NJ SCHOOL PERFORMANCE REPORT

BARLEY SHEAF ELEMENTARY SCHOOL
(19-1510-030)
Grades Offered: KG-04
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUNTERDON
District	FLEMINGTON-RARITAN REG
Principal Name	MS. GABRUK
Address	80 BARLEY SHEAF ROAD FLEMINGTON, NJ 08822-9180
Phone Number	(908)284-7584
Email Address	KGABRUK@FRSD.K12.NJ.US
Website	https://www.frsd.k12.nj.us/Domain/67
Facebook	https://www.Facebook.com/flemrarschools
Twitter	https://twitter.com/barleysheaffrsd

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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	56	77	68
1	66	53	78
2	66	63	53
3	74	67	72
4	71	77	71
Total	333	337	342

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	44.1%	43.9%	42.4%
Male	55.9%	56.1%	57.6%
Economically Disadvantaged Students	4.2%	4.2%	7.9%
Students with Disabilities	15.9%	14.2%	19.0%
English Learners	0.0%	0.0%	0.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.9%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	75.1%	86.6%	83.9%
Hispanic	8.7%	3.6%	4.4%
Black or African American	1.5%	1.2%	1.8%
Asian	7.5%	7.4%	7.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.9%	0.9%	2.6%

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	56	77	68

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	93.9%
Spanish	1.8%
Polish	1.2%
Other Languages	3.2%

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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	59	45	50	Met Standard	70	58.5	50	Exceeds Standard
White	59.5	46	50	Met Standard	71.5	60	51	Exceeds Standard
Hispanic	*	41	49	**	*	51	48	**
Black or African American	*	48	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	47	61	**	*	61	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	42.5	49	**	*	65	51	**
Economically Disadvantaged	*	41	48	**	*	48	47	**
Students with Disabilities	57	40.5	41	**	71	48	43	**
English Learners	*	43	54	**	*	46	51	**

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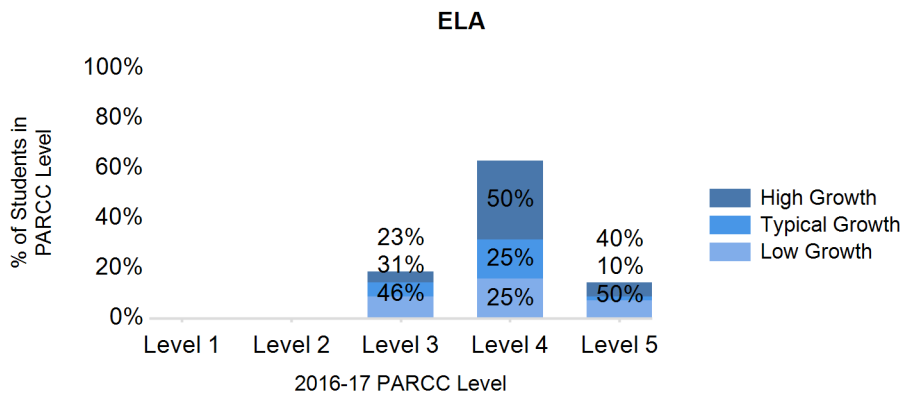
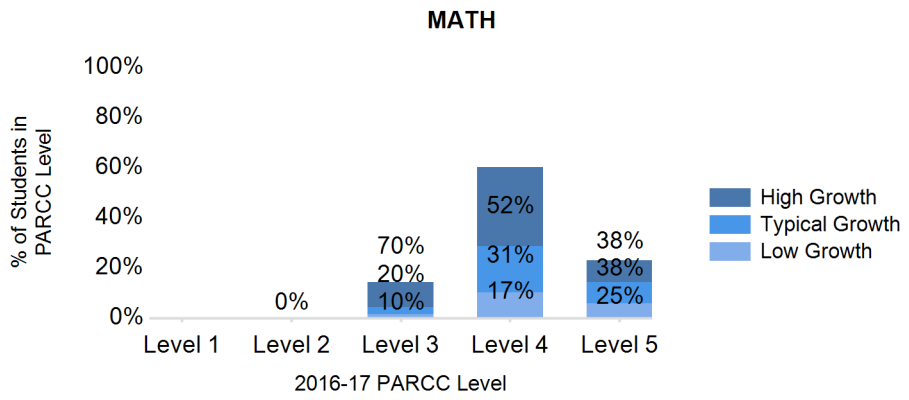
Student Growth by Performance Level

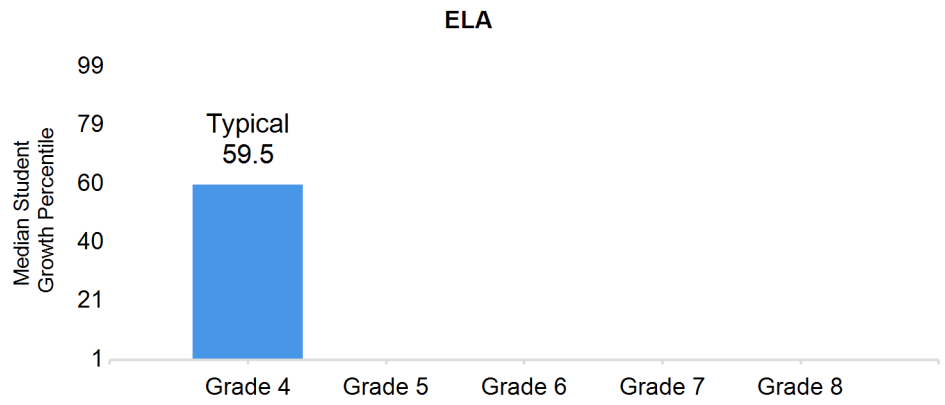
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

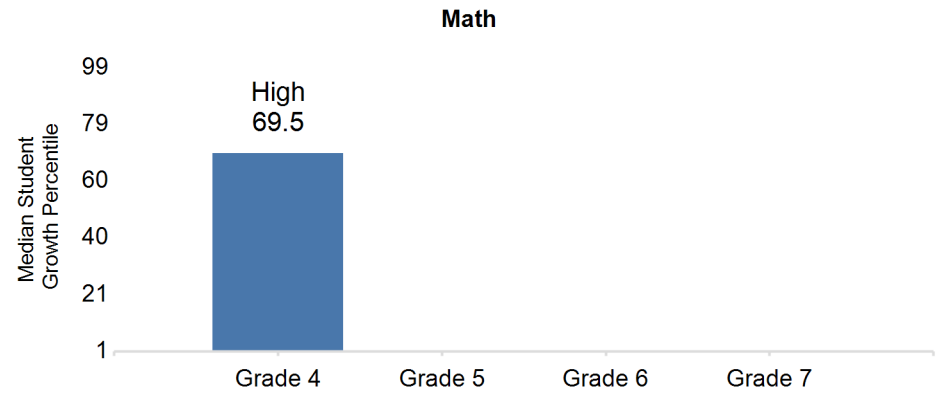




Student Growth by Grade

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	145	100.0	75.9	67.8	56.7	75.9	75.8	Met Target
White	118	100.0	77.9	71.8	65.6	77.9	74.6	Met Target
Hispanic	*	*	*	38.4	42.5	*	**	**
Black or African American	*	*	*	47.8	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	*	82.3	81.8	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	58	100.0	79.3	73.4	64.5	79.3		
Male	87	100.0	73.6	62.9	49.4	73.6		
Economically Disadvantaged Students	10	100.0	40.0	34.0	38.5	40.0	**	**
Non-Economically Disadvantaged Students	135	100.0	78.5	73.6	67.5	78.5		
Students with Disabilities	31	100.0	38.7	25.2	21.6	38.7	52	Met Target†
Students without Disabilities	114	100.0	85.9	77.5	63.9	85.9		
English Learners	*	*	*	25.0	27.3	*	**	**
Non-English Learners	*	*	*	70.9	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	75	771	755	750	*	*	19%	*	*	71%	52%
White	57	772	762	759	*	*	18%	*	*	74%	61%
Hispanic	*	*	717	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	30	773	759	756	*	*	*	*	*	77%	57%
Male	45	769	752	744	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	*	*	719	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	763	762	*	*	*	*	*	*	64%
Students with Disabilities	18	743	728	719	*	*	*	*	*	39%	24%
Students without Disabilities	57	779	762	756	*	*	*	*	*	81%	57%
English Learners	*	*	696	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	757	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	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	72	775	761	756	*	*	17%	47%	33%	81%	58%
White	62	777	765	764	0%	*	*	48%	34%	82%	68%
Hispanic	*	*	735	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	776	764	762	*	*	*	*	*	80%	63%
Male	42	773	759	751	*	*	*	*	*	81%	53%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	767	767	*	*	*	*	*	*	70%
Students with Disabilities	14	749	*	726	*	*	*	*	*	36%	25%
Students without Disabilities	58	781	*	762	*	*	*	*	*	91%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	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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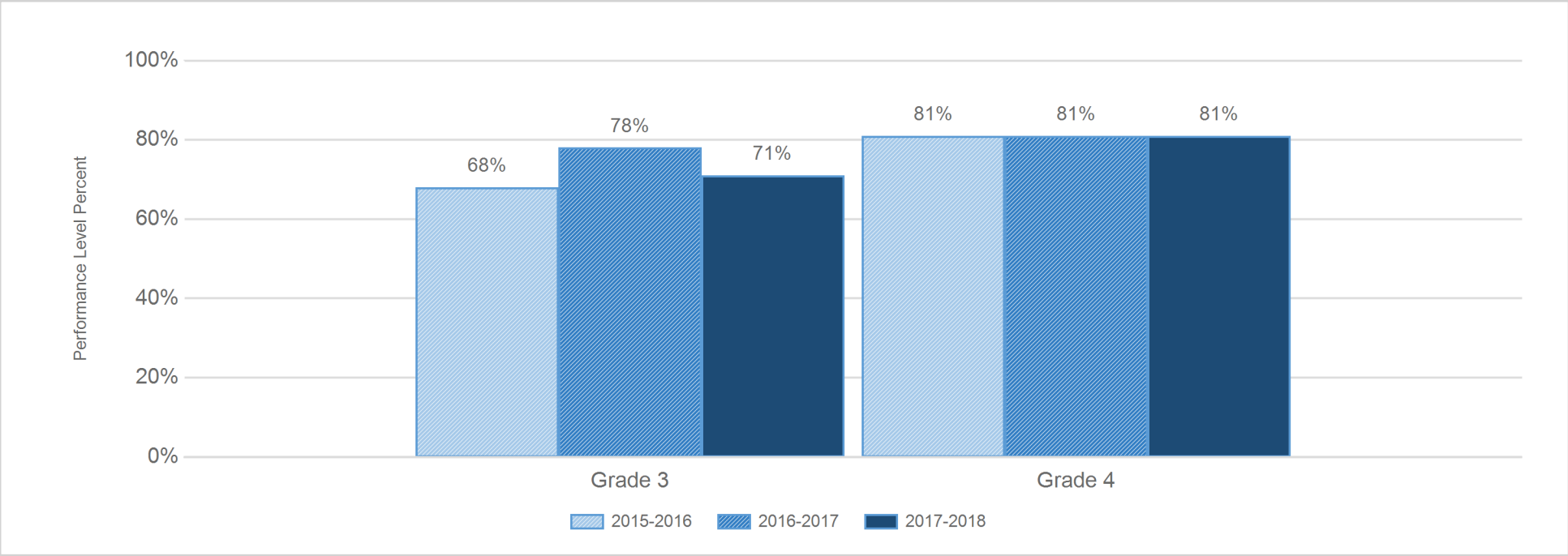
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	145	100.0	80.0	68.5	45.0	80.0	80	Met Goal
White	118	100.0	83.0	73.2	54.1	83.0	80	Met Goal
Hispanic	*	*	*	36.9	29.2	*	**	**
Black or African American	*	*	*	47.2	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	*	77.0	90.9	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	58	100.0	79.3	67.7	46.0	79.3		
Male	87	100.0	80.4	69.2	43.9	80.4		
Economically Disadvantaged Students	10	100.0	40.0	35.1	26.6	40.0	**	**
Non-Economically Disadvantaged Students	135	100.0	83.0	74.3	55.9	83.0		
Students with Disabilities	31	100.0	51.6	26.6	17.1	51.6	62.2	Met Target†
Students without Disabilities	114	100.0	87.7	77.9	50.5	87.7		
English Learners	*	*	*	26.4	24.6	*	**	**
Non-English Learners	*	*	*	71.6	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	75	772	768	752	*	*	19%	48%	27%	75%	53%
White	57	772	773	760	*	*	*	53%	25%	77%	64%
Hispanic	*	*	734	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	30	768	765	752	*	*	*	*	*	73%	53%
Male	45	774	770	751	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	733	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	776	762	*	*	*	*	*	*	66%
Students with Disabilities	18	743	742	730	*	*	*	*	*	44%	29%
Students without Disabilities	57	780	774	756	*	*	*	*	*	84%	57%
English Learners	*	*	724	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	770	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	770	761	748	*	*	*	*	*	83%	49%
White	62	772	763	755	0%	*	*	*	*	87%	60%
Hispanic	*	*	738	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	30	767	757	748	*	*	*	*	*	80%	50%
Male	42	772	764	748	*	*	*	*	*	86%	49%
Economically Disadvantaged Students	*	*	737	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	766	758	*	*	*	*	*	*	62%
Students with Disabilities	14	749	*	725	*	*	*	*	*	57%	22%
Students without Disabilities	58	775	*	753	*	*	*	*	*	90%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

BARLEY SHEAF ELEMENTARY SCHOOL
(19-1510-030)
Grades Offered: KG-04
2017-2018

Report Key:
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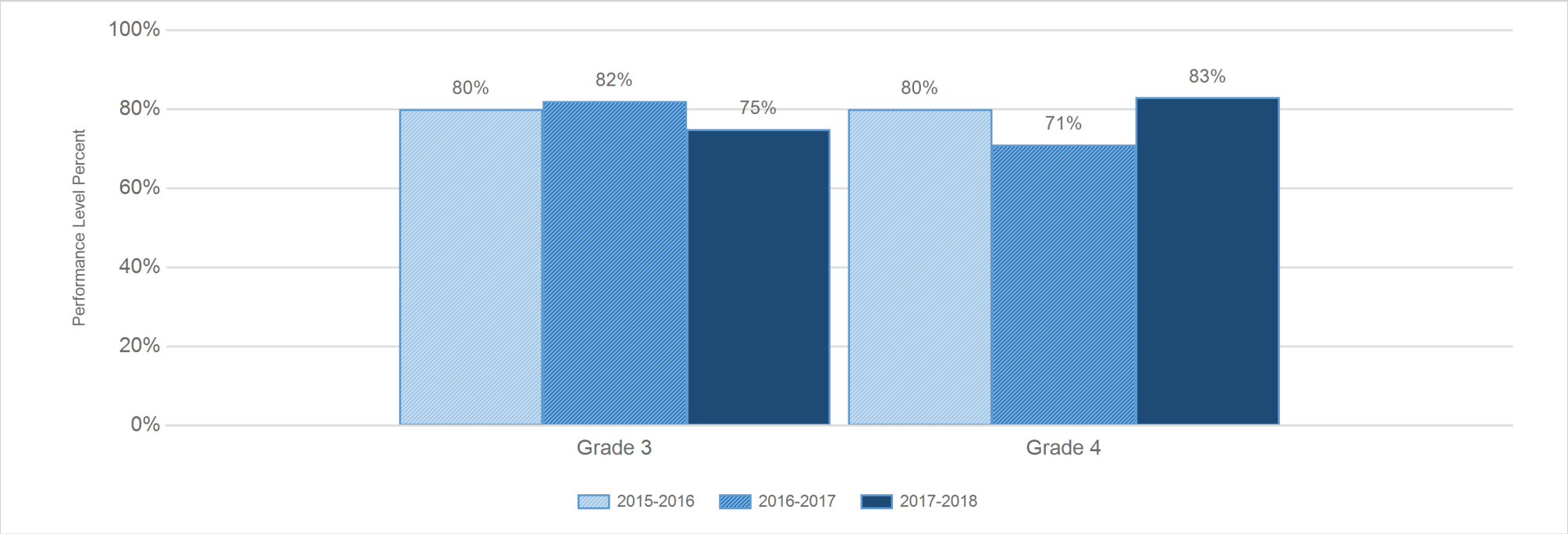
Mathematics Assessment – Performance Trends

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	N	N

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	*	*	*

† 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	*	*	*
3-4	N	N	N
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.

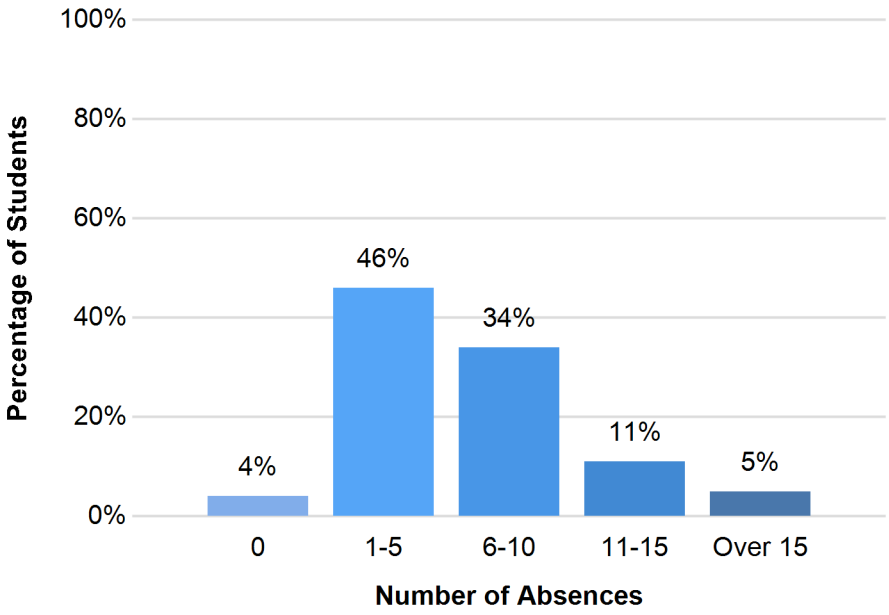
Chronic Absenteeism

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	8	2.3	9.1	Met
White	4	1.4	9.1	Met
Hispanic	3	20.0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	3	11.1	9.1	Not Met
Students with Disabilities	5	7.7	9.1	Met
English Learners	*	*	**	**

Days Absent

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



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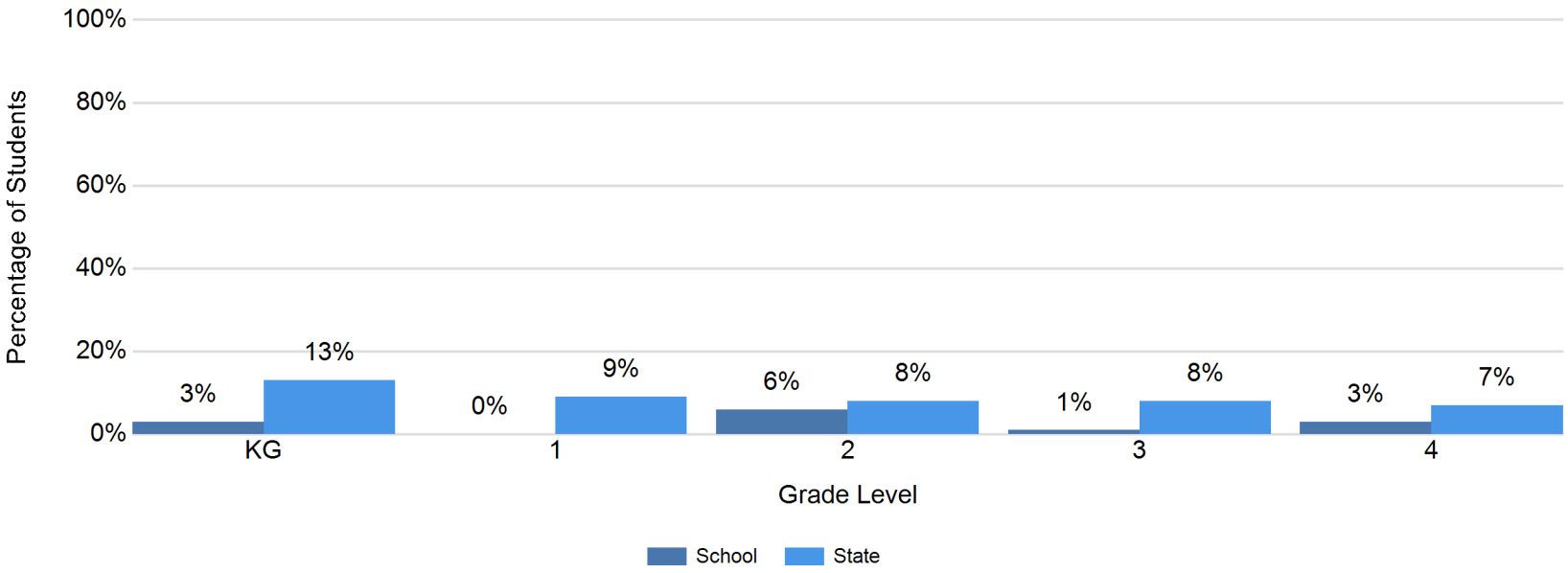
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	4.09

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	1	2
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
17

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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	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 45 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	15.9:1

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)	$369	$16,361	$16,730

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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	37	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	75.7%	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	22	9,374
Average years experience in public schools	12.8	16.0
Average years experience in district	7.8	12.0
Administrators in district for 4 or more years	63.6%	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	9:1	10:1
Students to Administrators	171:1	140:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		513:1
Students to Nurses		385:1
Students to Counselors		385:1
Students to Child Study Team		280:1

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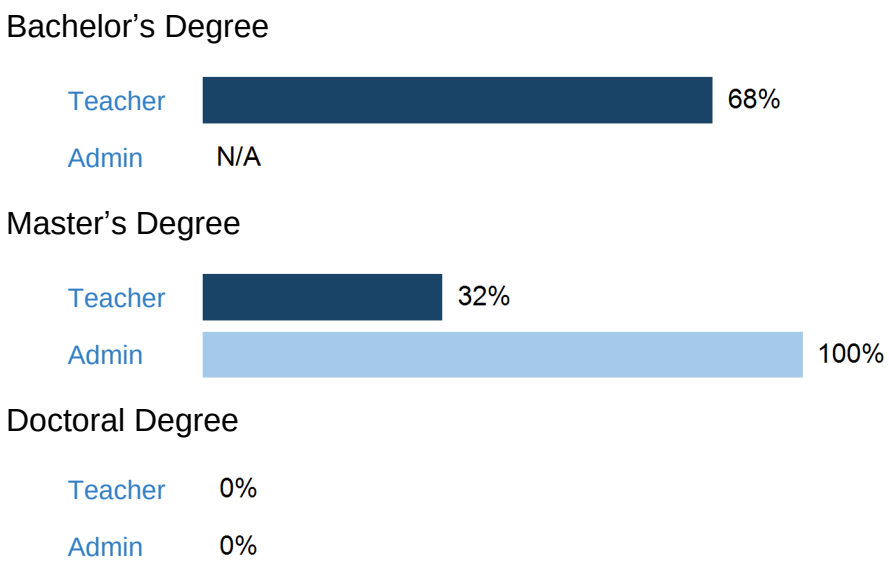
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.1%	90.2%
2016-17 Administrators: Same district 2017-18	66.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.7%

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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	97.3%	100.0%
Male	2.7%	0.0%
White	97.3%	100.0%
Hispanic	2.7%	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	81.40	17.5%
Mathematics Proficiency	97.57	17.5%
English Language Arts Growth	79.98	25.0%
Mathematics Growth	96.74	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	90.59	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	89.09	n/a
Summative Rating: Percentile Rank of Summative Score	97.33	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 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	Met Target	Met Goal	Met Standard	Exceeds Standard	**	Met	No
White	89.54	14.08	No	Met Target	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classroom use i-Pads. • The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education programs. • Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment classes.
Mission, Vision, Theme:	Barley Sheaf School is a community of learners that creates a positive, child-centered environment that fosters respect, responsibility, lifelong learning and success for all. Students, parents, and staff members work cooperatively toward this common mission. The Barley Sheaf motto of “Caring, Sharing and Learning Together” demonstrates our commitment to educating our students, our community, and ourselves.

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School Narrative

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Courses, Curriculum, Instruction:	We provide high-quality instructional programs that meet each child's individual academic, social, and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration, and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.

NJ SCHOOL PERFORMANCE REPORT

BARLEY SHEAF ELEMENTARY SCHOOL
(19-1510-030)
Grades Offered: KG-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Before and After School Programs:	The PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. Some of the topics include math, science, art, sports, computers, writing, music and dance. In addition to clubs, service learning is also an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.
Staff and Professional Learning:	Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.

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Student Supports and Services:	Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered though a push-in/pull-out hybrid model with a strong emphasis on SEI.
Student Health and Wellness:	Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient-dense, age- appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.
Parent and Community Involvement:	Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. PTOs provide resources and enrichment programs to students and also support service learning projects and school events. PTOs serve as a resource for parents to become involved and foster the connection between home and school. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as class schedules, assignments, grades and attendance.

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Facilities:	Barley Sheaf School is a K-4 school of approximately 350 students built in 1967 and opening in 1968. In addition to the 32 classrooms, there are also 7 small group instructional spaces, a gym, library and cafeteria. On the inside of the school is a courtyard that houses a shade structure and outdoor eating area. Two playgrounds, funded by our PTO and the NFL, are located on Barley Sheaf's forty acres of property.
School Safety:	Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system.

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Technology and STEM:	The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. Additionally, the Technology Integration Specialists work with teachers to move lessons forward in new and inventive ways. From Skype sessions to globalize the curriculum to using new apps and sites to push student presentation, research, and 21st century skills past the traditional means of communication into new unimagined ways of learning.

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Other Information:	The District is committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language classes, Special Education classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. The District is also dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.