NJ SCHOOL PERFORMANCE REPORT

SMITHVILLE ELEMENTARY SCHOOL
(01-1690-048)
Grades Offered: PK-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. RAGAZZI
Address	37 S OLD PORT REPUBLIC ROAD GALLOWAY, NJ 08205
Phone Number	(609)748-1250
Email Address	RAGAZZID@GTPS.K12.NJ.US
Website	http://www.gtps.k12.nj.us/schools/smithv/Smithville_Web/index_2.htm
Facebook	http://www.facebook.com/GallowaySchools
Twitter	https://twitter.com/smithville_elem

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	29
KG	67	89	80
1	93	70	94
2	95	98	74
3	91	98	102
4	87	93	102
5	97	96	104
6	98	105	98
Total	628	649	683

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.8%	49.9%	50.7%
Male	49.2%	50.1%	49.3%
Economically Disadvantaged Students	50.2%	50.1%	47.4%
Students with Disabilities	14.3%	12.8%	11.7%
English Learners	4.9%	4.6%	3.7%
Homeless Students		1.1%	2.0%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.0%	1.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	47.0%	45.8%	47.4%
Hispanic	21.8%	21.6%	20.9%
Black or African American	19.1%	20.6%	20.9%
Asian	5.4%	5.5%	3.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	6.2%	6.3%	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
PK - Half Day	0	0	0
PK - Full Day	0	0	29
KG - Half Day	0	0	0
KG - Full Day	67	89	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	82.4%
Spanish	10.8%
Urdu	1.5%
Portuguese	1.0%
Other Languages	4.2%

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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	49	51	50	Met Standard
White	37	36	50	Not Met	50	51	51	Met Standard
Hispanic	32	31	49	Not Met	53	51	48	Met Standard
Black or African American	30	31	44	Not Met	41	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68	45	61	**	67	60	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	21	32	49	**	38	46	51	**
Economically Disadvantaged	31	33	48	Not Met	46.5	49	47	Met Standard
Students with Disabilities	25.5	28	41	Not Met	40	45	43	Met Standard
English Learners	44.5	40	54	**	65	59	51	**

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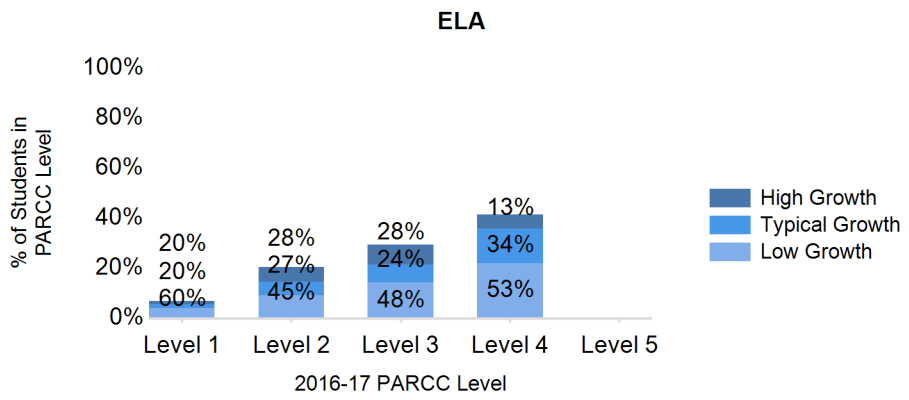
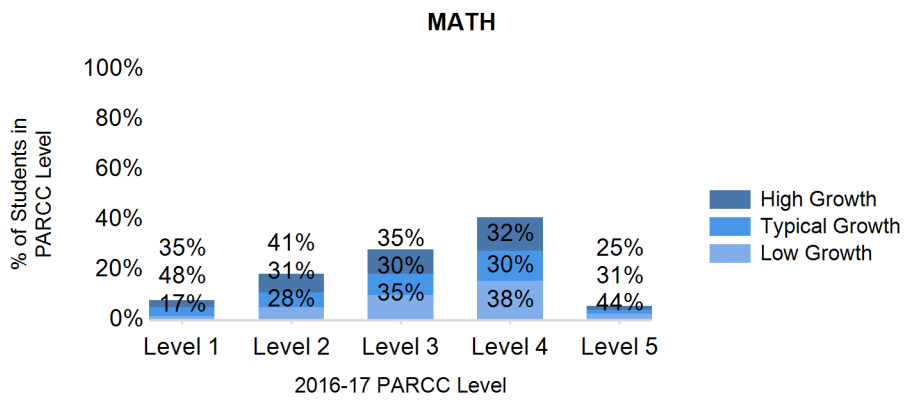
Student Growth by Performance Level

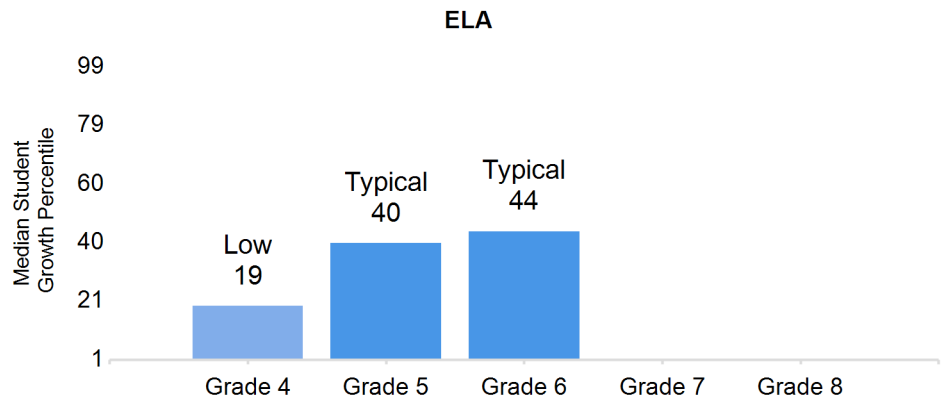
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

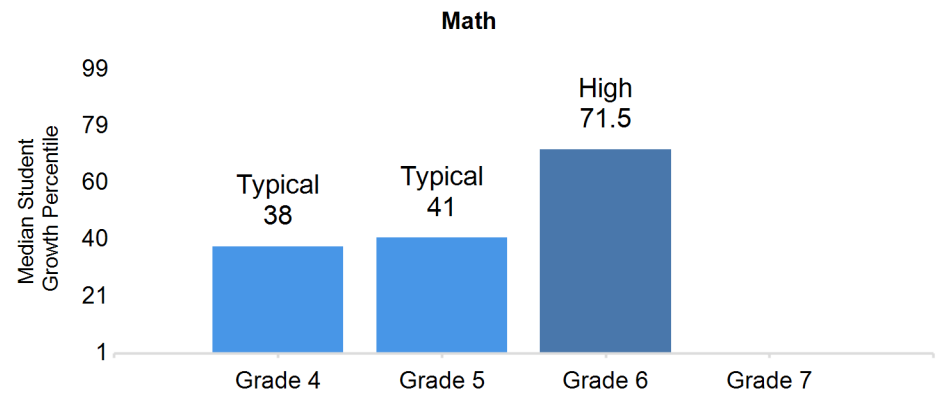




Student Growth by Grade

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	414	97.7	40.6	43.8	56.7	40.6	47.4	Not Met
White	191	98.5	48.7	49.8	65.6	48.7	55.6	Not Met
Hispanic	95	95.1	42.2	37.3	42.5	42.2	43.5	Met Target†
Black or African American	92	99.0	20.7	26.7	37.3	20.7	27.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	93.7	60.0	63.8	82.3	60.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	21	100.0	33.3	*	63.4	33.3	21.9	Met Target
Female	220	97.8	47.7	51.1	64.5	47.7		
Male	194	97.6	32.5	36.7	49.4	32.5		
Economically Disadvantaged Students	193	98.5	25.4	35.0	38.5	25.4	35.6	Not Met
Non-Economically Disadvantaged Students	221	97.0	53.9	53.1	67.5	53.9		
Students with Disabilities	78	97.6	14.1	14.1	21.6	14.1	30.4	Not Met
Students without Disabilities	336	97.7	46.8	51.2	63.9	46.8		
English Learners	24	100.0	25.0	28.2	27.3	25.0	41.1	Not Met
Non-English Learners	390	97.6	41.5	45.1	59.4	41.5		
Homeless Students	*	*	*	22.2	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
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	107	736	732	750	19%	16%	28%	37%	0%	37%	52%
White	48	741	735	759	*	*	38%	40%	0%	40%	61%
Hispanic	26	732	727	736	*	*	*	42%	0%	42%	38%
Black or African American	22	724	718	733	*	*	*	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	736	758	*	*	*	*	*	*	58%
Female	52	738	735	756	*	*	33%	40%	0%	40%	57%
Male	55	733	728	744	*	*	24%	35%	0%	35%	46%
Economically Disadvantaged Students	50	727	726	733	*	*	28%	30%	0%	30%	34%
Non-Economically Disadvantaged Students	57	743	738	762	*	*	28%	44%	0%	44%	64%
Students with Disabilities	18	716	*	719	*	*	*	*	*	17%	24%
Students without Disabilities	89	740	*	756	*	*	*	*	*	42%	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	106	737	743	756	9%	27%	26%	*	*	37%	58%
White	52	742	749	764	*	29%	*	*	*	48%	68%
Hispanic	26	735	732	744	*	*	*	*	*	35%	44%
Black or African American	19	727	*	739	*	*	*	*	*	11%	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	57	743	748	762	*	19%	28%	*	*	47%	63%
Male	49	730	738	751	*	37%	24%	*	*	24%	53%
Economically Disadvantaged Students	51	727	735	740	*	33%	33%	*	*	20%	40%
Non-Economically Disadvantaged Students	55	747	751	767	*	22%	20%	*	*	53%	70%
Students with Disabilities	20	719	717	726	*	*	*	*	*	15%	25%
Students without Disabilities	86	742	750	762	*	*	*	*	*	42%	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	105	741	743	755	*	19%	30%	*	*	43%	58%
White	47	749	751	763	*	*	23%	*	*	53%	68%
Hispanic	20	745	*	743	*	*	*	*	*	45%	43%
Black or African American	29	729	732	738	*	*	34%	*	*	28%	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	61	746	748	762	*	*	28%	*	*	48%	66%
Male	44	734	738	749	*	*	32%	*	*	36%	51%
Economically Disadvantaged Students	48	729	736	739	*	*	38%	*	*	23%	39%
Non-Economically Disadvantaged Students	57	752	752	766	*	*	23%	*	*	60%	71%
Students with Disabilities	19	709	711	724	*	*	*	*	*	11%	22%
Students without Disabilities	86	748	750	762	*	*	*	*	*	50%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	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	101	745	747	754	*	16%	35%	*	*	44%	56%
White	47	753	749	761	*	*	38%	*	*	49%	66%
Hispanic	23	748	748	742	*	*	48%	43%	0%	43%	42%
Black or African American	22	722	*	737	*	*	*	*	*	23%	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	51	751	753	761	*	*	31%	*	*	55%	64%
Male	50	739	742	748	*	*	38%	*	*	32%	48%
Economically Disadvantaged Students	47	731	739	739	*	*	38%	*	*	26%	37%
Non-Economically Disadvantaged Students	54	757	755	764	*	*	31%	*	*	59%	68%
Students with Disabilities	15	712	722	723	*	*	*	*	*	*	18%
Students without Disabilities	86	751	753	760	*	*	*	*	*	*	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	101	745	*	755	*	16%	35%	*	*	44%	*
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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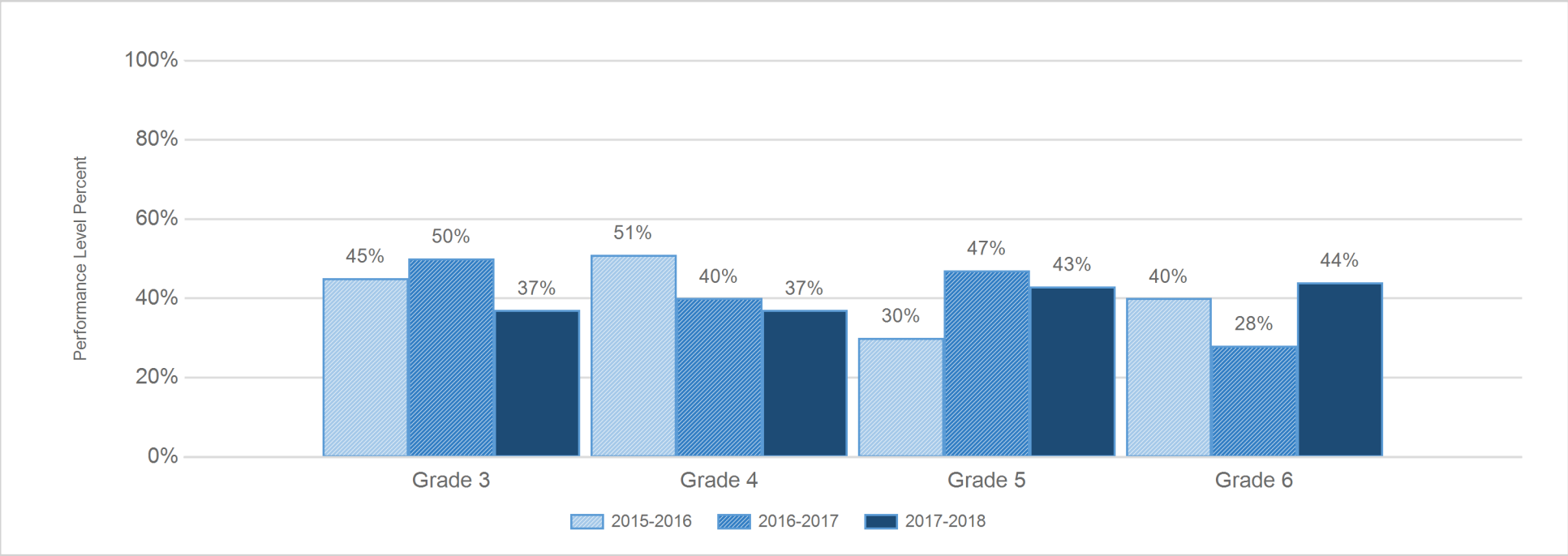
English Language Arts/Literacy Assessment - Performance Trends

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	416	97.7	42.6	45.3	45.0	42.6	48.3	Not Met
White	191	98.5	51.3	53.4	54.1	51.3	56.8	Met Target†
Hispanic	95	95.1	45.3	36.6	29.2	45.3	35.5	Met Target
Black or African American	94	99.0	18.1	24.6	23.4	18.1	33.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	93.7	66.7	71.7	77.0	66.7	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	21	100.0	42.9	*	53.0	42.9	39.7	Met Target
Female	222	97.8	42.8	46.8	46.0	42.8		
Male	194	97.6	42.2	43.8	43.9	42.2		
Economically Disadvantaged Students	194	98.6	27.8	34.6	26.6	27.8	36.8	Not Met
Non-Economically Disadvantaged Students	222	97.0	55.4	56.6	55.9	55.4		
Students with Disabilities	78	97.6	19.3	14.7	17.1	19.3	29.1	Not Met
Students without Disabilities	338	97.8	47.9	52.8	50.5	47.9		
English Learners	26	100.0	38.5	38.4	24.6	38.5	45.3	Met Target†
Non-English Learners	390	97.6	42.8	45.9	46.9	42.8		
Homeless Students	*	*	*	22.2	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SMITHVILLE ELEMENTARY SCHOOL
(01-1690-048)
Grades Offered: PK-06
2017-2018

Report Key:
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N No Data is available to display
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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	108	742	741	752	10%	20%	29%	*	*	41%	53%
White	48	749	747	760	*	23%	25%	*	*	48%	64%
Hispanic	26	741	738	739	*	*	38%	*	*	35%	38%
Black or African American	23	727	725	734	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	734	757	*	*	*	*	*	*	59%
Female	53	740	741	752	*	19%	32%	*	*	40%	53%
Male	55	744	741	751	*	22%	25%	*	*	42%	53%
Economically Disadvantaged Students	51	733	734	736	*	*	37%	*	*	25%	35%
Non-Economically Disadvantaged Students	57	749	748	762	*	*	21%	*	*	54%	66%
Students with Disabilities	18	724	*	730	*	*	*	*	*	28%	29%
Students without Disabilities	90	745	*	756	*	*	*	*	*	43%	57%
English Learners	*	*	727	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

SMITHVILLE ELEMENTARY SCHOOL
(01-1690-048)
Grades Offered: PK-06
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	107	742	745	748	*	18%	34%	*	*	43%	49%
White	52	748	751	755	*	*	33%	*	*	54%	60%
Hispanic	26	739	737	737	*	*	*	42%	0%	42%	34%
Black or African American	20	726	*	730	*	*	*	*	*	*	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	58	742	744	748	*	*	31%	*	*	45%	50%
Male	49	742	746	748	*	*	37%	*	*	41%	49%
Economically Disadvantaged Students	51	735	738	733	*	*	41%	*	*	29%	30%
Non-Economically Disadvantaged Students	56	749	752	758	*	*	27%	*	*	55%	62%
Students with Disabilities	20	726	722	725	*	*	*	*	*	25%	22%
Students without Disabilities	87	746	751	753	*	*	*	*	*	47%	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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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	105	741	747	748	*	23%	30%	*	*	40%	49%
White	47	750	754	756	0%	*	38%	*	*	49%	60%
Hispanic	20	740	*	736	*	*	*	50%	0%	50%	32%
Black or African American	29	732	734	730	*	41%	*	*	*	24%	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	61	742	746	749	*	*	30%	*	*	41%	50%
Male	44	741	748	747	*	*	32%	*	*	39%	48%
Economically Disadvantaged Students	48	729	740	733	*	*	27%	*	*	25%	29%
Non-Economically Disadvantaged Students	57	752	755	758	*	*	33%	*	*	53%	62%
Students with Disabilities	19	721	721	726	*	53%	*	*	*	11%	20%
Students without Disabilities	86	746	752	752	*	16%	*	*	*	47%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance 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	101	745	747	744	*	18%	32%	*	*	44%	44%
White	47	753	751	751	*	*	30%	*	*	51%	54%
Hispanic	23	748	744	731	*	*	43%	*	*	48%	27%
Black or African American	22	723	*	726	*	*	*	*	*	23%	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	51	745	748	745	*	*	29%	*	*	47%	45%
Male	50	746	746	742	*	*	34%	*	*	40%	42%
Economically Disadvantaged Students	47	731	737	729	*	*	36%	*	*	28%	24%
Non-Economically Disadvantaged Students	54	757	757	753	*	*	28%	*	*	57%	56%
Students with Disabilities	15	711	719	717	*	*	*	*	*	*	13%
Students without Disabilities	86	751	754	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	101	745	*	745	*	18%	32%	*	*	44%	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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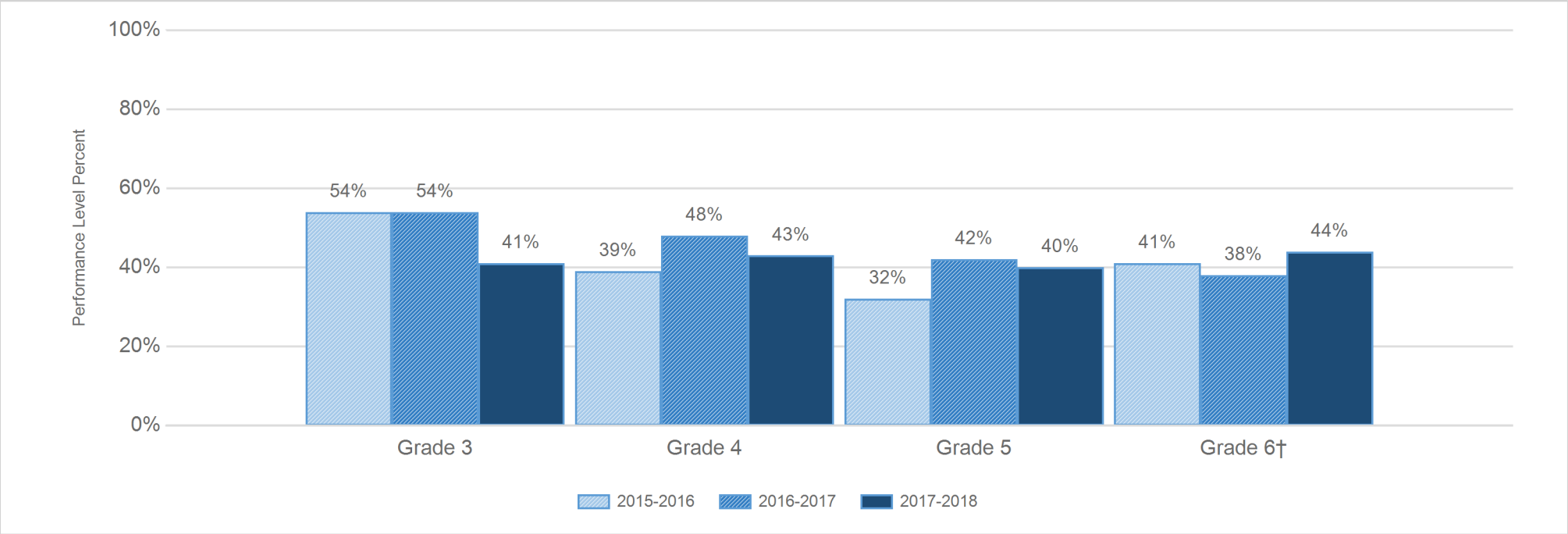
Mathematics Assessment – Performance Trends

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	N	N
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	50.0%	46.8%	Met Target

† 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	17	76.5%	23.5%
3-4	*	*	*
5 or more	*	*	*

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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.

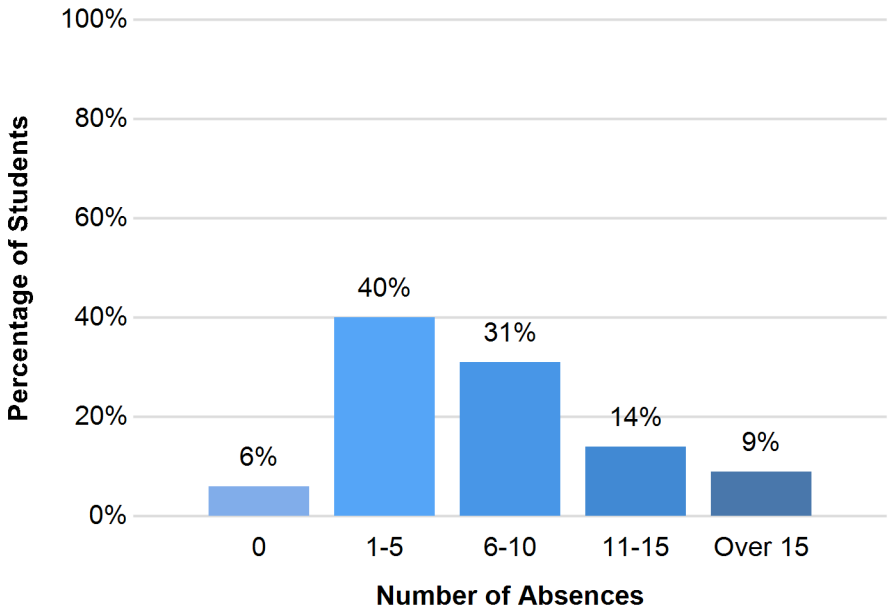
Chronic Absenteeism

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	50	7.6	8.9	Met
White	19	6.1	8.9	Met
Hispanic	12	8.9	8.9	Met
Black or African American	10	7.2	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	14.3	8.9	Not Met
Economically Disadvantaged Students	34	11.3	8.9	Not Met
Students with Disabilities	7	9.0	8.9	Not Met
English Learners	1	4.2	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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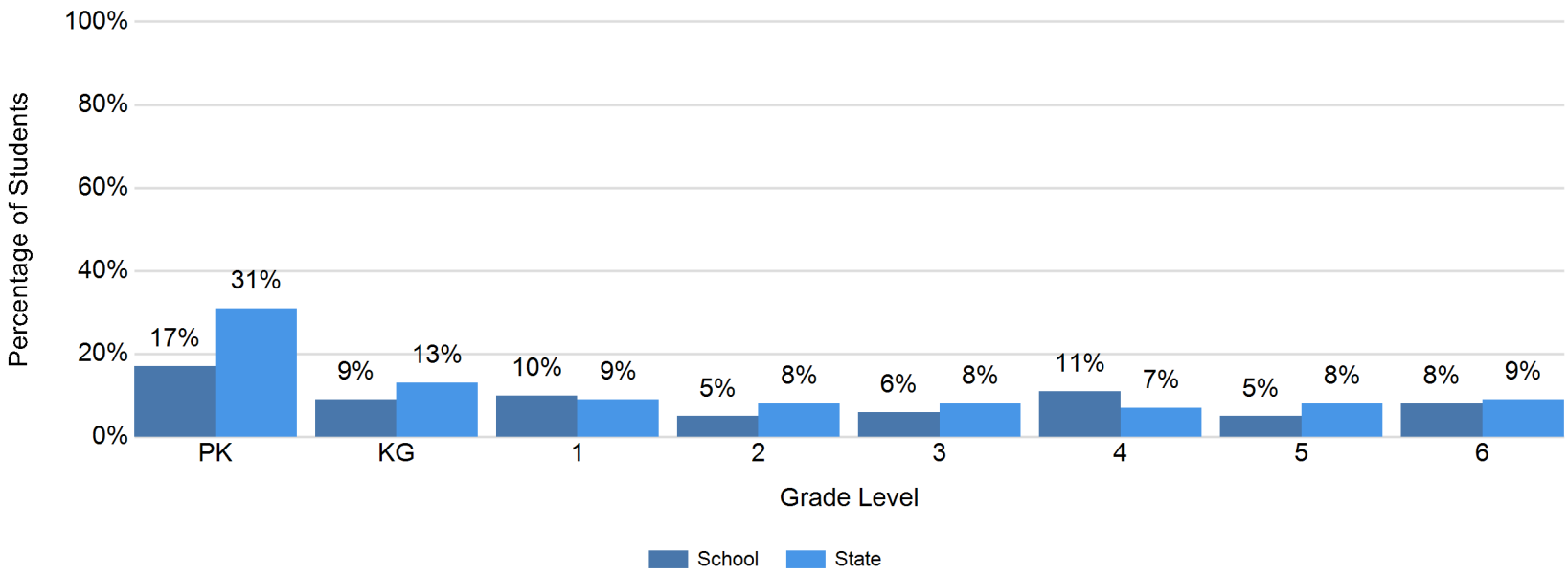
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.29

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	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	2	2
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	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	8:50 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	1.4:1

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	55	117,464
Average years experience in public schools	14.8	12.0
Average years experience in district	13.7	10.7
Teachers in district for 4 or more years	80.0%	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	12:1	11:1
Students to Administrators	342:1	197:1
Teachers to Administrators	28:1	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

NJ SCHOOL PERFORMANCE REPORT

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(01-1690-048)
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2017-2018

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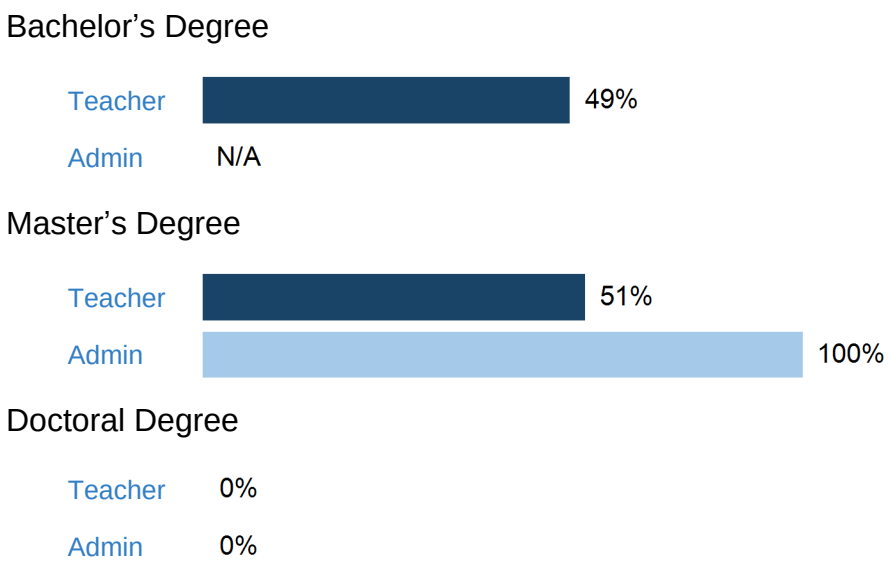
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other 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	96.4%

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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	87.3%	0.0%
Male	12.7%	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	16.00	15.0%
Mathematics Proficiency	39.10	15.0%
English Language Arts Growth	5.15	20.0%
Mathematics Growth	42.37	20.0%
Progress Towards English Language Proficiency (coming 2018)	40.43	20.0%
Chronic Absenteeism	44.48	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	30.30	n/a
Summative Rating: Percentile rank of Summative Score	19.31	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	Not Met	Met Standard	Met Target	Met	No
White	29.76	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Hispanic	47.14	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Black or African American	32.40	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	32.14	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	36.93	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Not Met	Met Target†	**	**	**	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:	• Smithville offers GEM and PEP enrichment opportunities, focused on inquiry based learning • The Smithville Instrumental Music program offers a variety of award winning opportunities for aspiring musicians. • Smithville has implemented a universal, classroom-based program that build social-emotional skills
Mission, Vision, Theme:	Smithville Elementary School is a diverse and progressive school, that unifies educators, families, and community to provide a safe, challenging learning environment for all children to develop and succeed.
Awards, Recognition, Accomplishments:	Smithville students are health and community minded, Jump Rope for Heart acknowledge our school for their dedication. Smithville's band has preformed at various festivals and has a continued performance partnership with local businesses.

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Courses, Curriculum, Instruction:	Galloway Township Public Schools and Smithville Elementary School are proud of the positive learning environment, effective instruction, and enriching experiences our curriculum and staff provide to our students. While maintaining fidelity to the curriculum, instruction is focused on developing independent critical thinkers with an emphasis on problem solving. Student-centered, hands-on learning with technology integration is utilized to promote student engagement and achievement.
Clubs and Activities:	Students in fourth through sixth grade who had an interest in music have the opportunity to participate in band and/or chorus. Winter and spring concerts are performed showcasing their abilities, throughout the year. Smithville students can also participate in Odyssey of the mind competitions, focused on building their problem-solving skills.

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Before and After School Programs:	Smithville offers a before and after care program to accommodate our families work schedules. Adult supervision provides play activities and schoolwork help. This program is supported by our Board of Education and is offered to all K-6 grade students.
Staff and Professional Learning:	Smithville's staff has continuous opportunities for professional development throughout the year. At the district-level, our teachers have received training on mindfulness, executive functioning, technology integration, and equity in education. Our teachers also participate in professional learning communities and vertical articulation meetings focused on student growth and achievement.

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Student Supports and Services:	Our focus is on preparing our students to learn, work, and live with each other in the 21st century. School Counselors, School Psychologists and School Social Workers provide individual and group counseling sessions as well as classroom guidance dependent on student needs. Smithville has in-class resource classrooms and intervention services at all grade levels. Two full-time ESL teachers address the needs of our English Language Learners.
Student Health and Wellness:	The primary objective of school health services, with the care provided by a full-time nurse, is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. Smithville offers a daily breakfast/lunch program and students have two physical education classes per week, with recess everyday.
Parent and Community Involvement:	We are well supported by our Family School Association and local Education Foundation whose focus is to provide grants to our teachers to foster learning activities that support our district goals. Smithville participates in several donation collections to support our community. Through service learning our student council has participated in several charity events supporting the needs of our community.

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Facilities:	Smithville Elementary School opened in the fall of 1991. The facility is 92,211 square feet and has a current enrollment of 631. Today it is home to Kindergarten through sixth grade students. Students are instructed by an outstanding staff of certified and support staff members and receive an excellent education. Smithville is an air condition facility with a full technology lab and maker space discovery zone.

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Technology and STEM:	Technology is integrated across the curriculum at Smithville 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:	Additional Parent and Community Involvement:Throughout the year, several events are planned focused on fostering involvement of our parents/community. Some examples are back to school night, conferences, family activity nights, and kindergarten orientation. Additional Student Supports and Services: Intervention & Referral Services (I & RS) assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. Structured support and assistance is provided to teachers to promote student success. Smithville Elementary School Summary:Smithville offers a positive and productive learning climate created by an outstanding, dedicated and caring staff that is committed to providing the children with a challenging academic program. Many enriching activities occurred at Smithville School that nurtured the development of our students intellectual, physical, emotional and social needs. Every month two students from each homeroom are celebrated for their academic success or their modeling of good citizenship. Throughout the year, students have the opportunity to participate in family fun night activities, school book fairs, and several interactive assemblies.