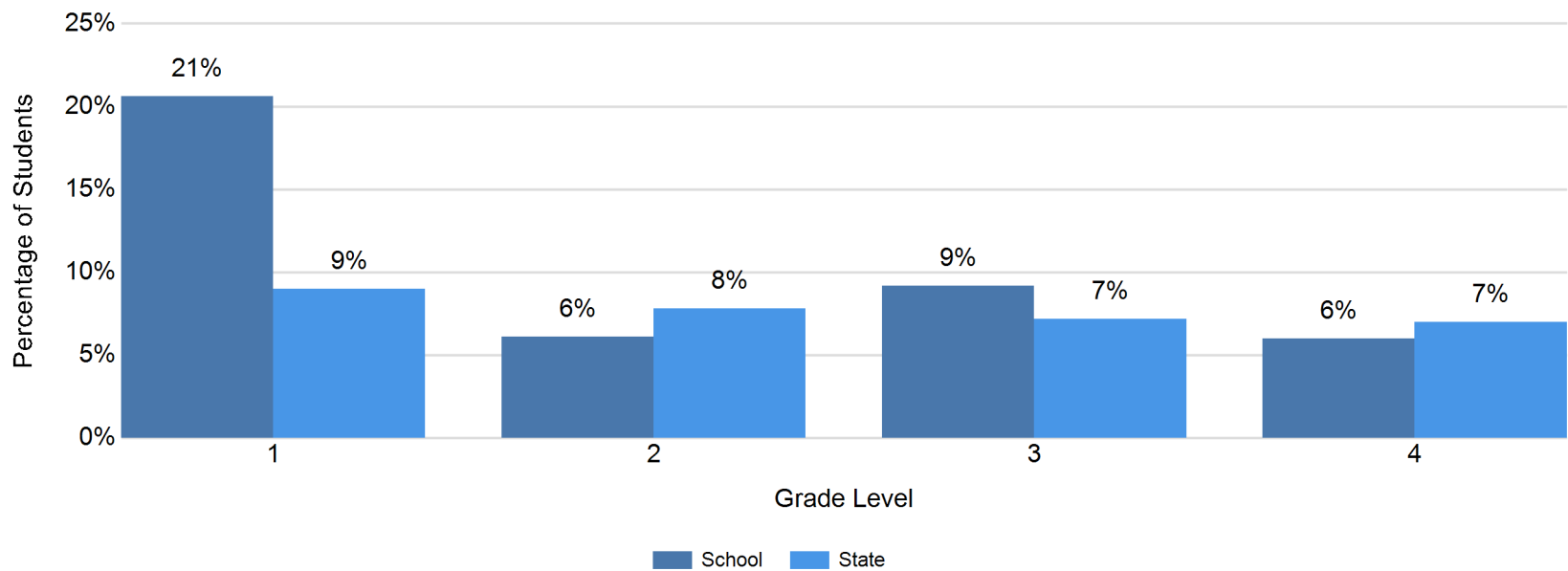
### Days Absent

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



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.17

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	0.8%
Any Suspension	1.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	181.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$453	\$15,296	\$15,749



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

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	17.6	15.9
Average years experience in district	3.3	11.6
Administrators in district for 4 or more years	25%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	N	138:1
Librarian/Media Specialists		551:1
Nurses		220:1
Counselors		367:1
Child Study Team		220:1



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

Teachers and Administrators - Level of Education

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

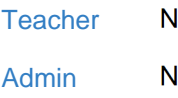
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.6	17.5%
Mathematics Proficiency	50.7	17.5%
English Language Arts Growth	82.5	25.0%
Mathematics Growth	82.4	25.0%
Chronic Absenteeism	34.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.0
Summative Rating: Percentile rank of Summative Score		67.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.0	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
White	56.1	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	67.8	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	67.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	37.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Morolda	<b>Email Address:</b>	<a href="mailto:dmorolda@nhanover.com">dmorolda@nhanover.com</a>
<b>Address:</b>	46 SCHOOLHOUSE ROAD WRIGHTSTOWN, NJ 08562	<b>Website:</b>	<a href="http://www.nhanover.com/cblamb">www.nhanover.com/cblamb</a>
<b>Phone:</b>	(609)738-2630	<b>Facebook:</b>	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@cblamb_school">https://twitter.com/@cblamb_school</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Responsive Classroom Implementation</li> <li>• Social Wellness for Academic Growth</li> <li>• Professional Learning Communities</li> </ul>
 <b>Mission, Vision, Theme:</b>	Our Mission is to ensure that all students are resilient, lifelong learners who achieve excellence and engage as twenty-first century citizens through effective instruction that is based on the New Jersey Student Learning Standards.
 <b>Awards, Recognition, Accomplishments:</b>	CB Lamb was one of two schools in the district that recieved a Federal grant to implement a social wellness for academic growth (SWAG) program. The program focuses on teaching first and second grade students strategies to implement mindfulness techniques that assist in managing anxiety, anger, and emotional distraction in a pro-social manner.





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 <p>Courses, Curriculum, Instruction:</p>	<p>North Hanover Twp. Schools continuously strive to improve our programs and instruction. We teamed up with Columbia Teacher's College to offer Reading and Writing Workshop for ELA instruction. We adopted Pearson Envisions Math 2.0 as a resource in our Math instruction, as well as First in Math and Study island to supplement. Our adoption of NGSS practices is asking students to lead in their own science learning with the support of our capable staff. We look forward to continued growth.</p>
 <p>Clubs and Activities:</p>	<p>CB Lamb School understands the value of providing extra-curricular opportunities for our students. There is a Military Kids Club for students in third and fourth grades that meets weekly. This important club is service based provides a forum for students to share and discuss topics related to life as the child of a military family. Additionally, students may elect to participate in a computer club, book club, art club and music club during the school day.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Professional Learning Communities meet on a weekly basis to exchange ideas on the teaching and learning process in the school. Teachers refine their teaching skills through professional development activities during the district's staff-development days and through teacher attendance at workshops outside of the school district.</p>
 <b>Student Supports and Services:</b>	<p>To effectively address the needs of all students at CB Lamb Elementary, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, What I Need (period in the schedule that allows for specific supports, Military Family Counseling, school based counseling.</p>
 <b>Student Health and Wellness:</b>	<p>In addition to academic and social-emotional growth of students at CB Lamb, the school community recognizes the importance of student health and wellness. Students participate in daily morning meeting activities, have recess for 25 minutes each day and participate in physical education class weekly. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria.</p>
 <b>Parent and Community Involvement:</b>	<p>CB Lamb School places a high priority on participation by parents. The Parent Teacher Organization (PTO) of the school is an active member of the entire educational community. The PTO supplements the learning activities of the school with strong school support, numerous educational assemblies, and parent volunteer activities throughout the school year. Parents are informed of school related events through multiple sources, such as the website, twitter, e-newsletters and the parent portal.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>School climate surveys were used to inform decisions made to improve the school community. Students, faculty and parents are surveyed regarding: school safety, environment, professional development and instructional practice. Results from the survey were shared with stakeholders and utilized to guide the direction of the school in future years.</p>
<div>Facilities:</div>	<p>CB Lamb School houses students in grade 1-4. It is located in the Jacobstown section of North Hanover Township. Starting as the Jacobstown School in 1907, the current school was rebuilt and opened in 1937. Since then it has undergone several additions and renovations. It has a capacity of 450 students.</p>




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School Narrative

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

<div>Other Information:</div>	<p>At CB Lamb Elementary School, we believe that children need to be known. We understand the importance of building and nurturing a responsive educational community, while holding high academic standards in a caring atmosphere. The students, faculty, and administration understand that we are all part of a community in which differences are respected and celebrated. Knowing the unique intellectual, social, physical, and emotional needs of our students is as important as knowing the curriculum that we teach. To accomplish this, teachers participate in professional learning communities monitoring student growth and collaboratively looking at data to inform instruction. We strive to maintain a positive school community that promotes in-depth learning and enhances students' physical and emotional well-being.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

### Navigating through the reports:

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

### Other Resources:

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	124	137	127
KG	155	135	142
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	15	21	16
Total	294	293	285

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	114	134	116
PK - Full Day	1	3	11
KG - Half Day	0	0	0
KG - Full Day	141	135	142

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	47%
Male	51%	53%	53%
Economically Disadvantaged Students	15%	24%	31%
Students with Disabilities	10%	14%	17%
English Learners	4%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			72%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	58.6%
Hispanic	23.9%
Black or African American	4.9%
Native Hawaiian or Pacific Islander	1.8%
Asian	1.4%
American Indian or Alaska Native	0.4%
Two or More Races	9.1%

### Enrollment by Home Language

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

Home Language	% of Students
English	91.9%
Spanish	5.3%
Other	3.0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

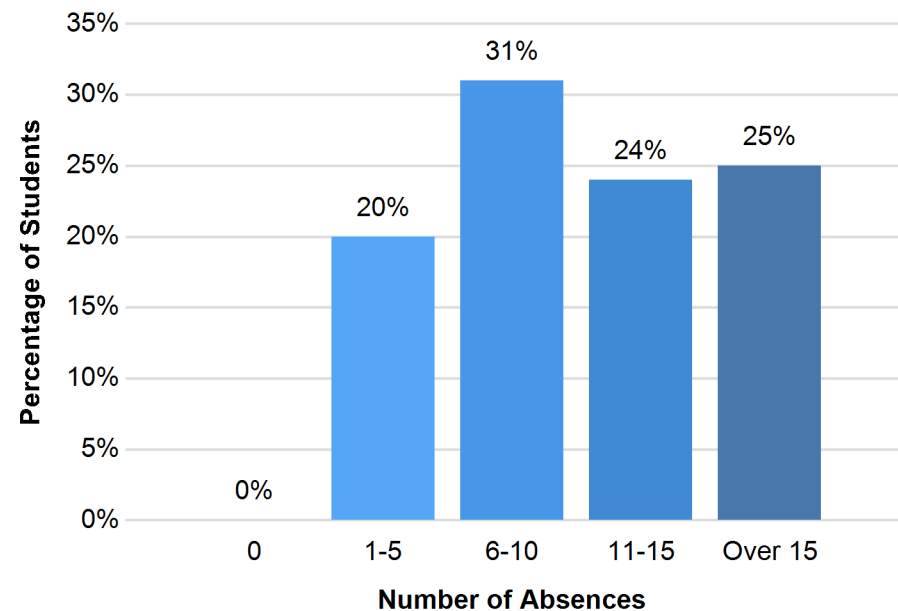
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.30	12.50	Not Met
White	23.50	12.50	Not Met
Hispanic	9.10	12.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.30	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

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

### Days Absent

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





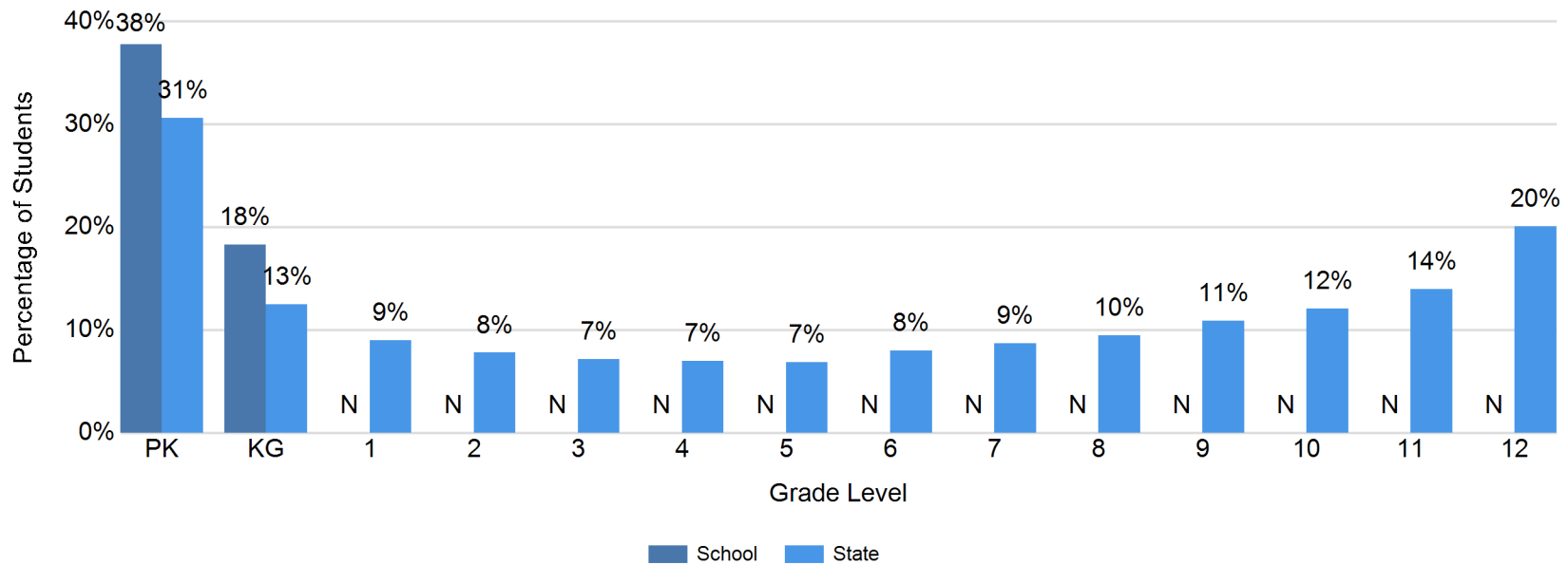
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$453	\$15,296	\$15,749



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

**Faculty**: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers**: All classroom teachers

**Administrators**: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	87%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	17.6	15.9
Average years experience in district	3.3	11.6
Administrators in district for 4 or more years	25%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	10:1
Administrators	285:1	138:1
Librarian/Media Specialists		551:1
Nurses		220:1
Counselors		367:1
Child Study Team		220:1



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

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



**Discovery Elementary School  
2016-2017**

**Grade Span PK-KG**



**05-3650-020  
BURLINGTON  
NORTH HANOVER TWP  
2 SCHOOL ROAD  
JOINT BASE MDL, NJ 08641**

### School General Info

<b>Principal:</b>	Mr. Scranton	<b>Email Address:</b>	<a href="mailto:rscranton@nhanover.com">rscranton@nhanover.com</a>
<b>Address:</b>	2 SCHOOL ROAD JOINT BASE MDL, NJ 08641	<b>Website:</b>	<a href="http://www.nhanover.com/discovery">www.nhanover.com/discovery</a>
<b>Phone:</b>	(609)738-2652	<b>Facebook:</b>	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/NHDiscovery">https://twitter.com/NHDiscovery</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Full Implementation of the Tools of the Mind Preschool Curriculum</li> <li>• Positive and supportive school culture guided by Responsive Classroom practices</li> <li>• All teachers providing meaningful inquiry and investigation experiences to support the Next Generation Science Standards</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>We envision Discovery Elementary School to be a safe and supportive place where all students are encouraged to strive for excellence academically, socially and emotionally in order to meet the challenges of a culturally diverse society.</p>



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### School Narrative

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#### Courses, Curriculum, Instruction:

An Enrichment Math program was initiated with the Kindergarten students once a week. The technology teacher pulls students to work in small groups on higher level thinking skills and other strategies to solve everyday math problems.



#### Clubs and Activities:

During the month of April, students and faculty participate in "The Month of the Military Child." Students participate in a coloring contest and learn about the places the students have lived here in the states and abroad.







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### School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>During the second year of Tools of the Mind, the preschool teachers continued to learn more about the program. The preschool teachers learned more about strengthening their literacy large group to math small group settings. After returning from a Professional Learning Community (PLC) workshop, the Kindergarten teachers truly embraced the DuFour process of identifying the essential outcomes, assessment, and supporting all Kindergarten students.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Discovery School had two Preschool Disabilities classrooms, two Kindergarten In-class Resource classrooms and a Kindergarten self-contained room that were staffed with highly trained teachers. There is an English as a Second Language (ESL) teacher to help support Kindergarten students during their Language Arts lesson. There is also a Focus Intervention Team (FIT) of two teachers to help kindergarten students to strengthen their reading and comprehension skills.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Kindergarten students are provided with a physical education program that promotes being active and working together as a team can be fun but rewarding. Our cafeteria staff makes sure that all students have nutritional options for both breakfast and lunch.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Discovery School has a Parent Teacher Organization (PTO) that planned many activities throughout the school year to get parents involved with their child's education. Also, the district's Special Education Parent Advisory Group (SEPAG) planned events for parents whose children had IEP's. The group met with parents to inform or provide help to those families.</p>



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### School Narrative

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



#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers

At the beginning of the 2016 school year, a climate survey was given. Survey materials and other resources was used from the book, "School Culture Rewired." The faculty were strong in seeking ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge related to instructional practices.



#### Facilities:

In Discovery School, there is a multi-sensory room for students with IEP's to enter with adult supervision for sensorimotor activities to improve self-regulation. We have a fully stocked, age appropriate library for all students, preschool and kindergarten. All classes visit the library on a weekly basis to take books out for enjoyment or learn more about their interests.



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### School Narrative

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



Other Information:

A typical day here at Discovery School never stops. There are two half day sessions for the Preschool students. The Preschool faculty is trained in the Tools of the Mind Curriculum. We also offer an integrated tuition based 3 year old program. This allows typically developing 3 year olds to learn in a classroom along side other 3 year olds with special needs. For the Kindergarten students, it is a full day program. The Kindergarten faculty provides a full day of reading and writing workshops; both having small and large group instruction, Foundations, guided reading groups, mathematics, and social sciences. The faculty take pride in differentiating their instruction. All classrooms have three computers and two iPads so students can use their technology skills to reinforce what they have learned. Each classroom is installed with a 3M interactive whiteboard. This tool brings learning to life. To inform the parents and outside community, Discovery updates their website of important information and dates. The Discovery Dish newsletter informs parents of future events and recaps past events. For those who qualify, we do offer those families Free and Reduced Breakfast and Lunch programs.




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05-3650-036  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

### Navigating through the reports:

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

### Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	140	140	125
6	131	137	140
Ungraded	1	2	0
Total	272	279	265

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	47%
Male	53%	51%	53%
Economically Disadvantaged Students	35%	27%	34%
Students with Disabilities	20%	15%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			58%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.9%
Hispanic	16.2%
Black or African American	11.7%
Asian	0.8%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.4%
Two or More Races	8.3%

Enrollment by Home Language

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

Home Language	% of Students
English	96.2%
Spanish	3.4%
Other	0.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	214	99.3	58.80	54.10	54.90	58.8	56.9	Met Target
White	136	99.4	64.00	58.90	63.90	64	59.4	Met Target
Hispanic	34	97.7	58.80	45.70	39.80	58.8	53.4	Met Target
Black or African American	25	100.0	40.00	38.60	35.20	40	43.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	15	100.0	46.70	60.70	54.90	46.7	N	N
Female	97	100.0	61.90	59.30	62.20	61.9		
Male	117	98.6	56.40	49.60	48.10	56.4		
Economically Disadvantaged Students	76	100.0	44.80	40.10	36.20	44.8	46.9	Met Target†
Non-Economically Disadvantaged Students	138	98.9	66.60	61.60	65.80	66.6		
Students with Disabilities	42	98.0	26.20	19.80	20.50	26.2	24.6	Met Target
Students without Disabilities	172	99.6	66.80	61.30	61.90	66.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	110	100.0	60.00	54.30	53.50	60		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	754	754	756	*	8%	26%	53%	*	60%	59%
White	78	758	758	763	*	*	23%	60%	*	67%	69%
Hispanic	21	763	763	743	0%	*	*	57%	*	71%	44%
Black or African American	18	731	731	740	*	*	*	*	0%	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	13	752	752	757	*	*	*	*	*	62%	60%
Female	65	755	755	761	*	*	28%	52%	*	60%	66%
Male	66	754	754	750	*	*	24%	55%	*	61%	53%
Economically Disadvantaged Students	43	748	748	740	*	*	35%	42%	*	47%	40%
Non-Economically Disadvantaged Students	88	757	757	765	*	*	22%	59%	*	67%	71%
Students with Disabilities	18	716	716	725	*	*	*	*	*	11%	22%
Students without Disabilities	113	760	760	762	*	*	*	*	*	68%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	131	754	754	757	*	8%	26%	53%	*	60%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	65	753	753	757	*	*	26%	52%	*	60%	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	753	753	752	*	*	30%	55%	*	61%	54%
White	90	757	757	758	*	*	29%	58%	*	66%	63%
Hispanic	21	748	748	740	0%	*	*	*	*	48%	38%
Black or African American	13	749	749	736	0%	*	*	*	*	62%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	11	748	748	753	*	0%	*	*	0%	64%	56%
Female	63	758	758	758	*	*	30%	60%	*	68%	61%
Male	77	750	750	746	*	*	30%	51%	*	56%	46%
Economically Disadvantaged Students	45	747	747	737	*	*	42%	42%	*	47%	34%
Non-Economically Disadvantaged Students	95	756	756	761	*	*	24%	61%	*	68%	65%
Students with Disabilities	27	733	733	722	*	*	41%	*	*	26%	17%
Students without Disabilities	113	758	758	758	*	*	27%	*	*	70%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	140	753	753	753	*	*	30%	55%	*	61%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	84	756	756	751	*	*	30%	60%	*	64%	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

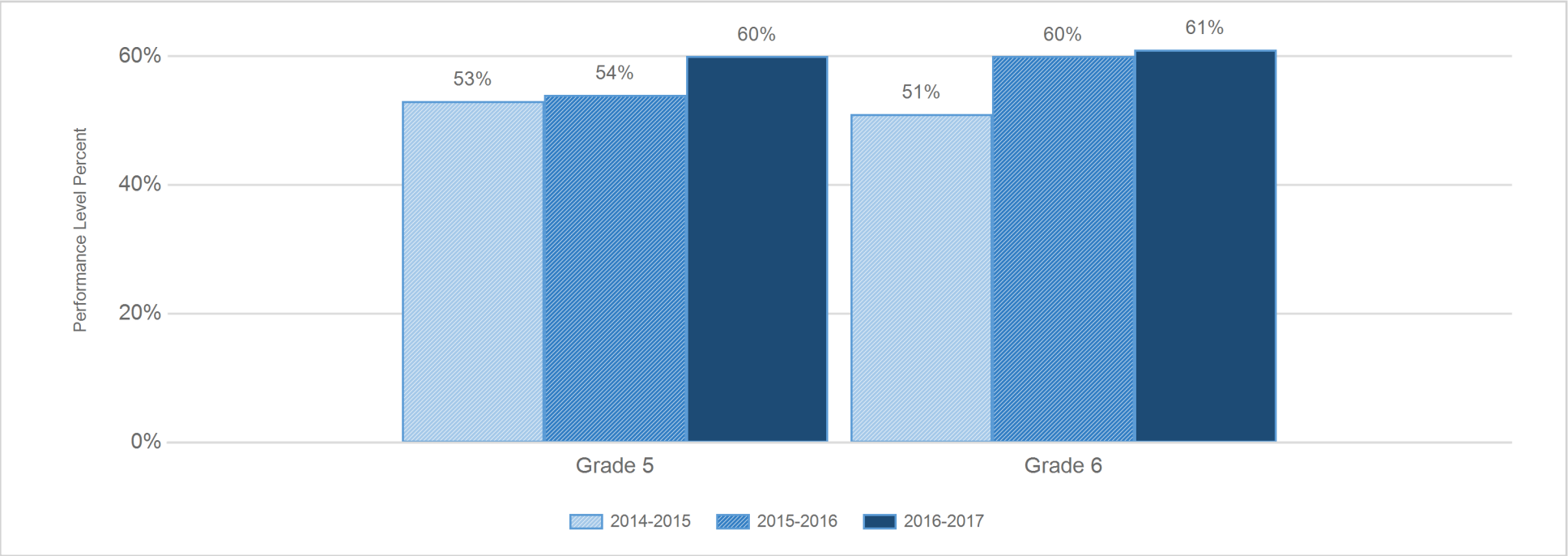


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	214	99.3	46.70	46.50	43.50	46.7	53	Not Met
White	136	99.4	50.00	50.40	52.40	50	57.5	Not Met
Hispanic	34	97.7	41.20	34.60	27.60	41.2	45.8	Met Target†
Black or African American	25	100.0	24.00	36.80	21.70	24	26.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	15	100.0	60.00	57.10	44.90	60	N	N
Female	97	100.0	46.40	46.60	44.10	46.4		
Male	117	98.6	47.00	46.40	42.90	47		
Economically Disadvantaged Students	76	100.0	38.20	37.00	25.10	38.2	34.7	Met Target
Non-Economically Disadvantaged Students	138	98.9	51.40	51.60	54.30	51.4		
Students with Disabilities	42	98.0	31.00	22.20	16.50	31	26.7	Met Target
Students without Disabilities	172	99.6	50.60	51.70	48.80	50.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	110	100.0	47.30	47.00	39.90	47.3		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	749	749	747	*	12%	31%	47%	*	52%	46%
White	78	755	755	754	*	*	32%	53%	*	58%	57%
Hispanic	21	753	753	735	0%	*	*	*	*	52%	30%
Black or African American	18	722	722	729	*	*	*	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	13	745	745	747	*	*	*	*	0%	62%	47%
Female	65	746	746	747	*	*	34%	43%	*	46%	47%
Male	66	752	752	746	*	*	27%	52%	*	58%	46%
Economically Disadvantaged Students	43	743	743	732	*	*	40%	35%	*	40%	27%
Non-Economically Disadvantaged Students	88	752	752	756	*	*	26%	53%	*	58%	59%
Students with Disabilities	18	723	723	725	*	*	*	*	*	11%	19%
Students without Disabilities	113	753	753	751	*	*	*	*	*	58%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	131	749	749	748	*	12%	31%	47%	*	52%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	65	747	747	748	*	*	26%	51%	*	54%	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	750	750	743	*	11%	36%	41%	*	49%	44%
White	90	753	753	751	*	*	36%	40%	11%	51%	54%
Hispanic	21	739	739	731	*	*	*	*	0%	33%	27%
Black or African American	13	741	741	724	*	0%	*	*	*	39%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	11	754	754	745	0%	*	*	*	0%	73%	46%
Female	63	752	752	745	*	*	32%	48%	*	56%	45%
Male	77	748	748	742	*	*	40%	35%	*	43%	43%
Economically Disadvantaged Students	45	742	742	728	*	*	33%	38%	*	40%	24%
Non-Economically Disadvantaged Students	95	754	754	752	*	*	38%	42%	*	53%	56%
Students with Disabilities	27	737	737	717	*	*	*	37%	0%	37%	13%
Students without Disabilities	113	753	753	748	*	*	*	42%	10%	51%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	140	750	750	745	*	11%	36%	41%	*	49%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	84	751	751	743	*	12%	33%	42%	*	51%	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

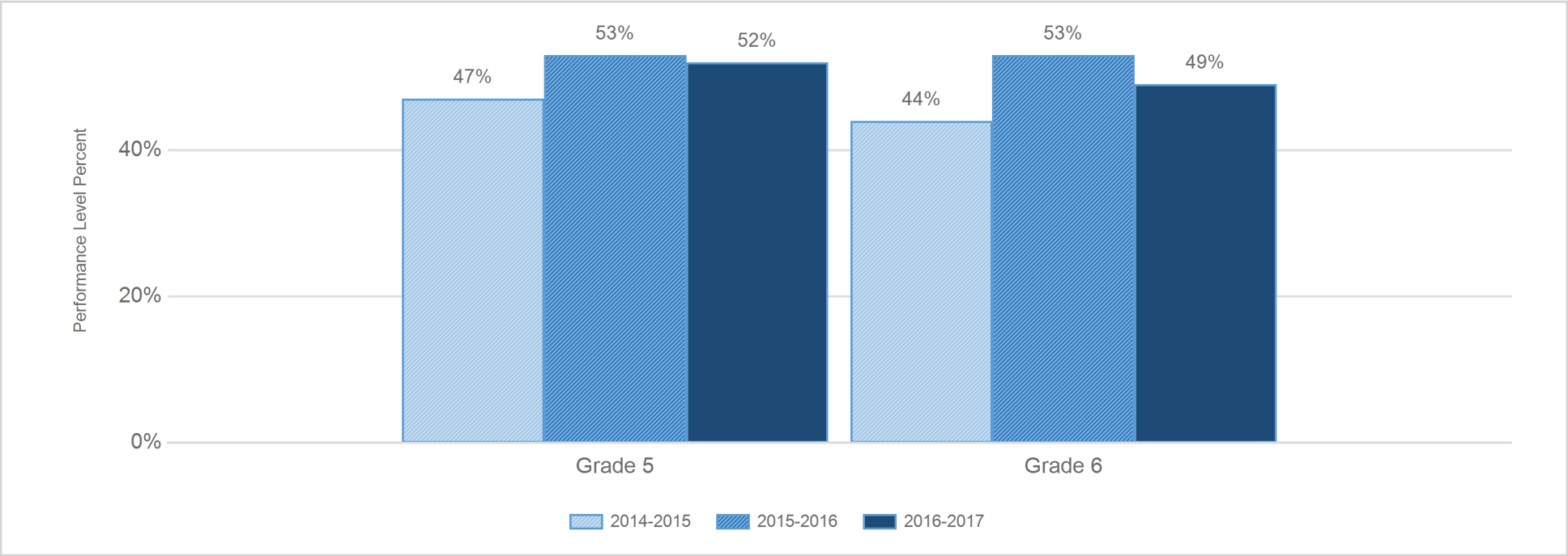


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	56.5	50	Met Target	61.5	63	50	Exceeds Target
White	57	59	50	Met Target	63	65	52	Exceeds Target
Hispanic	52	60.5	49	Met Target	61	60	47	Exceeds Target
Black or African American	36	35.5	45	Not Met	57	63.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	42	*	51	**	72	*	52	**
Economically Disadvantaged	52	52.5	47	Met Target	64.5	61.5	46	Exceeds Target
Students with Disabilities	58.5	58	41	Met Target	68.5	56	43	Exceeds Target
English Learners	*	*	53	**	*	*	51	**

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



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

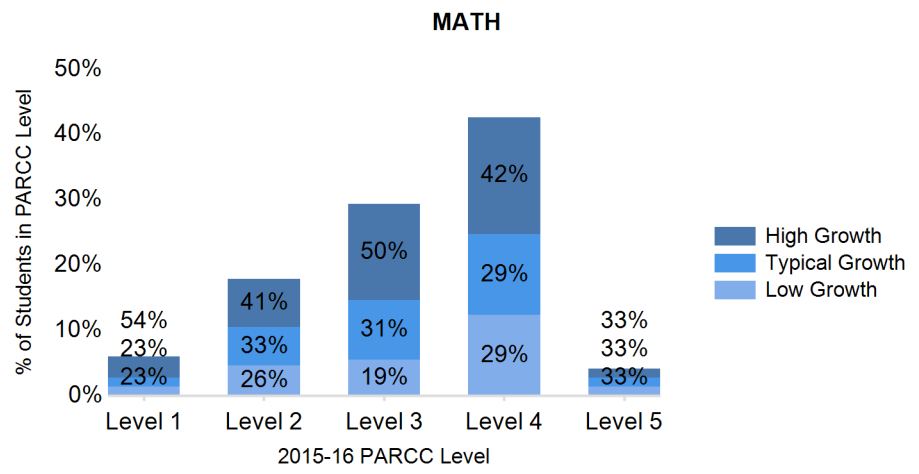
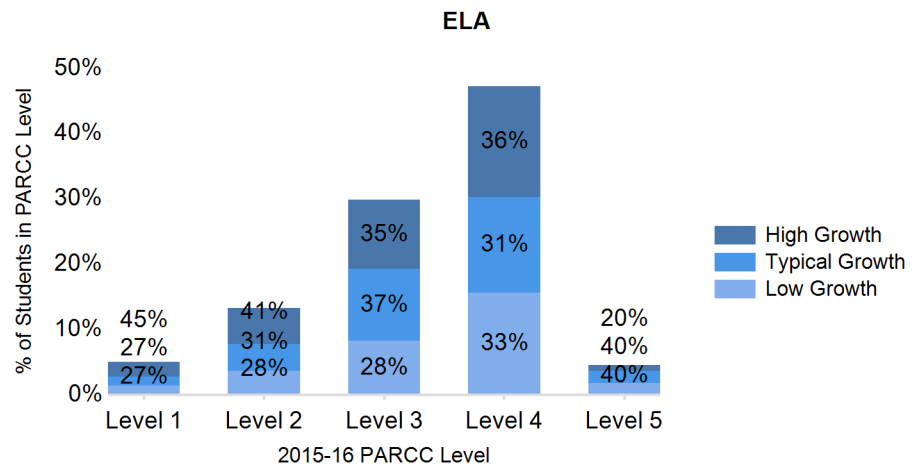
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

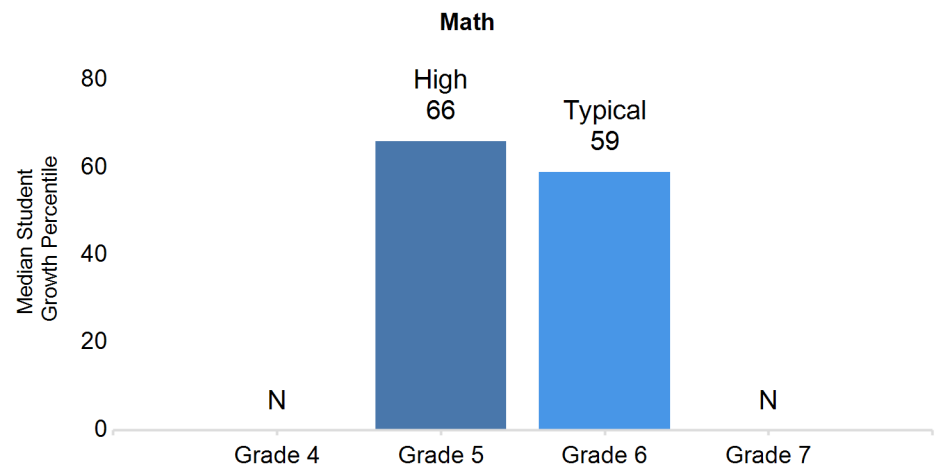
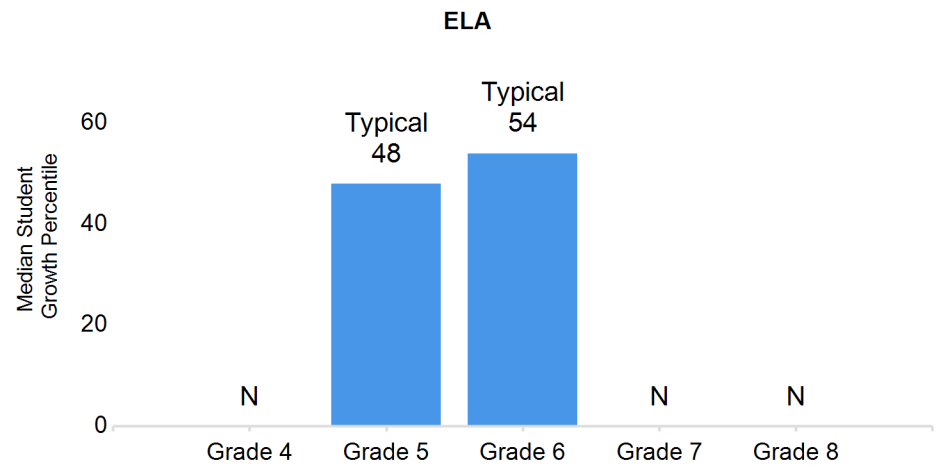
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

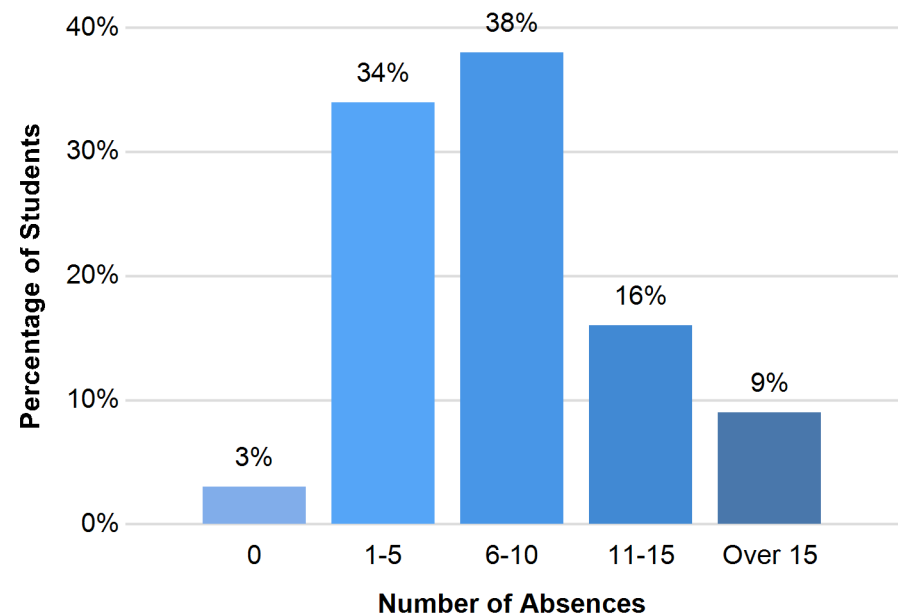
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	7.50	Met Target
White	5.60	7.50	Met Target
Hispanic	2.40	7.50	Met Target
Black or African American	13.30	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	13.60	7.50	Not Met
Economically Disadvantaged Students	6.80	7.50	Met Target
Students with Disabilities	10.90	7.50	Not Met
English Learners	N	**	**

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

### Days Absent

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



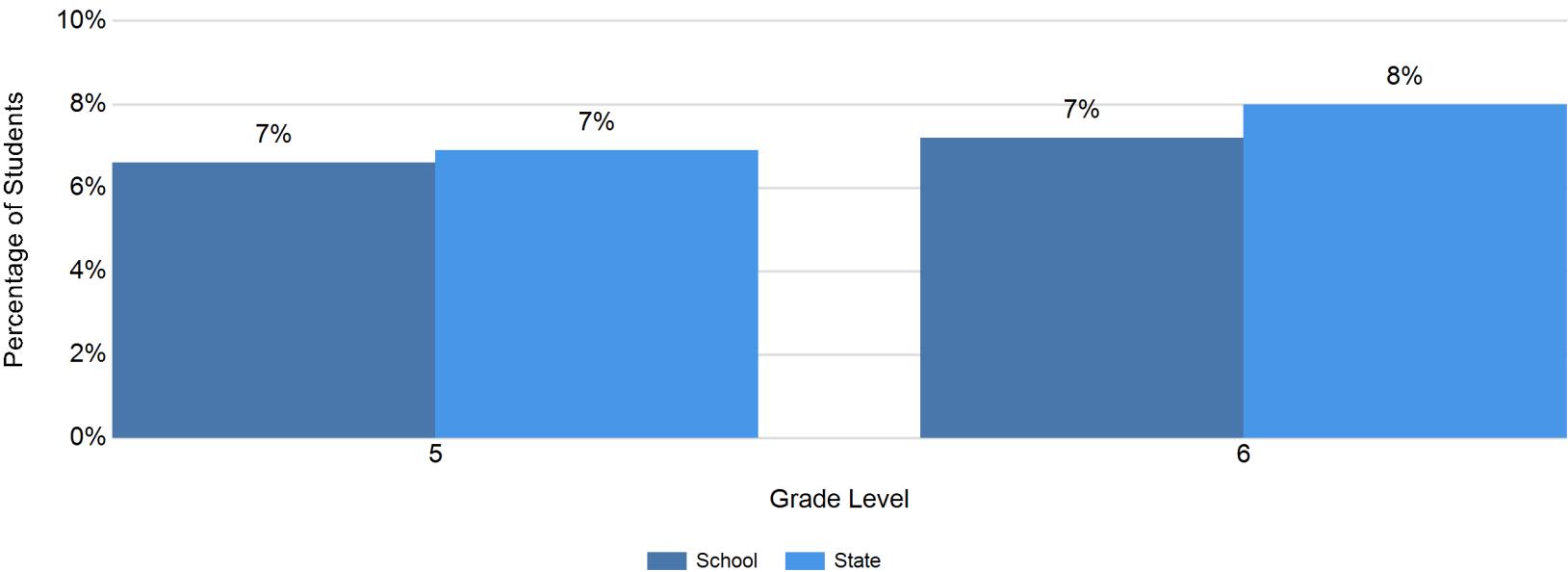


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.89

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	1.1%
Any Suspension	2.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	181.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$453	\$15,296	\$15,749



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

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	17.6	15.9
Average years experience in district	3.3	11.6
Administrators in district for 4 or more years	25%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	10:1
Administrators	88:1	138:1
Librarian/Media Specialists		551:1
Nurses		220:1
Counselors		367:1
Child Study Team		220:1



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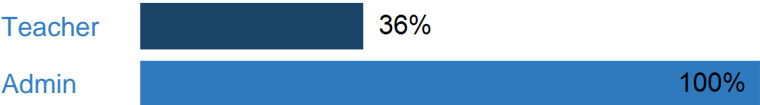
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.1	17.5%
Mathematics Proficiency	53.4	17.5%
English Language Arts Growth	59.9	25.0%
Mathematics Growth	88.1	25.0%
Chronic Absenteeism	50.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.0
Summative Rating: Percentile rank of Summative Score		71.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Exceeds Target	No
White	60.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Exceeds Target	No
Hispanic	78.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	54.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	77.9	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	80.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Mr. Alvarez	<b>Email Address:</b>	<a href="mailto:jalvarez@nhanover.com">jalvarez@nhanover.com</a>
<b>Address:</b>	351 MONMOUTH ROAD WRIGHTSTOWN, NJ 08652	<b>Website:</b>	<a href="http://www.nhanover.com">www.nhanover.com</a>
<b>Phone:</b>	(609)738-2622	<b>Facebook:</b>	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>

**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Our commitment to serve military and community families in concert is the cornerstone of our continued success.</li> <li>• Our staff lead students in authentic learning experiences that capture our students' attention and imagination.</li> <li>• The performing and visual arts programs are a point of pride in the school and community.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>UES is a safe, nurturing environment in which educators are facilitators of learning, and students feel empowered, taking ownership of their work while using twenty-first century skills to become lifelong learners. We serve both military and community families with the mission of offering memorable learning experiences and long-lasting social-emotional development.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Upper Elementary School is proud of our continued growth on standardized tests. In recent years, students achieved a Higher Median Student Growth Percentile than the state median in both Math and English Language Arts.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>North Hanover Twp. Schools continuously strive to improve our programs and instruction. We teamed up with Columbia Teacher's College to offer Reading and Writing Workshop for ELA instruction. We adopted Pearson Envisions Math 2.0 as a resource in our Math instruction, as well as First in Math and Study island to supplement. Our adoption of NGSS practices has students leading their own science learning with the support of our capable staff. We look forward to continued growth.</p>
 <p>Clubs and Activities:</p>	<p>Clubs and activities play an important role in offering leadership and growth opportunities for all. Chorus, G&amp;T Art, G&amp;T Academics, and Band offer students the ability to refine their talents through hard work. Student government, Ambassadors Club, Military Kids Club, Crochet Club, the UES Student Website and the UES yearbook offer students the ability to follow their passion and attain important skills outside of the classroom.</p>
 <p>Before and After School Programs:</p>	<p>The UES Musical and Evening of the Arts are the showcase evening events at UES. Students and staff plug away side by side for months to deliver heart-warming and spectacular performances that fill the community with pride and an appreciation for the hard work required to realize the event.</p>







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 WRIGHTSTOWN, NJ 08652

**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>UES is fully committed to professional growth of all staff. Professional Learning Communities meet on a weekly basis to identify student needs, collaborate on best practices and refine instruction. Teachers continuously grow their teaching skills through professional development activities during the district's staff-development days and through teacher attendance at workshops outside of the school district.</p>
 <p><b>Student Supports and Services:</b></p>	<p>To effectively address the needs of all students at Upper Elementary School, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, Child Study Team, What I Need (period in the schedule that allows for specific supports), Military Family Counseling, school based counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>At UES we recognize the importance of student health and wellness. Students engage in physical education class 3 days a week and enjoy daily recess administered by a certified PE teacher. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria. Responsive Classroom strategies are playing an important role in social-emotional development also.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement in our programs, events, and daily activity is a welcomed and an appreciated asset. The UES PTO website keeps parents informed of upcoming special events and encourages their involvement. Parents enrich the experience for students not only by attending our public events, but by also volunteering their time to make the experiences special and memorable.</p>





North Hanover Township Upper Elementary School  
2016-2017  
Grade Span 05-06

05-3650-036  
BURLINGTON  
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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>The UES School climate survey plays an important part in creating a safe environment for students at UES. The UES safety team relies on student responses to develop programs, make adjustments, and minimize the occurrence of HIB. Student representatives also meet with the principal to voice concerns and offer feedback, student suggestions have played an important role in program development and school practice.</p>
<div></div> <div>Facilities:</div>	<p>UES is a state-of-the-art facility built in 2007, offering unique features and resources. Our 800+ capacity auditorium serves as a performance center for school and community events alike. The technology features and school wide wifi give students the opportunity to reach the internet in any corner of the building. Seven Chromecarts, 3 computer labs, a smartboard in every class and desktop computers encourage the development of necessary technical skills.</p>




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<div>Other Information:</div>	<p>The UES community is truly proud of and cherishes the rich traditions that have been created over the years. We continue to embrace the best research based practices, and collaborate to foster academic achievement and student growth. The teachers, staff and parents are committed to creating a warm positive school environment that helps to develop well-rounded students and lifelong learners.</p>
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