NJ SCHOOL PERFORMANCE REPORT

ARTHUR RANN ELEMENTARY SCHOOL
(01-1690-015)
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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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	MR. MCGLOIN
Address	515 S EIGHTH AVE GALLOWAY, NJ 08205
Phone Number	(609)748-1250
Email Address	MCGLOINK@GTPS.K12.NJ.US
Website	https://arthurrann.weebly.com/
Facebook	https://www.facebook.com/Friends-of-Arthur-Rann-Family-School-Association-165374043111/

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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	91	93	82
1	105	106	95
2	89	103	102
3	94	91	100
4	95	96	90
5	97	96	96
6	97	99	93
Total	668	684	658

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	46.7%	47.8%	50.0%
Male	53.3%	52.2%	50.0%
Economically Disadvantaged Students	54.8%	51.9%	50.8%
Students with Disabilities	18.0%	17.8%	18.2%
English Learners	5.7%	5.1%	4.4%
Homeless Students		2.0%	1.8%
Students in Foster Care		0.1%	0.8%
Military-Connected Students		0.1%	0.2%
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	50.6%	50.4%	48.2%
Hispanic	20.2%	20.8%	20.5%
Black or African American	11.4%	11.5%	13.1%
Asian	12.1%	11.5%	12.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.1%	0.0%
Two or More Races	5.2%	5.6%	5.8%

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	91	93	82

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	74.9%
Spanish	10.6%
Gujarati	4.6%
Urdu	2.3%
Vietnamese	1.5%
Other Languages	6.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34	34	50	Not Met	58	51	50	Met Standard
White	35	36	50	Not Met	61.5	51	51	Exceeds Standard
Hispanic	31	31	49	Not Met	52.5	51	48	Met Standard
Black or African American	35	31	44	Not Met	50	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45.5	45	61	Met Standard	58.5	60	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	27	32	49	**	61.5	46	51	**
Economically Disadvantaged	31	33	48	Not Met	54	49	47	Met Standard
Students with Disabilities	34.5	28	41	Not Met	55	45	43	Met Standard
English Learners	52.5	40	54	Met Standard	56	59	51	Met Standard

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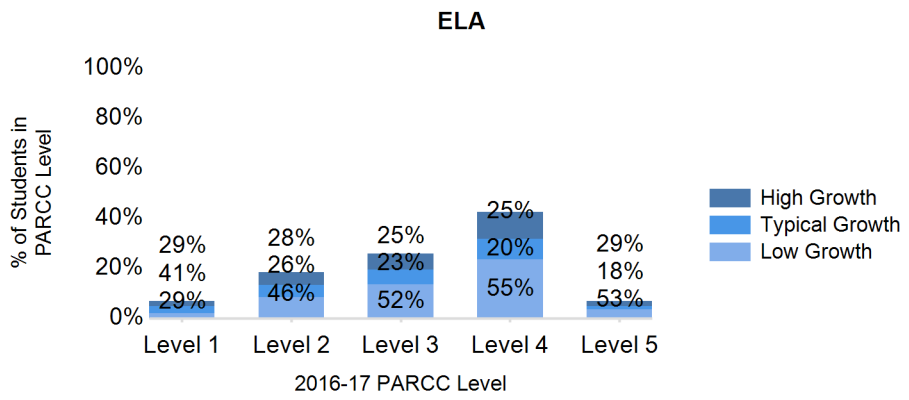
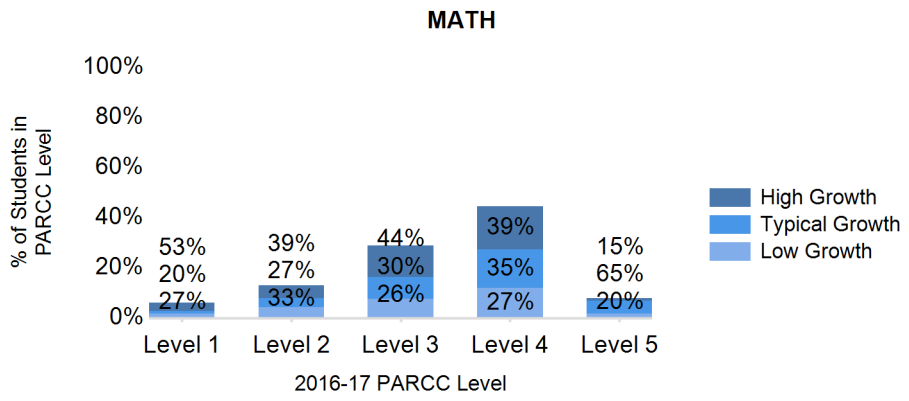
Student Growth by Performance Level

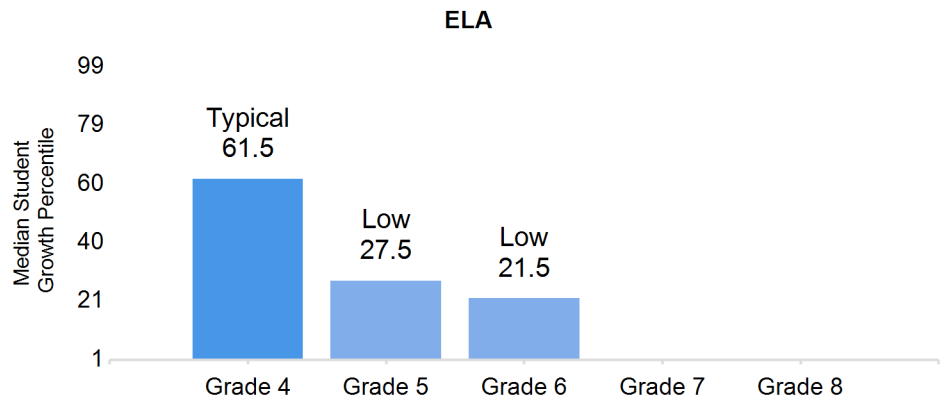
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

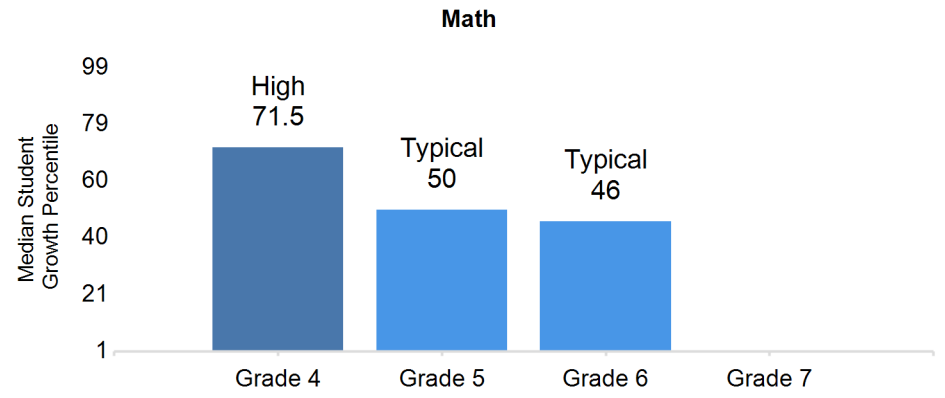




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	349	97.8	43.2	43.8	56.7	43.2	56.3	Not Met
White	186	96.9	46.3	49.8	65.6	46.3	62.6	Not Met
Hispanic	59	98.5	32.2	37.3	42.5	32.2	44.9	Not Met
Black or African American	49	100.0	32.7	26.7	37.3	32.7	39.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	41	100.0	61.0	63.8	82.3	61.0	64	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	14	93.3	35.7	*	63.4	35.0	**	**
Female	179	97.9	49.2	51.1	64.5	49.2		
Male	170	97.8	37.1	36.7	49.4	37.1		
Economically Disadvantaged Students	173	97.9	37.6	35.0	38.5	37.6	44.1	Not Met
Non-Economically Disadvantaged Students	176	97.8	48.8	53.1	67.5	48.8		
Students with Disabilities	65	97.1	13.8	14.1	21.6	13.8	33	Not Met
Students without Disabilities	284	98.0	50.0	51.2	63.9	50.0		
English Learners	27	100.0	37.0	28.2	27.3	37.0	37.1	Met Target†
Non-English Learners	322	97.6	43.8	45.1	59.4	43.8		
Homeless Students	*	*	*	22.2	27.7	*		
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	96	735	732	750	17%	24%	24%	*	*	35%	52%
White	55	737	735	759	*	24%	27%	*	*	36%	61%
Hispanic	20	725	727	736	*	*	*	*	*	20%	38%
Black or African American	11	726	718	733	*	*	0%	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	10	754	752	777	0%	*	*	*	*	60%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	736	758	N	N	N	N	N	N	58%
Female	50	740	735	756	*	*	*	*	*	38%	57%
Male	46	730	728	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	47	731	726	733	*	28%	21%	*	*	30%	34%
Non-Economically Disadvantaged Students	49	739	738	762	*	20%	27%	*	*	41%	64%
Students with Disabilities	12	711	*	719	*	*	*	*	*	*	24%
Students without Disabilities	84	738	*	756	*	*	*	*	*	*	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	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	92	754	743	756	*	*	25%	39%	16%	55%	58%
White	46	762	749	764	*	*	*	46%	22%	67%	68%
Hispanic	18	738	732	744	*	*	*	*	*	28%	44%
Black or African American	16	746	*	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	782	*	*	*	*	*	*	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	45	757	748	762	*	*	*	*	*	60%	63%
Male	47	751	738	751	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	43	741	735	740	*	*	30%	*	*	40%	40%
Non-Economically Disadvantaged Students	49	766	751	767	*	*	20%	*	*	69%	70%
Students with Disabilities	20	720	717	726	*	*	*	*	*	20%	25%
Students without Disabilities	72	764	750	762	*	*	*	*	*	65%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	92	754	*	759	*	*	25%	39%	16%	55%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	86	744	743	755	*	17%	34%	*	*	43%	58%
White	42	752	751	763	*	*	40%	*	*	48%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	14	737	732	738	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	15	740	747	780	*	*	*	*	*	47%	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	50	751	748	762	*	*	32%	*	*	56%	66%
Male	36	735	738	749	*	*	36%	*	*	25%	51%
Economically Disadvantaged Students	46	740	736	739	*	*	28%	*	*	41%	39%
Non-Economically Disadvantaged Students	40	749	752	766	*	*	40%	*	*	45%	71%
Students with Disabilities	12	720	711	724	*	*	*	*	*	*	22%
Students without Disabilities	74	748	750	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	82	740	747	754	*	21%	37%	*	*	34%	56%
White	41	742	749	761	*	*	39%	*	*	34%	66%
Hispanic	13	736	748	742	*	*	*	*	*	31%	42%
Black or African American	12	715	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	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	41	745	753	761	*	*	41%	*	*	39%	64%
Male	41	734	742	748	*	*	32%	*	*	29%	48%
Economically Disadvantaged Students	44	736	739	739	*	*	36%	*	*	30%	37%
Non-Economically Disadvantaged Students	38	744	755	764	*	*	37%	*	*	39%	68%
Students with Disabilities	19	720	722	723	*	*	*	*	*	11%	18%
Students without Disabilities	63	746	753	760	*	*	*	*	*	41%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	82	740	*	755	*	21%	37%	*	*	34%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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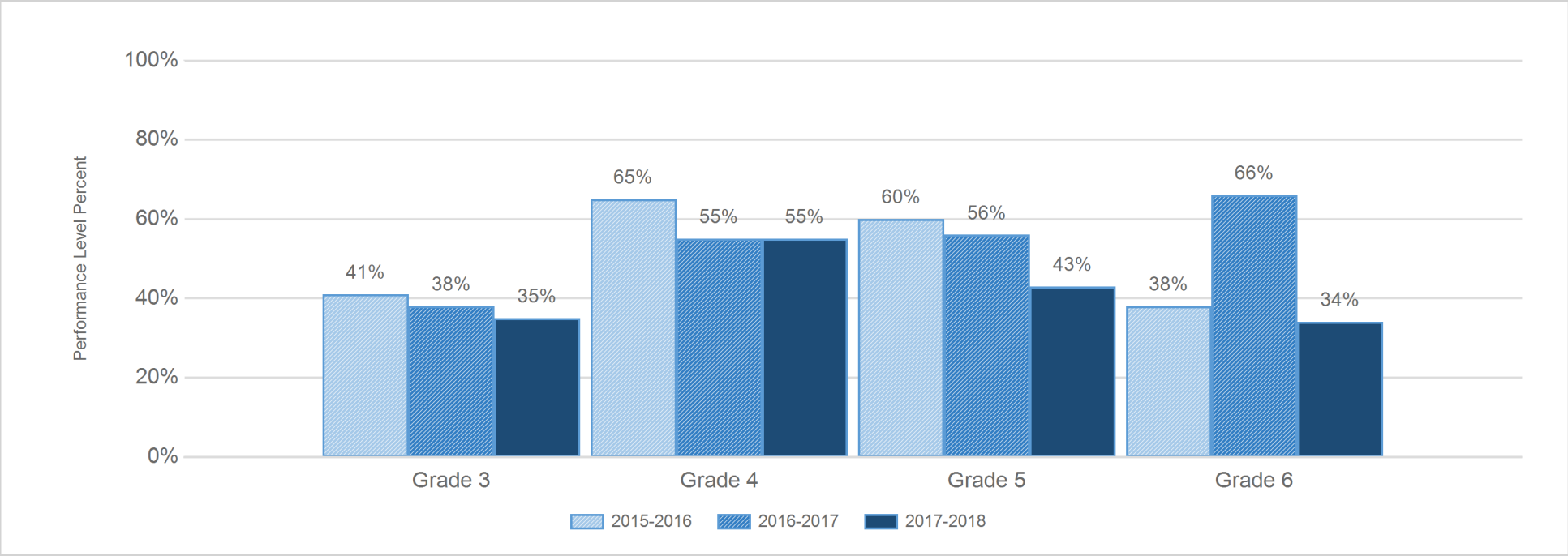
English Language Arts/Literacy Assessment - Performance Trends

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	350	97.8	53.2	45.3	45.0	53.2	54.7	Met Target†
White	186	96.9	60.3	53.4	54.1	60.3	57.4	Met Target
Hispanic	59	98.5	39.0	36.6	29.2	39.0	43.4	Met Target†
Black or African American	49	100.0	36.8	24.6	23.4	36.8	43.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	69.1	71.7	77.0	69.1	72	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	14	93.3	28.6	*	53.0	28.0	**	**
Female	180	97.9	53.9	46.8	46.0	53.9		
Male	170	97.8	52.3	43.8	43.9	52.3		
Economically Disadvantaged Students	173	97.9	45.7	34.6	26.6	45.7	46.9	Met Target†
Non-Economically Disadvantaged Students	177	97.8	60.5	56.6	55.9	60.5		
Students with Disabilities	65	97.1	18.5	14.7	17.1	18.5	35.4	Not Met
Students without Disabilities	285	98.0	61.1	52.8	50.5	61.1		
English Learners	28	100.0	57.2	38.4	24.6	57.2	48.7	Met Target
Non-English Learners	322	97.6	52.8	45.9	46.9	52.8		
Homeless Students	*	*	*	22.2	17.3	*		
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

ARTHUR RANN ELEMENTARY SCHOOL
(01-1690-015)
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	96	750	741	752	*	17%	29%	*	*	50%	53%
White	55	754	747	760	*	*	27%	*	*	56%	64%
Hispanic	20	740	738	739	*	*	*	*	*	35%	38%
Black or African American	11	739	725	734	*	*	*	*	*	45%	32%
Asian, Native Hawaiian, or Pacific Islander	10	753	763	780	0%	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	734	757	N	N	N	N	N	N	59%
Female	50	749	741	752	*	*	28%	*	*	50%	53%
Male	46	750	741	751	*	*	30%	*	*	50%	53%
Economically Disadvantaged Students	47	745	734	736	*	*	34%	*	*	47%	35%
Non-Economically Disadvantaged Students	49	754	748	762	*	*	24%	*	*	53%	66%
Students with Disabilities	12	719	*	730	*	*	*	*	*	*	29%
Students without Disabilities	84	754	*	756	*	*	*	*	*	*	57%
English Learners	*	*	727	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	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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(01-1690-015)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	752	745	748	*	15%	25%	*	*	55%	49%
White	46	759	751	755	*	*	*	*	*	65%	60%
Hispanic	18	743	737	737	*	*	*	*	*	44%	34%
Black or African American	16	744	*	730	0%	*	*	*	*	38%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	774	*	*	*	*	*	*	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	45	751	744	748	*	*	22%	*	*	53%	50%
Male	47	754	746	748	*	*	28%	*	*	57%	49%
Economically Disadvantaged Students	43	742	738	733	*	*	28%	*	*	40%	30%
Non-Economically Disadvantaged Students	49	761	752	758	*	*	22%	*	*	69%	62%
Students with Disabilities	20	725	722	725	*	*	*	*	*	25%	22%
Students without Disabilities	72	760	751	753	*	*	*	*	*	64%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	92	752	*	750	*	15%	25%	*	*	55%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	753	747	748	*	*	30%	*	*	57%	49%
White	42	760	754	756	0%	*	*	*	*	69%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	14	744	734	730	*	0%	*	*	*	50%	26%
Asian, Native Hawaiian, or Pacific Islander	16	756	758	777	*	0%	*	*	*	56%	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	51	754	746	749	*	*	25%	*	*	61%	50%
Male	36	752	748	747	*	*	36%	*	*	53%	48%
Economically Disadvantaged Students	46	750	740	733	*	*	30%	*	*	52%	29%
Non-Economically Disadvantaged Students	41	756	755	758	*	*	29%	*	*	63%	62%
Students with Disabilities	12	729	721	726	*	*	*	*	*	25%	20%
Students without Disabilities	75	757	752	752	*	*	*	*	*	63%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	83	742	747	744	*	25%	22%	*	*	46%	44%
White	41	748	751	751	0%	24%	*	*	*	54%	54%
Hispanic	13	737	744	731	*	*	*	*	*	31%	27%
Black or African American	12	711	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	771	*	*	*	*	*	*	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	742	748	745	*	*	*	*	*	43%	45%
Male	41	741	746	742	*	*	*	*	*	49%	42%
Economically Disadvantaged Students	45	736	737	729	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	38	749	757	753	*	*	*	*	*	58%	56%
Students with Disabilities	19	715	719	717	*	53%	*	*	*	11%	13%
Students without Disabilities	64	750	754	748	*	17%	*	*	*	56%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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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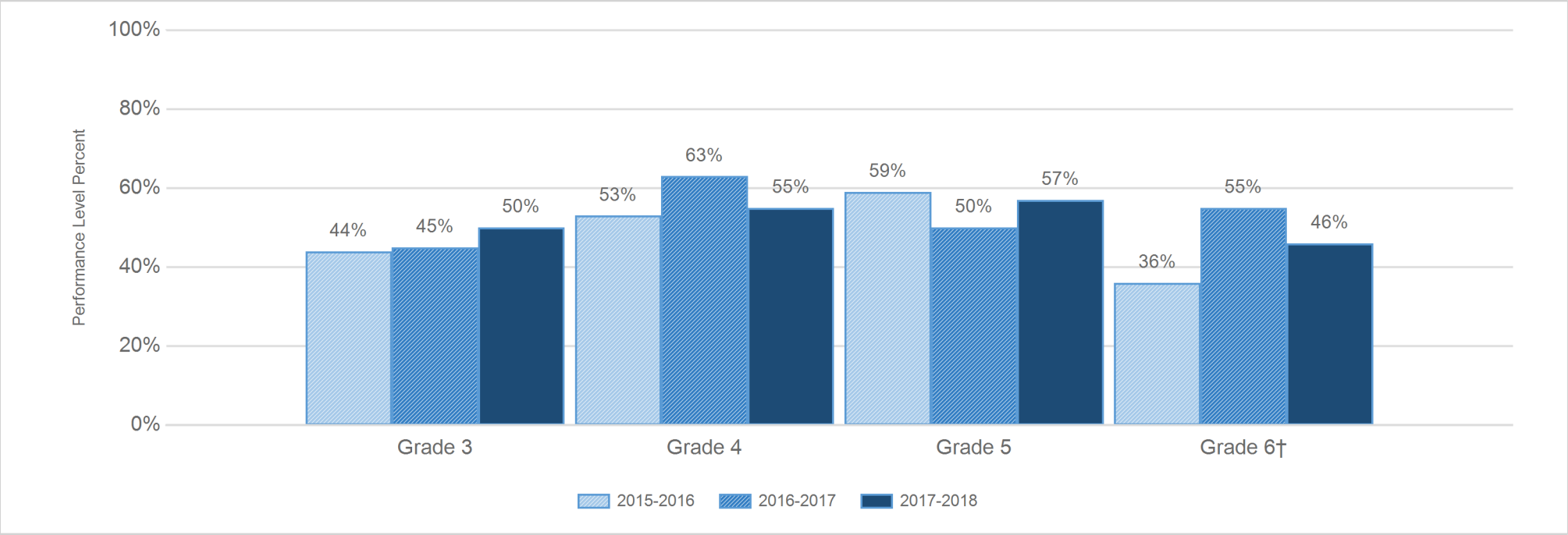
Mathematics Assessment – Performance Trends

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	N	N
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	70.6%	**	**

† 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	21	*	*
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.

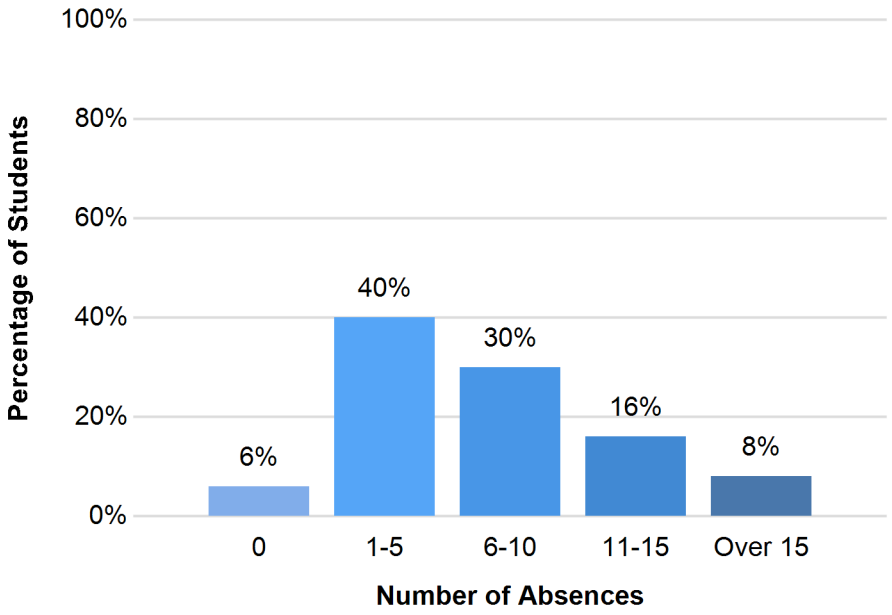
Chronic Absenteeism

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	42	6.5	8.9	Met
White	20	6.3	8.9	Met
Hispanic	8	6.3	8.9	Met
Black or African American	5	6.0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	5	6.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	11.4	8.9	Not Met
Economically Disadvantaged Students	27	8.3	8.9	Met
Students with Disabilities	7	5.8	8.9	Met
English Learners	1	3.6	8.9	Met

Days Absent

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



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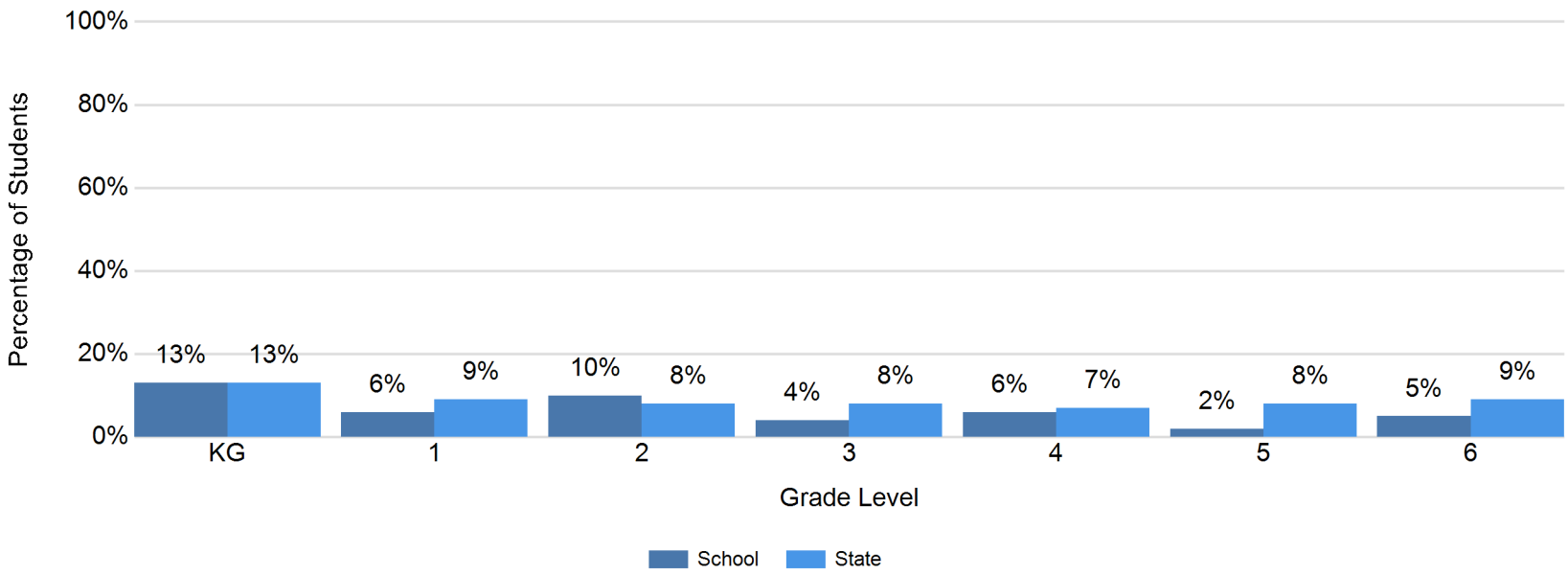
Chronic Absenteeism by Grade

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



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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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.91

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	0	1	1
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	3	2	5
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	1.6:1

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	65	117,464
Average years experience in public schools	15.8	12.0
Average years experience in district	13.6	10.7
Teachers in district for 4 or more years	83.1%	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	329:1	197:1
Teachers to Administrators	33:1	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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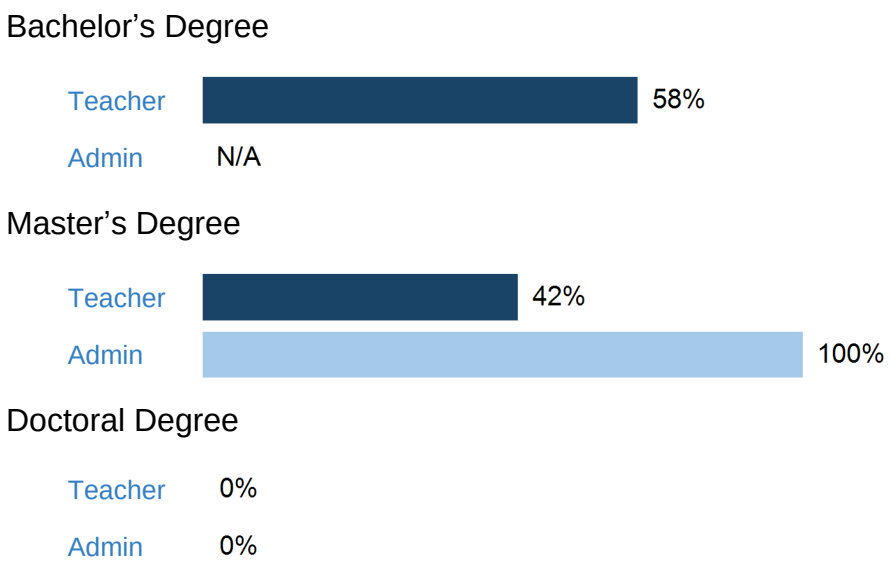
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other 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	89.2%	0.0%
Male	10.8%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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	20.79	17.5%
Mathematics Proficiency	59.30	17.5%
English Language Arts Growth	7.11	25.0%
Mathematics Growth	73.00	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	59.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.90	n/a
Summative Rating: Percentile rank of Summative Score	36.73	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	Met Target†	Not Met	Met Standard	**	Met	No
White	40.60	14.08	No	Not Met	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Hispanic	43.47	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	56.33	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	19.72	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	54.89	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	54.58	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	69.07	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Inclusivity/Acceptance of All • Family-Like Atmosphere • Academically Sound
Mission, Vision, Theme:	Our mission, through the collaborative effort of our school family, is to meet the needs of the whole child: academically, socially, emotionally, and physically. We are committed to creating an environment in which we develop lifelong learners, celebrate individuality, and foster an awareness, understanding, and acceptance of differences.
Awards, Recognition, Accomplishments:	Although academics are clearly a priority at Rann, an emphasis is also placed on teaching life?s other important lessons. A Student Expectations and Recognition Program promotes character development and recognizes students for desired behavior and performance.

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Courses, Curriculum, Instruction:	Arthur Rann?s instructional program is research-based, assessment driven, and geared to address individual learning needs. Arthur Rann students have traditionally scored well on state tests. This includes attendance, as well as their ability to read, write, and perform mathematics. All segments of our school population remain committed to meeting standards and establishing goals that exceed federal and state mandates.

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Before and After School Programs:	Arthur Rann offers a before/after school child care program. Students are afforded the opportunity to be in an inviting environment prior to/after school. Adult supervision provides play activities and assists the children with schoolwork. Students have snacks, play outside, use the computer lab, and make new friends. This program is provided by our Board of Education and is offered to all K-6 grade students that populate our school.
Staff and Professional Learning:	Planned professional development trainings allow our teachers to utilize instructional strategies necessary to enable our students to achieve the standards. Teachers work on committees to enhance teaching practices to ensure that students perform well. We integrate work place readiness skills into programs and prepare students for their roles in society.

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Student Supports and Services:	Two full time teachers address the various needs of our ESL population. Co-teaching and self-contained classrooms are housed in our building. Our school maintains an I&RS Team and intervetnion teachers at all greade levels to meet the needs of all of our learners.
Student Health and Wellness:	The primary objective of school health services supports the educational process by enhancing and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. We offer our students a breakfast/lunch program and provide the opportunity for recess, along with two physical education classes per week.
Parent and Community Involvement:	Our school family supports the Arthur Rann Family School Association. This school organization provides assemblies, book fairs, and many evening events to promote a positive home/school partnership. We participate in food, clothing and toy collections and have raised thousands of dollars for various charitable organizations.

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Facilities:	Our school facility houses close to 650 students. Our building is well maintained and air conditioned. We have a gymnasium, computer lab, and rooms for all of our special area classes.

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Technology and STEM:	Technology is integrated across the curriculum at Arthur Rann 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:	Arthur Rann Elementary School is home to a diverse student body in grades kindergarten through sixth. The school is a vibrant learning community of students, teachers, administrators, and parents/guardians working together to provide all children with a positive and productive school experience. Everyone at Arthur Rann is invested in children and learning, as highlighted in our motto, ?AT RANN EVERYONE SUCCEEDS?. All members of the school family are committed to providing a safe, welcoming, and supportive learning environment, setting high expectations for student achievement, and opening avenues of communication between school and home. We invite all parents/guardians and community members to visit Arthur Rann Elementary School, where you can serve as volunteers, role models, and assist us in the development of well educated, caring, and respectful students.