NJ SCHOOL PERFORMANCE REPORT

REEDS ROAD ELEMENTARY SCHOOL
(01-1690-045)
Grades Offered: KG-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	GALLOWAY TWP
Principal Name	DR. ZIPPARO
Address	103 SOUTH REEDS ROAD GALLOWAY, NJ 08205
Phone Number	(609)748-1250
Email Address	ZIPPAROW@GTPS.K12.NJ.US
Website	http://reedsroad.weebly.com/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	73	90	80
1	87	57	73
2	80	84	64
3	91	76	86
4	76	85	87
5	96	74	90
6	99	92	85
Total	602	558	565

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.8%	51.1%	47.8%
Male	50.2%	48.9%	52.2%
Economically Disadvantaged Students	56.6%	54.5%	55.0%
Students with Disabilities	17.4%	17.7%	20.7%
English Learners	7.5%	6.5%	5.8%
Homeless Students		0.9%	2.5%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	36.5%	34.1%	32.4%
Hispanic	22.1%	24.4%	26.2%
Black or African American	16.8%	17.9%	16.8%
Asian	16.6%	17.4%	17.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	7.6%	6.1%	6.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	73	90	80

Enrollment by Home Language

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

Home Language	% of Students
English	62.7%
Spanish	17.0%
Gujarati	6.2%
Bengali	2.1%
Urdu	2.1%
Other Languages	9.9%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	34	50	Met Standard	54	51	50	Met Standard
White	43	36	50	Met Standard	50	51	51	Met Standard
Hispanic	38	31	49	Not Met	59	51	48	Met Standard
Black or African American	43.5	31	44	Met Standard	35.5	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	59	45	61	Met Standard	66.5	60	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	48	32	49	**	61	46	51	**
Economically Disadvantaged	46	33	48	Met Standard	54	49	47	Met Standard
Students with Disabilities	32	28	41	Not Met	37	45	43	Not Met
English Learners	46	40	54	Met Standard	70	59	51	Exceeds Standard

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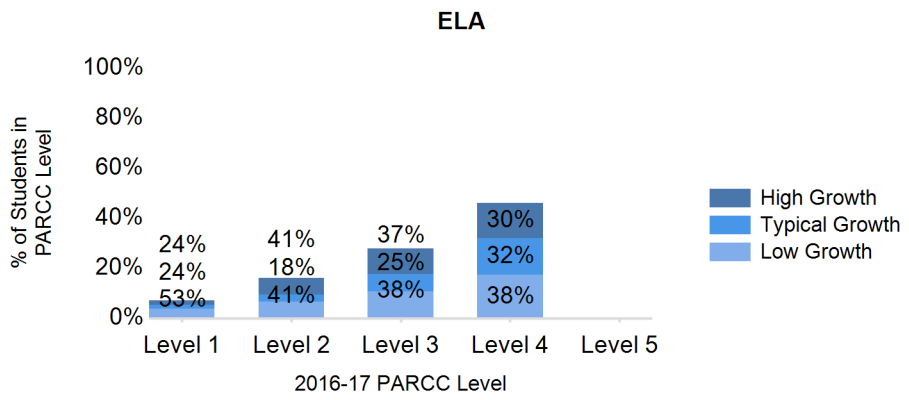
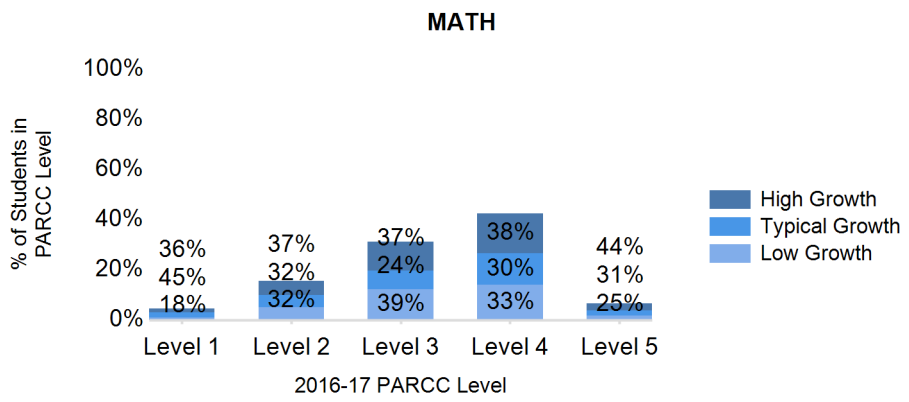
Student Growth by Performance Level

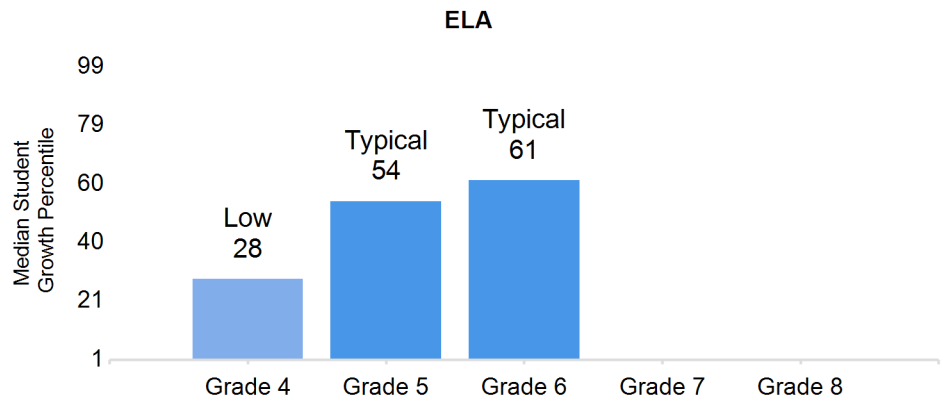
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

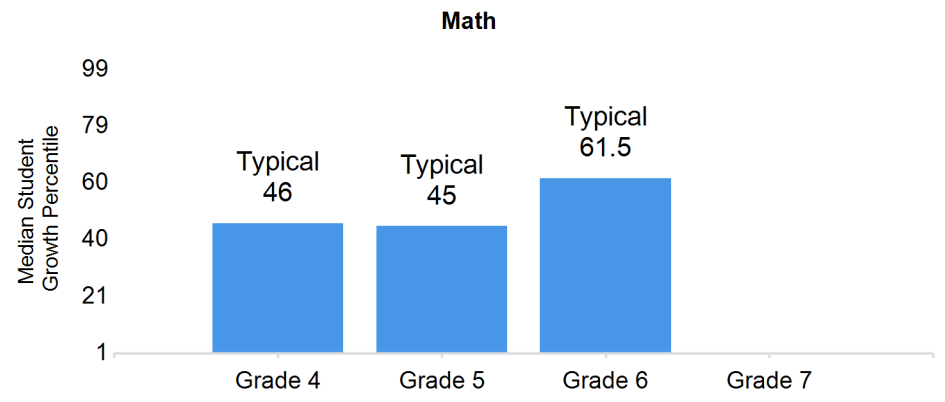




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	327	98.0	45.6	43.8	56.7	45.6	52.7	Not Met
White	116	97.5	48.3	49.8	65.6	48.3	55.7	Met Target†
Hispanic	78	98.8	37.2	37.3	42.5	37.2	53	Not Met
Black or African American	60	96.9	31.7	26.7	37.3	31.7	35.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	100.0	66.0	63.8	82.3	66.0	64.9	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	20	95.2	50.0	*	63.4	50.0	40.8	Met Target
Female	163	97.1	51.6	51.1	64.5	51.6		
Male	164	98.9	39.7	36.7	49.4	39.7		
Economically Disadvantaged Students	164	97.7	40.8	35.0	38.5	40.8	44.4	Met Target†
Non-Economically Disadvantaged Students	163	98.3	50.3	53.1	67.5	50.3		
Students with Disabilities	66	94.4	19.7	14.1	21.6	19.5	25.5	Met Target†
Students without Disabilities	261	98.9	52.1	51.2	63.9	52.1		
English Learners	40	100.0	37.5	28.2	27.3	37.5	28.6	Met Target
Non-English Learners	287	97.7	46.7	45.1	59.4	46.7		
Homeless Students	10	100.0	20.0	22.2	27.7	20.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	728	732	750	20%	27%	26%	*	*	28%	52%
White	28	724	735	759	*	36%	*	*	*	25%	61%
Hispanic	15	719	727	736	*	*	*	*	*	20%	38%
Black or African American	13	718	718	733	*	*	*	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	16	748	752	777	*	*	*	*	*	44%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	10	734	736	758	*	*	*	*	*	30%	58%
Female	42	730	735	756	*	*	24%	*	*	31%	57%
Male	40	726	728	744	*	*	28%	*	*	25%	46%
Economically Disadvantaged Students	41	724	726	733	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	41	732	738	762	*	*	*	*	*	29%	64%
Students with Disabilities	16	698	*	719	*	*	*	*	*	*	24%
Students without Disabilities	66	735	*	756	*	*	*	*	*	*	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	737	743	756	12%	19%	30%	*	*	40%	58%
White	27	738	749	764	*	*	*	41%	0%	41%	68%
Hispanic	22	726	732	744	*	*	*	*	*	18%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	748	765	782	*	*	*	*	*	57%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	738	763	*	*	*	*	*	*	63%
Female	36	745	748	762	*	*	28%	*	*	53%	63%
Male	45	730	738	751	*	*	31%	*	*	29%	53%
Economically Disadvantaged Students	41	737	735	740	*	*	29%	*	*	39%	40%
Non-Economically Disadvantaged Students	40	737	751	767	*	*	30%	*	*	40%	70%
Students with Disabilities	17	713	717	726	*	*	*	*	*	18%	25%
Students without Disabilities	64	743	750	762	*	*	*	*	*	45%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	747	743	755	*	12%	29%	*	*	51%	58%
White	29	754	751	763	*	*	*	*	*	55%	68%
Hispanic	20	745	*	743	*	*	*	*	*	50%	43%
Black or African American	24	733	732	738	*	*	42%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	745	763	*	*	*	*	*	*	65%
Female	46	751	748	762	*	*	30%	*	*	54%	66%
Male	45	744	738	749	*	*	27%	*	*	47%	51%
Economically Disadvantaged Students	51	740	736	739	*	*	31%	*	*	39%	39%
Non-Economically Disadvantaged Students	40	757	752	766	*	*	25%	*	*	65%	71%
Students with Disabilities	16	708	711	724	*	*	*	*	*	13%	22%
Students without Disabilities	75	756	750	762	*	*	*	*	*	59%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	91	747	*	757	*	12%	29%	*	*	51%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	756	747	754	*	*	24%	*	*	61%	56%
White	33	755	749	761	*	*	*	*	*	67%	66%
Hispanic	24	752	748	742	*	*	*	54%	0%	54%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	772	767	779	0%	0%	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	748	761	*	*	*	*	*	*	64%
Female	42	760	753	761	*	*	*	*	*	69%	64%
Male	41	751	742	748	*	*	*	*	*	54%	48%
Economically Disadvantaged Students	39	748	739	739	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	44	763	755	764	*	*	*	*	*	68%	68%
Students with Disabilities	14	733	722	723	*	*	*	*	*	36%	18%
Students without Disabilities	69	760	753	760	*	*	*	*	*	67%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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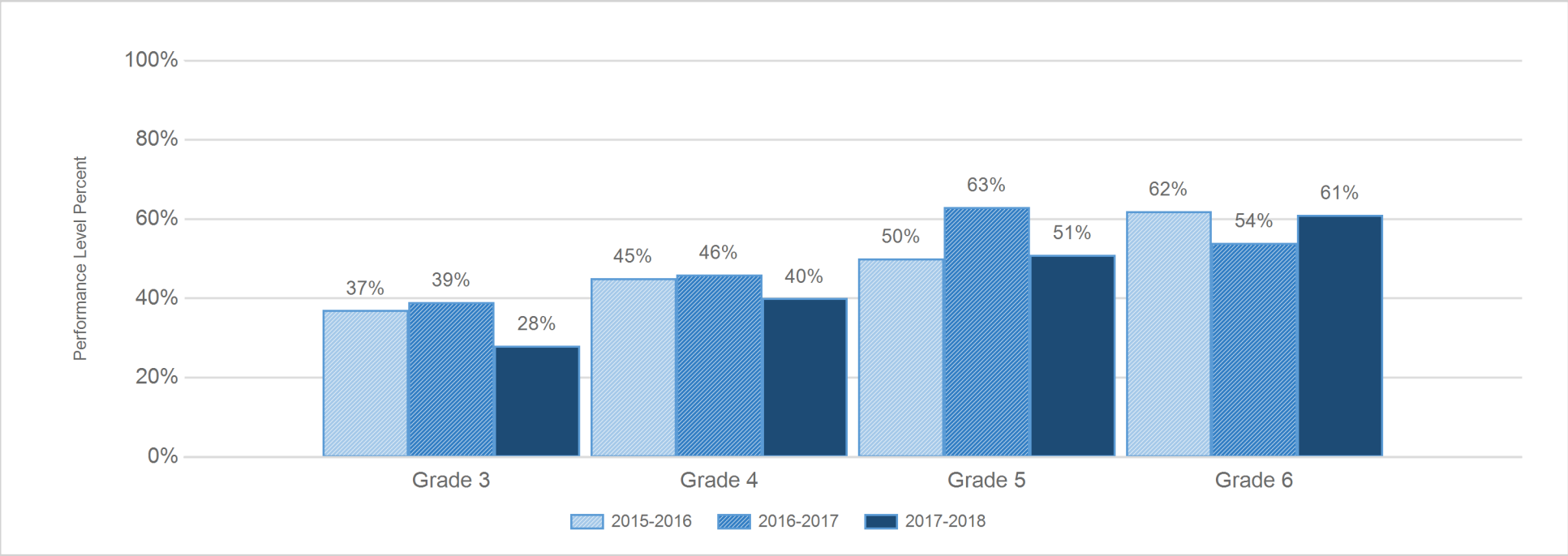
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	327	98.0	46.7	45.3	45.0	46.7	54.4	Not Met
White	116	97.5	48.3	53.4	54.1	48.3	55.7	Met Target†
Hispanic	78	98.8	38.5	36.6	29.2	38.5	48.5	Not Met
Black or African American	60	96.9	28.3	24.6	23.4	28.3	37.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	100.0	77.4	71.7	77.0	77.4	74.3	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	20	95.2	45.0	*	53.0	45.0	49	Met Target†
Female	163	97.1	43.5	46.8	46.0	43.5		
Male	164	98.9	50.0	43.8	43.9	50.0		
Economically Disadvantaged Students	164	97.8	39.0	34.6	26.6	39.0	44.9	Met Target†
Non-Economically Disadvantaged Students	163	98.3	54.6	56.6	55.9	54.6		
Students with Disabilities	66	94.5	18.2	14.7	17.1	18.0	30.9	Not Met
Students without Disabilities	261	98.9	54.0	52.8	50.5	54.0		
English Learners	40	100.0	45.0	38.4	24.6	45.0	44	Met Target
Non-English Learners	287	97.7	47.0	45.9	46.9	47.0		
Homeless Students	10	100.0	20.0	22.2	17.3	20.0		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

REEDS ROAD ELEMENTARY SCHOOL
(01-1690-045)
Grades Offered: KG-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	742	741	752	*	21%	26%	*	*	43%	53%
White	28	740	747	760	*	*	*	*	*	36%	64%
Hispanic	15	733	738	739	*	*	*	*	*	27%	38%
Black or African American	13	735	725	734	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	16	768	763	780	*	*	*	*	*	81%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	10	731	734	757	*	*	*	*	*	30%	59%
Female	42	743	741	752	*	*	26%	*	*	40%	53%
Male	40	742	741	751	*	*	25%	*	*	45%	53%
Economically Disadvantaged Students	41	738	734	736	*	*	24%	*	*	39%	35%
Non-Economically Disadvantaged Students	41	747	748	762	*	*	27%	*	*	46%	66%
Students with Disabilities	16	713	*	730	*	*	*	*	*	19%	29%
Students without Disabilities	66	749	*	756	*	*	*	*	*	48%	57%
English Learners	*	*	727	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	744	745	748	*	15%	35%	*	*	44%	49%
White	27	748	751	755	*	*	37%	48%	0%	48%	60%
Hispanic	22	734	737	737	*	*	*	*	*	32%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	14	759	767	774	0%	0%	*	*	*	64%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	739	752	*	*	*	*	*	*	55%
Female	36	744	744	748	*	*	44%	*	*	42%	50%
Male	45	743	746	748	*	*	27%	*	*	47%	49%
Economically Disadvantaged Students	41	738	738	733	*	*	32%	*	*	39%	30%
Non-Economically Disadvantaged Students	40	749	752	758	*	*	38%	*	*	50%	62%
Students with Disabilities	17	719	722	725	*	*	*	*	*	24%	22%
Students without Disabilities	64	751	751	753	*	*	*	*	*	50%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	747	747	748	*	21%	30%	*	*	45%	49%
White	29	749	754	756	*	*	34%	*	*	48%	60%
Hispanic	20	746	*	736	0%	*	*	*	*	45%	32%
Black or African American	24	730	734	730	*	*	*	*	*	25%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	748	754	*	*	*	*	*	*	55%
Female	46	746	746	749	*	*	*	*	*	39%	50%
Male	45	748	748	747	*	*	*	*	*	51%	48%
Economically Disadvantaged Students	51	738	740	733	*	*	31%	*	*	31%	29%
Non-Economically Disadvantaged Students	40	757	755	758	*	*	28%	*	*	63%	62%
Students with Disabilities	16	716	721	726	*	*	*	*	*	*	20%
Students without Disabilities	75	753	752	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	91	747	*	750	*	21%	30%	*	*	45%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	750	747	744	*	21%	21%	*	*	54%	44%
White	33	752	751	751	*	*	*	*	*	55%	54%
Hispanic	25	741	744	731	*	*	*	*	*	44%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	15	776	769	771	0%	0%	*	*	*	87%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	736	749	*	*	*	*	*	*	52%
Female	42	752	748	745	*	*	*	*	*	55%	45%
Male	42	749	746	742	*	*	*	*	*	52%	42%
Economically Disadvantaged Students	40	740	737	729	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	44	760	757	753	*	*	*	*	*	64%	56%
Students with Disabilities	15	727	719	717	*	*	*	*	*	20%	13%
Students without Disabilities	69	755	754	748	*	*	*	*	*	61%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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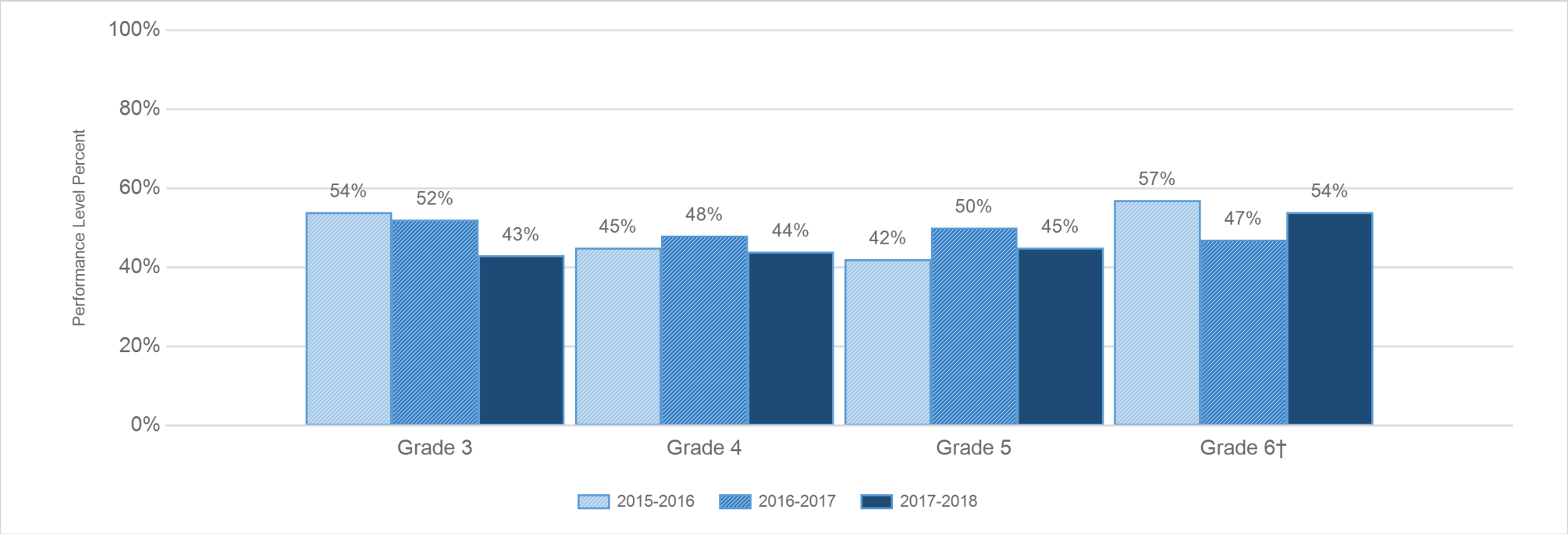
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	82.4%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

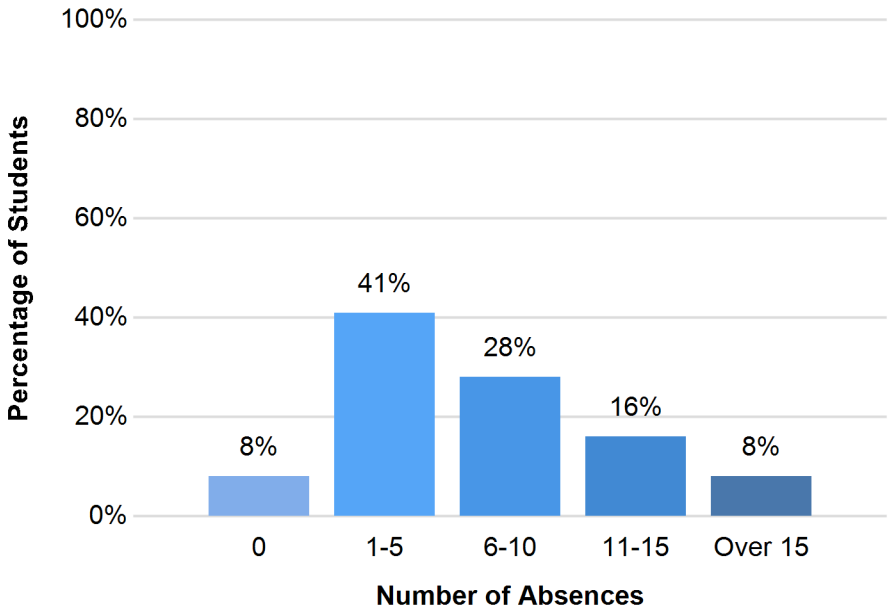
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	41	7.3	8.9	Met
White	12	6.6	8.9	Met
Hispanic	13	9.0	8.9	Not Met
Black or African American	8	8.1	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	5	5.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	8.1	8.9	Met
Economically Disadvantaged Students	27	8.7	8.9	Met
Students with Disabilities	14	12.4	8.9	Not Met
English Learners	5	15.6	8.9	Not Met

Days Absent

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



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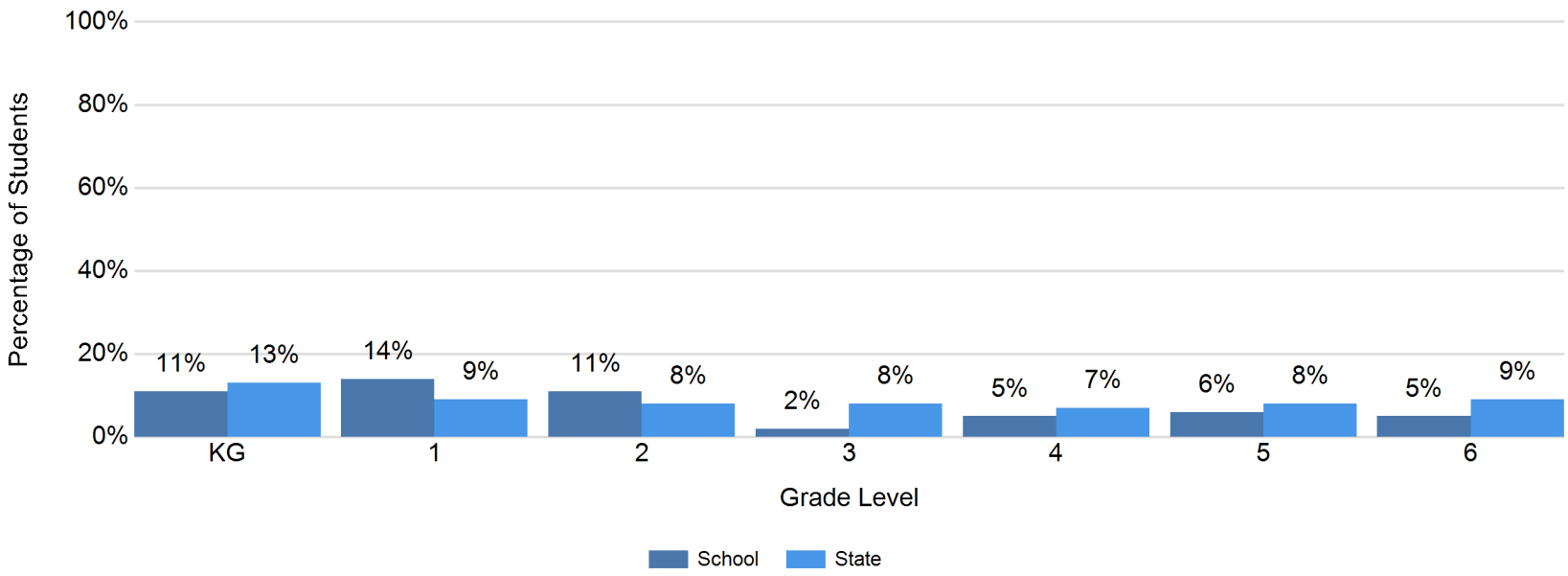
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.42

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	1	0	1
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	17	3.0%
Out-of-School Suspensions	*	*
Any Suspension	24	4.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
31

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$907	$15,044	$15,951

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	13.8	10.7
Teachers in district for 4 or more years	83.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,374
Average years experience in public schools	19.8	16.0
Average years experience in district	15.0	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	283:1	197:1
Teachers to Administrators	27:1	18:1
Students to Librarians/Media Specialists		669:1
Students to Nurses		557:1
Students to Counselors		557:1
Students to Child Study Team		209:1

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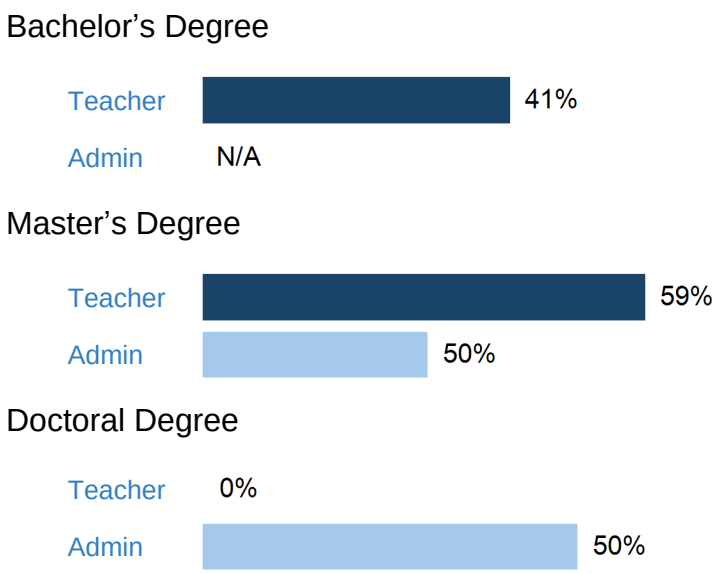
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.9%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.0%	0.0%
Male	13.0%	100.0%
White	98.1%	100.0%
Hispanic	1.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	24.76	17.5%
Mathematics Proficiency	46.03	17.5%
English Language Arts Growth	30.09	25.0%
Mathematics Growth	60.83	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	45.50	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.95	n/a
Summative Rating: Percentile rank of Summative Score	35.07	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	31.41	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	49.52	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	45.44	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	40.67	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	64.12	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	37.24	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	60.10	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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

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School Narrative

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

Highlights:	• New Jersey Star School of Excellence • NJ Silver Award Winner for Sustainable Schools • National Wildlife Federation - "Certified Schoolyard Habitat Site"
Mission, Vision, Theme:	The mission of the Reeds Road Elementary School is to educate all students, affording them significant opportunities suited to their ages. We will recognize individual kinds of educational experiences to meet the needs of each pupil and instruct to meet the interest and needs of our students.
Awards, Recognition, Accomplishments:	Reeds Road is a New Jersey Star School of Excellence. Also, we were the winner of the New Jersey Silver Award for Sustainable Schools and we earned more points than other school in the state of New Jersey while earning this award.

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Courses, Curriculum, Instruction:	Our academic programs are first rate. We offer hands on science which allows our students to experience science and not just hear about it. Our literacy program opens the doors to a world of knowledge, integrating reading and writing skills. We address the NJ Student Learning Standards and utilize technology in all classrooms. Our students create, communicate, collaborate, and problem solve.

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Before and After School Programs:	Our school offers a before and after school child care program. Students are afforded the opportunity to be in a safe and warm environment prior to school and after school. There is adult supervision that provides play activities and and assists the children with homework. Students are given time to have snacks, play outside, use the computer lab, and make new friends. The program is supported by our Board of Education and is offered to all K-6 grade students.
Staff and Professional Learning:	Through carefully planned professional development trainings, the teachers are making instructional adaptations necessary to enable our students to achieve the NJCCCS. Our teachers work on committees to modify curriculum and teaching practices to ensure that our pupils perform well on the NJ PARCC tests. We integrate work place readiness skills into our programs as we prepare our students for their roles in the 21st century.

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Student Supports and Services:	We have two full time ESL teachers that are meeting the needs of our students by providing a warm and caring educational environment. Presently we have inclusion classrooms at each grade level and house six self-contained special education classrooms. Our school maintains two I&RS Teams to meet the needs of struggling learners and the intervention teachers support the academic needs of students, while our counselor addresses a variety of students' needs.
Student Health and Wellness:	Our school nurse provides a warm and caring environment in an effort to protect the total health status of the students and the staff. All health services are provided with the framework of the state laws and Board of Education policies. We offer our students a breakfast and lunch program and provide the opportunity for recess, along with two physical education classes per week. Students receive instruction in Health and Wellness as part of the Physical Education curriculum as well as the science curriculum.
Parent and Community Involvement:	Our school staff works with our parents to support the Reeds Road Family School Association. The RRFSA provides assemblies, book fairs, and a variety of evening events to promote a positive home/school partnership. Our school promotes Project H.O.P.E. (Helping Others through Public Education) We participate in food drives, clothing and toy drives, have raised tens of thousands of dollars for Jump rope for Heart.

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Facilities:	Our school facility houses close to 600 students. It is very well maintained, approximately thirty years old, and is air conditioned. Recently, we added a state of the art gymnasium, a computer lab, and have rooms to house all of our special area classes. Our outdoor sustainable garden has become a learning environment for the entire school community.

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Technology and STEM:	Technology is integrated across the curriculum at Reeds Road school. All classrooms have LCD projectors and document cameras to support whole class instruction. In K-2, students use iPads to enhance literacy and mathematics skills through the use of a variety of engaging apps. In grades 3-6, students use iPads and chromebooks as tools to support learning in every curricular area. In addition to classroom technology, all students complete innovative projects in the computer lab with a technology teacher. This year, we added a Virtual Reality cart and 3D printer to our lab. Not only do students learn about Google Apps for Education, they also learn about coding, STEM, video creation, and more. Each year, we host an annual Technology Night to showcase all of the wonderful STEM activities students experience throughout the year.

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Other Information:	The arts are an integral part of our learning at the school. Our band and choral programs are exceptional and well received by the community. Each year they are highlighted in our Holiday and Spring concerts. Many of our students' talents are recognized and celebrated as they are selected for the all south Jersey Band and Chorus Honors. In addition to a strong academic focus, we take the time to teach and instill Character Education values. Our school emphasizes the values of Honesty, Respect, Responsibility, Kindness, Forgiveness, Fairness, and Courage. We integrate these values in all that we do as a school family and school community. In closing, for everyone involved in the Reeds Road Elementary School, success comes from a unique setting: a home/school partnership, personal contact, team work, hands-on experiential learning, cooperation, concern for the "whole" child, and a limitless amount of love that exists in a "family" atmosphere. As our philosophy states: "Here at the Reeds Road Elementary School, It's All for One and One for all! This is our philosophy. We believe it and we live it."