NJ SCHOOL PERFORMANCE REPORT

JOSEPH A. CITTA ELEMENTARY SCHOOL
(29-5190-067)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	OCEAN
District	TOMS RIVER REGIONAL
Principal Name	MRS. KENNEDY
Address	2050 LAKEWOOD ROAD TOMS RIVER, NJ 08755
Phone Number	(732)818-8550
Email Address	MKENNEDY@TRSCHOOLS.COM
Website	http://www.trschools.com/citta/

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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	92	117	81
1	99	102	103
2	124	108	87
3	102	135	103
4	108	101	126
5	118	111	101
Total	643	674	601

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	50.4%	48.4%	49.6%
Male	49.6%	51.6%	50.4%
Economically Disadvantaged Students	37.0%	37.7%	39.4%
Students with Disabilities	14.0%	14.8%	16.5%
English Learners	6.5%	7.1%	5.3%
Homeless Students		1.3%	1.3%
Students in Foster Care		0.4%	0.7%
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	59.3%	58.8%	56.4%
Hispanic	17.7%	19.0%	21.8%
Black or African American	10.0%	8.3%	9.3%
Asian	7.5%	8.9%	6.3%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.1%	0.3%
Two or More Races	5.3%	4.6%	5.5%

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	92	117	81

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	84.4%
Spanish	9.3%
Vietnamese	1.7%
Polish	1.2%
Other Languages	3.5%

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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	34.5	47	50	Not Met	31	41	50	Not Met
White	34	48	50	Not Met	30	40	51	Not Met
Hispanic	44	48	49	Met Standard	35	42	48	Not Met
Black or African American	32	39	44	**	36	34	44	**
Asian, Native Hawaiian, or Pacific Islander	53	52	61	**	50	50	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	25.5	42	49	**	26.5	42	51	**
Economically Disadvantaged	33	44	48	Not Met	32.5	37	47	Not Met
Students with Disabilities	30	40.5	41	Not Met	36	39.5	43	Not Met
English Learners	48	62	54	**	41.5	45	51	**

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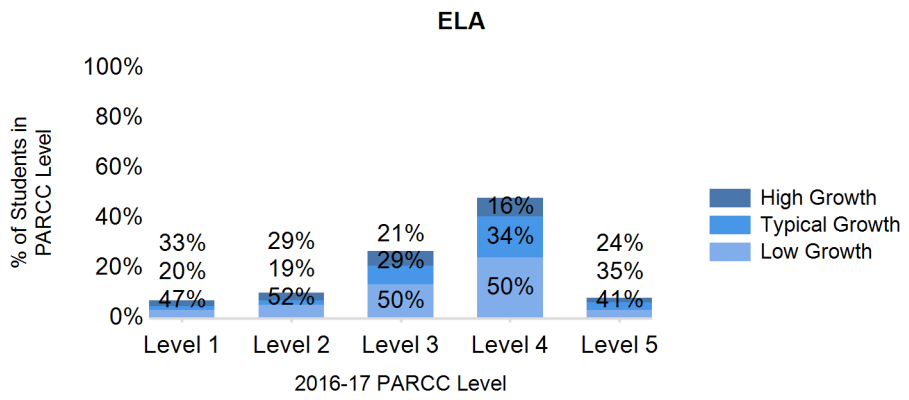
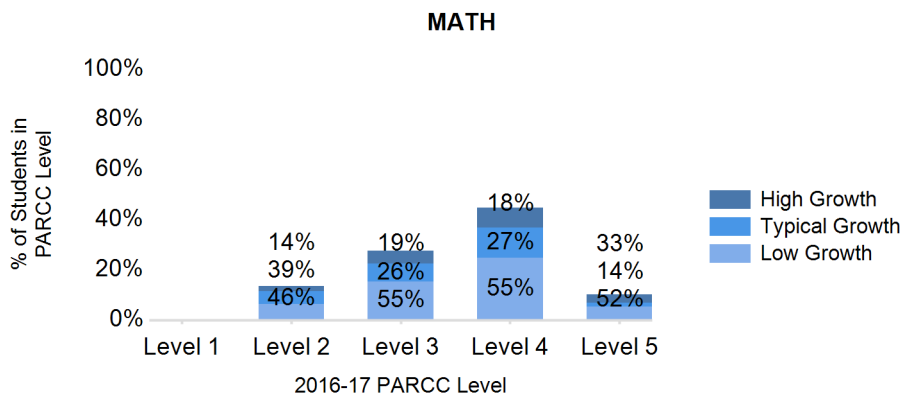
Student Growth by Performance Level

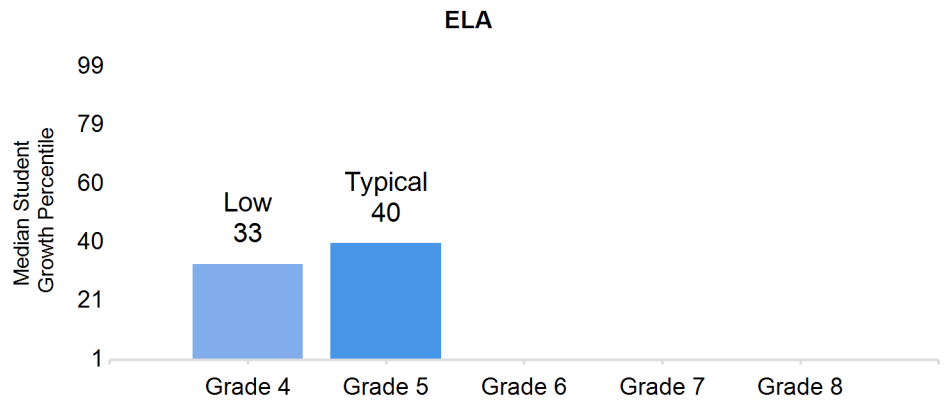
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

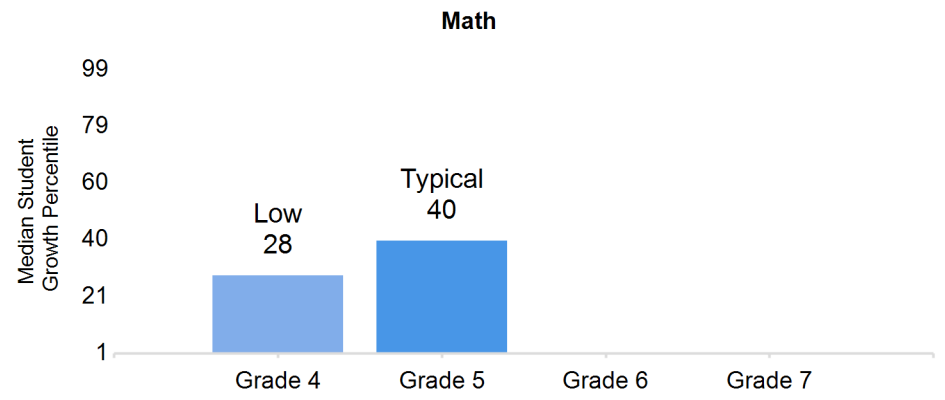




Student Growth by Grade

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	299	99.0	56.2	55.9	56.7	56.2	52.1	Met Target
White	163	98.2	65.0	59.3	65.6	65.0	56.6	Met Target
Hispanic	60	100.0	40.0	42.8	42.5	40.0	46.3	Met Target†
Black or African American	30	100.0	40.0	37.5	37.3	40.0	26.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	76.2	82.3	64.0	71.7	Met Target†
American Indian or Alaska Native	*	*	*	63.6	52.7	*	**	**
Two or More Races	*	*	*	49.1	63.4	*	N	N
Female	140	98.7	60.7	65.0	64.5	60.7		
Male	159	99.4	52.2	47.1	49.4	52.2		
Economically Disadvantaged Students	114	99.2	29.8	38.7	38.5	29.8	38	Not Met
Non-Economically Disadvantaged Students	185	99.0	72.4	61.8	67.5	72.4		
Students with Disabilities	42	95.8	14.3	19.3	21.6	14.3	15	Met Target†
Students without Disabilities	257	99.6	63.1	63.0	63.9	63.1		
English Learners	20	100.0	45.0	26.9	27.3	45.0	N	N
Non-English Learners	279	99.0	57.0	56.6	59.4	57.0		
Homeless Students	*	*	*	36.5	27.7	*		
Students In Foster Care	N	N	N	25.9	26.3	N		
Military-Connected Students	N	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	95	757	750	750	*	13%	22%	*	*	56%	52%
White	52	766	754	759	*	*	23%	*	*	63%	61%
Hispanic	21	741	734	736	*	*	*	*	*	38%	38%
Black or African American	10	742	736	733	*	*	0%	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	40	767	756	756	*	*	25%	*	*	58%	57%
Male	55	750	744	744	*	*	20%	*	*	55%	46%
Economically Disadvantaged Students	36	739	*	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	59	769	*	762	*	*	*	*	*	68%	64%
Students with Disabilities	10	697	714	719	*	*	*	*	*	*	24%
Students without Disabilities	85	765	757	756	*	*	*	*	*	*	57%
English Learners	*	*	712	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	751	753	*	*	*	*	*	*	55%
Homeless Students	N	N	729	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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	119	754	752	756	*	*	27%	42%	13%	55%	58%
White	67	756	754	764	*	*	25%	*	*	60%	68%
Hispanic	22	738	742	744	*	*	*	*	*	36%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	767	768	782	*	*	*	*	*	67%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	62	764	757	762	*	*	29%	*	*	61%	63%
Male	57	743	748	751	*	*	25%	*	*	49%	53%
Economically Disadvantaged Students	45	736	738	740	*	*	40%	*	*	29%	40%
Non-Economically Disadvantaged Students	74	765	758	767	*	*	19%	*	*	72%	70%
Students with Disabilities	15	713	725	726	*	*	*	*	*	13%	25%
Students without Disabilities	104	760	758	762	*	*	*	*	*	62%	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	738	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	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	94	751	755	755	*	16%	24%	*	*	55%	58%
White	44	762	759	763	0%	*	*	*	*	75%	68%
Hispanic	26	743	746	743	*	*	*	*	*	42%	43%
Black or African American	11	738	741	738	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	744	763	*	*	*	*	*	*	65%
Female	44	755	762	762	*	*	25%	*	*	59%	66%
Male	50	747	749	749	*	*	24%	*	*	52%	51%
Economically Disadvantaged Students	35	736	742	739	*	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	59	759	761	766	*	*	*	*	*	75%	71%
Students with Disabilities	19	730	*	724	*	*	*	*	*	21%	22%
Students without Disabilities	75	756	*	762	*	*	*	*	*	64%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	745	731	N	N	N	N	N	N	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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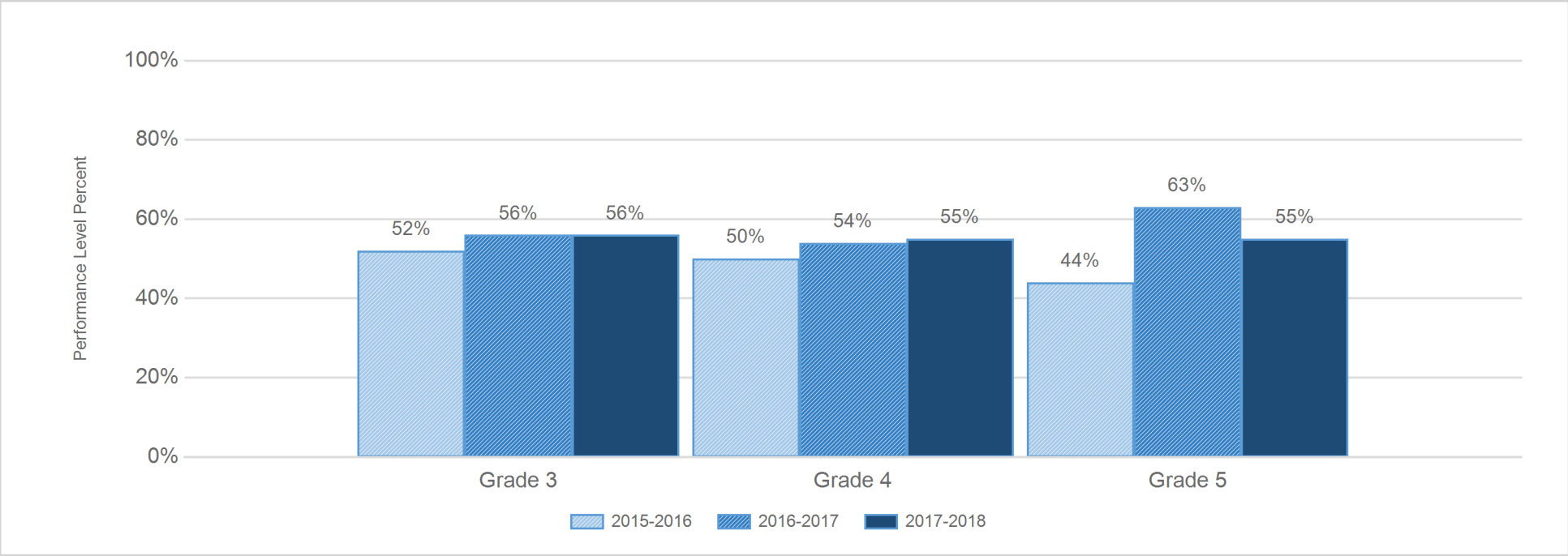
English Language Arts/Literacy Assessment - Performance Trends

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	300	99.4	53.4	37.3	45.0	53.4	55.3	Met Target†
White	163	98.8	60.7	40.4	54.1	60.7	59.9	Met Target
Hispanic	61	100.0	34.4	*	29.2	34.4	39.2	Met Target†
Black or African American	30	100.0	33.3	18.6	23.4	33.3	29.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.0	63.7	77.0	76.0	79.3	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.5	*	**	**
Two or More Races	*	*	*	30.4	53.0	*	N	N
Female	140	98.7	52.9	38.7	46.0	52.9		
Male	160	100.0	53.8	35.9	43.9	53.8		
Economically Disadvantaged Students	115	99.2	31.3	23.0	26.6	31.3	35.2	Met Target†
Non-Economically Disadvantaged Students	185	99.5	67.0	42.2	55.9	67.0		
Students with Disabilities	42	97.9	23.8	13.8	17.1	23.8	22.1	Met Target
Students without Disabilities	258	99.6	58.2	41.9	50.5	58.2		
English Learners	21	100.0	42.9	23.7	24.6	42.9	N	N
Non-English Learners	279	99.3	54.1	37.7	46.9	54.1		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	N	N	N	25.9	16.2	N		
Military-Connected Students	N	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	96	761	748	752	*	*	18%	42%	24%	66%	53%
White	52	773	751	760	*	*	*	44%	33%	77%	64%
Hispanic	22	740	736	739	*	*	*	*	*	36%	38%
Black or African American	10	740	729	734	*	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	40	764	749	752	*	*	*	*	*	68%	53%
Male	56	760	747	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	37	741	*	736	*	*	*	*	*	41%	35%
Non-Economically Disadvantaged Students	59	774	*	762	*	*	*	*	*	81%	66%
Students with Disabilities	10	707	722	730	*	*	*	*	*	20%	29%
Students without Disabilities	86	768	754	756	*	*	*	*	*	71%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	N	N	732	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH A. CITTA ELEMENTARY SCHOOL
(29-5190-067)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	119	746	744	748	*	18%	33%	*	*	44%	49%
White	67	748	746	755	*	18%	31%	*	*	48%	60%
Hispanic	22	740	734	737	*	*	50%	*	*	23%	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	760	762	774	0%	*	*	*	*	67%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	62	749	742	748	*	16%	35%	*	*	45%	50%
Male	57	743	745	748	*	19%	30%	*	*	42%	49%
Economically Disadvantaged Students	45	734	732	733	*	*	36%	*	*	29%	30%
Non-Economically Disadvantaged Students	74	753	748	758	*	*	31%	*	*	53%	62%
Students with Disabilities	15	717	723	725	*	*	*	*	*	13%	22%
Students without Disabilities	104	750	749	753	*	*	*	*	*	48%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	*	*	727	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	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

JOSEPH A. CITTA ELEMENTARY SCHOOL
(29-5190-067)
Grades Offered: KG-05
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	94	744	747	748	*	13%	31%	*	*	48%	49%
White	44	756	751	756	*	*	30%	*	*	61%	60%
Hispanic	26	730	738	736	*	*	*	*	*	35%	32%
Black or African American	11	733	729	730	*	*	*	*	*	27%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	736	754	*	*	*	*	*	*	55%
Female	44	742	749	749	*	*	34%	*	*	43%	50%
Male	50	747	746	747	*	*	28%	*	*	52%	48%
Economically Disadvantaged Students	35	730	733	733	*	*	51%	*	*	20%	29%
Non-Economically Disadvantaged Students	59	753	753	758	*	*	19%	*	*	64%	62%
Students with Disabilities	19	719	*	726	*	*	*	*	*	26%	20%
Students without Disabilities	75	751	*	752	*	*	*	*	*	53%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	731	722	N	N	N	N	N	N	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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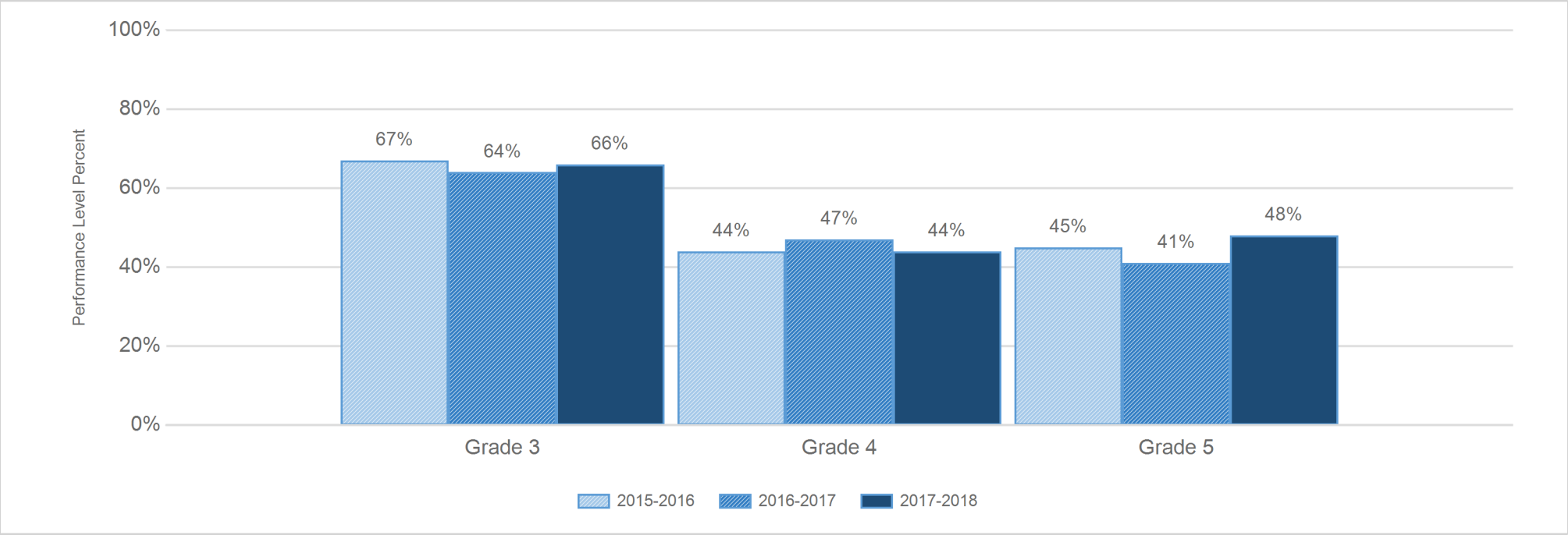
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	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	71.4%	60.7%	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	25	*	*
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.

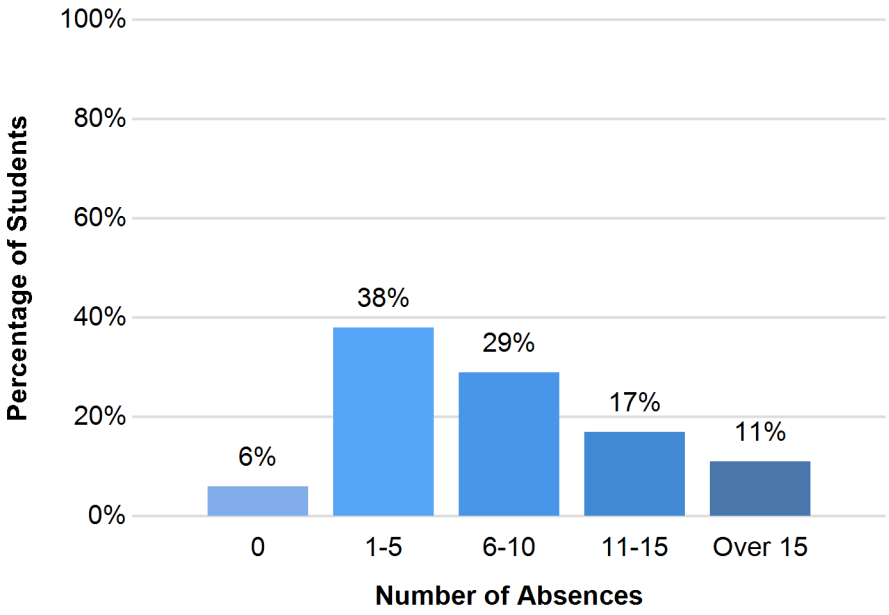
Chronic Absenteeism

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	48	8.0	8.9	Met
White	27	7.9	8.9	Met
Hispanic	10	7.6	8.9	Met
Black or African American	7	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	2.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Economically Disadvantaged Students	26	11.0	8.9	Not Met
Students with Disabilities	16	15.8	8.9	Not Met
English Learners	5	15.6	8.9	Not Met

Days Absent

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



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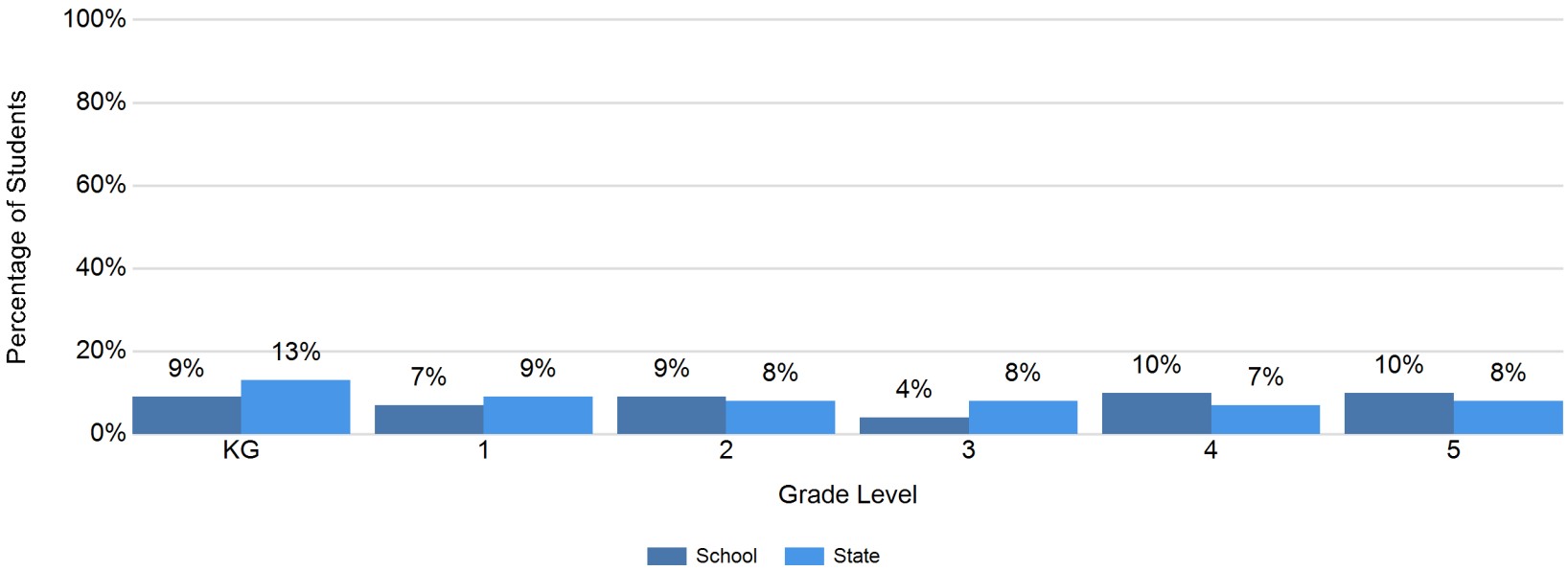
Chronic Absenteeism by Grade

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



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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.33

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	1	1
Disability	0	1	1
Other	0	0	0
No Identified Nature	2		2

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	0	0.0%
Any Suspension	0	0.0%
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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 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	1.2:1

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)	$477	$12,671	$13,148

NJ SCHOOL PERFORMANCE REPORT

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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	47	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	83.0%	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	71	9,374
Average years experience in public schools	21.4	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	77.5%	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	13:1	13:1
Students to Administrators	301:1	217:1
Teachers to Administrators	24:1	17:1
Students to Librarians/Media Specialists		2568:1
Students to Nurses		593:1
Students to Counselors		395:1
Students to Child Study Team		428:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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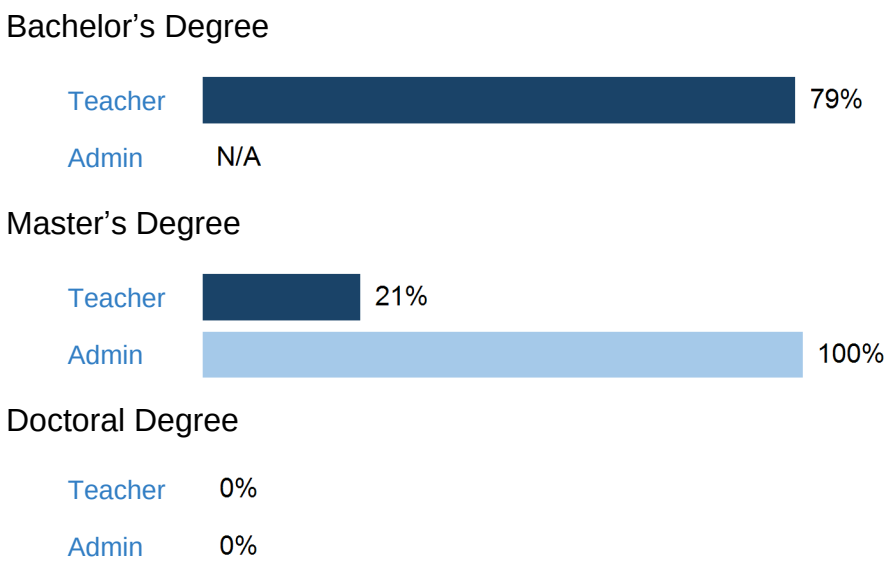
Teachers and Administrators - Level of Education

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	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	94.3%	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	96.9%

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Key terms for staff data:
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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 – Demographics

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

Category	Teachers	Administrators
Female	91.5%	100.0%
Male	8.5%	0.0%
White	97.9%	100.0%
Hispanic	0.0%	0.0%
Black or African American	2.1%	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		

NJ SCHOOL PERFORMANCE REPORT

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(29-5190-067)
Grades Offered: KG-05
2017-2018

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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	35.37	15.0%
Mathematics Proficiency	53.44	15.0%
English Language Arts Growth	7.46	20.0%
Mathematics Growth	5.93	20.0%
Progress Towards English Language Proficiency	86.60	20.0%
Chronic Absenteeism	40.23	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.34	n/a
Summative Rating: Percentile Rank of Summative Score	29.32	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 Target†	Not Met	Not Met	Met Target	Met	No
White	24.89	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	36.73	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	27.24	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	32.27	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Personalized literacy opportunities are available to all of our students using hands-on materials and the expertise of our reading interventionists in the grant funded Citta Scholars Literacy Lab. • Use of technology to enhance instruction made accessible through various devices in every classroom. • PBSIS implemented as a strategy to promote positive relationships and collective responsibility across the school.
Mission, Vision, Theme:	Joseph A. Citta Elementary School is a place where all students strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. We work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.
Awards, Recognition, Accomplishments:	Joseph A. Citta Elementary was the recipient of a $10,000 grant from the Jay and Linda Grunin foundation. Money was used to purchase items for our STEAM/Maker Space Lab. Our school created a Literacy Lab to assist our teachers and students with guided reading materials and other intervention resources. Citta was also accepted into the highly competitive NJ PBSIS Initiative for the 2017-18 school year.

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Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a fit body and a fit mind.
Clubs and Activities:	Extracurricular activities include Safety Patrol for our fifth graders. Fourth and fifth graders are also invited to join the chorus, take instrumental lessons to participate in the band or orchestra, and may join the Art Club.In addition, students in grade four are invited to participate in the technology club.

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Before and After School Programs:	Y-Kids before and after-care offered through the YMCA. TREATS is offered in two communities in the Citta sending area to develop relationships with our at-risk students and their families outside of school while supporting their academic development.
Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge, further enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled weekly, during the school day, providing for horizontal articulation and collaboration.

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Student Supports and Services:	Students with Disabilities Services, Speech, Occupational and Physical Therapy, Guidance, English Language Learners Services, Intervention and Referral Services, Reading Intervention Services, Behavioral Intervention Services, Basic Skills & Title 1 Services
Student Health and Wellness:	Before-school breakfast program; Physical Education and Health classes; daily recess time allotted for students.
Parent and Community Involvement:	Local Nurses and Dentists educational visits, various P.T.O. events, programs offered by the Ocean County Sheriff's Department, the Ocean County Prosecutor's Office , Toms River Fire Department & Police Department, and ongoing partnerships with local colleges, universities and local high schools

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Joseph A. Citta Elementary School uses the New Jersey School Climate Survey to develop, foster, and maintain a positive school climate. Teachers and students are surveyed at our school. The survey is given once a year and the results are compared to previous year's data and used to improve our climate and culture. Survey data is used to form a variety of school-based goals and initiatives.
Facilities:	Joseph A. Citta is the newest Elementary School of the 12 that comprise the Toms River School District. Our school, built in 1999, was equipped with the latest technology and structural advancements of that time.This year we continued the process of transforming our technology lab into a S.T.E.A.M/Maker Space environment. The home of the Citta Seahawks is a one story K-5 air conditioned facility which educates approximately 600 students.
School Safety:	Citta Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Citta Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.

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Technology and STEM:	In 2017-18, the district upgraded the building-to-building WAN network to 1 Gb for all locations with a 10 Gb connection between our two data centers. There are 1 GB Internet circuits in each data center providing resiliency from potential outages. All ed spaces have WiFi access for district and BYOD devices. The district utilizes Google Apps. Cybersecurity has seen the addition of programs to monitor network activity with upgraded firewalls. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities are expanded and enhanced through grants and foundations. Approximately half of the $515,699 raised in the 17-18 school year went to STEAM and tech initiatives.

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Other Information:	Our educators created TREATS, a community outreach program that meets twice a month with students in their neighborhood community centers. Our teachers facilitate a fun learning acitivity accompanied by a "treat" for families in need. Joseph A. Citta Elementary School continues to enjoy many extracurricular activites. Our Bingo Nights, Pep Rallies, Book Fairs, Festivals, Gifted and Talented Events, and Literacy Workshops, Father/Daughter and Mother/Son Dances provide a forum where families return to school to interact with their teachers, staff, and administration. Our Engineering Nights, Band and Chorus Concerts, Art Shows, and Earth Day Celebrations further promote our dedication to a complete educational, social, and civic minded experience. Parents receive a weekly email blast from the Principal, daily communication with the teachers through telephone, Class DOJO, and written correspondence. We also utilize a Parent Portal system for communication. Character education is taught daily at Joseph A. Citta Elementary and a monthly positive character trait, such as honesty, responsibility, kindness, respect, etc., is integrated into lessons and activities to promote and nurture these traits. Students who demonstrate these traits are recognized by their teachers and rewarded with certificates from the principal. In addition to this monthly Character Trait initiative, teachers may also nominate students for our monthly Super Citizen Award.