NJ SCHOOL PERFORMANCE REPORT

**PRIMARY CENTER AT JEFFERSON**
(39-5090-150)
Grades Offered: PK-KG
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
**N** No Data is available to display
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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 | UNION |
| District | SUMMIT CITY |
| Principal Name | MS. SOUTHARD |
| Address | 110 ASHWOOD AVENUE SUMMIT, NJ 07091 |
| Phone Number | (908)918-2160 |
| Email Address | PSOUTHARD@SUMMIT.K12.NJUS |
| Website | https://www.summit.k12.nj.us/ |
| Facebook | https://www.facebook.com/SummitSchoolDistrict/ |

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## Enrollment Trends by Grade

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

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| PK | 30 | 27 | 18 |
| KG | 101 | 104 | 86 |
| Total | 138 | 132 | 108 |

## 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 | 40.6% | 43.9% | 39.8% |
| Male | 59.4% | 56.1% | 60.2% |
| Economically Disadvantaged Students | 26.8% | 30.3% | 31.5% |
| Students with Disabilities | 23.9% | 15.9% | 22.2% |
| English Learners | 10.1% | 10.6% | 10.2% |
| Homeless Students | | 0.0% | 0.0% |
| Students in Foster Care | | 0.0% | 0.0% |
| 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 | 52.9% | 51.5% | 43.5% |
| Hispanic | 31.2% | 28.8% | 37.0% |
| Black or African American | 2.9% | 3.8% | 5.6% |
| Asian | 8.0% | 10.6% | 7.4% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.7% | 0.8% | 0.0% |
| Two or More Races | 4.3% | 4.5% | 6.5% |

## 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 |
|---|---|---|---|
| PK - Half Day | 27 | 27 | 18 |
| PK - Full Day | 3 | 0 | 0 |
| KG - Half Day | 31 | 30 | 26 |
| KG - Full Day | 70 | 74 | 60 |

## 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 | 69.4% |
| Spanish | 24.1% |
| Other Languages | 6.5% |

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## 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 | * | * | * |

## 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 | * | * | * |
| 5 or more | N | N | N |

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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.

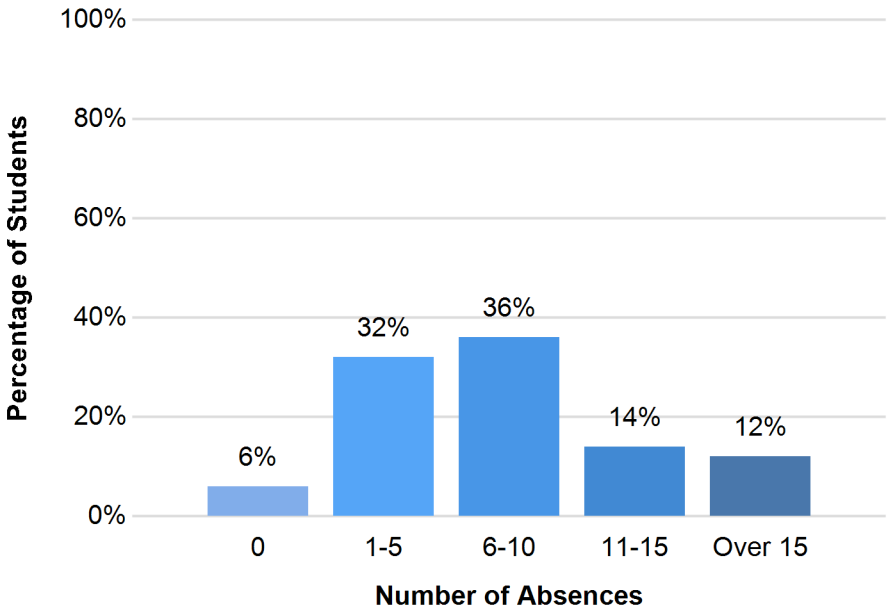
## Chronic Absenteeism

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 | 7 | 7.8 | 13.0 | Met |
| White | 1 | 2.4 | 13.0 | Met |
| Hispanic | 3 | 10.0 | 13.0 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Economically Disadvantaged Students | 1 | 3.7 | 13.0 | Met |
| Students with Disabilities | 1 | 6.7 | ** | ** |
| English Learners | 1 | 9.1 | ** | ** |

## 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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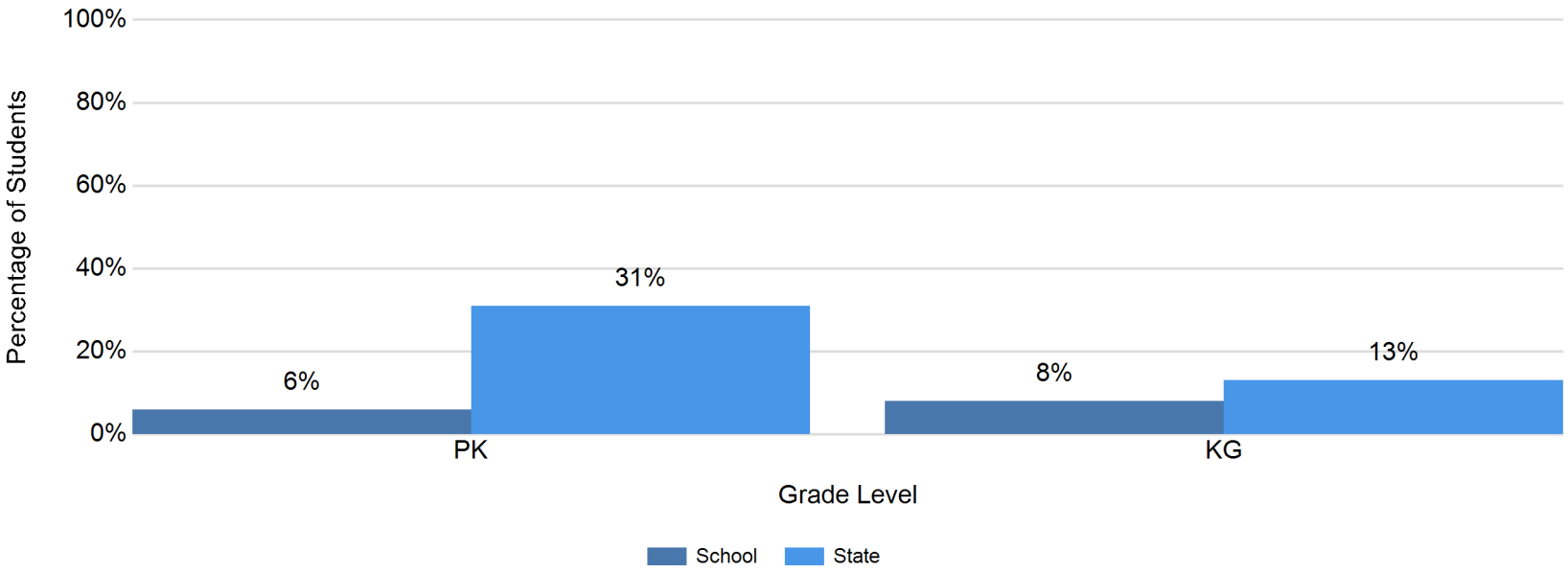
## Chronic Absenteeism by Grade

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) | 0 |
| Total Unique Incidents | 0 |
| Incidents Per 100 Students Enrolled | 0.00 |

## 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 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 | | 0 |

## Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|---|---|---|
| In-School Suspensions | 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 | 8:30 AM |
| Typical End Time | 11:20 AM |
| Length of School Day | 2 Hrs 50 Mins |
| Full Time - Instructional Time | N |
| Shared Time - Instructional Time | N |

## 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) | $343 | $15,168 | $15,511 |

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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 | 9 | 117,464 |
| Average years experience in public schools | 6.6 | 12.0 |
| Average years experience in district | 6.6 | 10.7 |
| Teachers in district for 4 or more years | 55.6% | 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 | 32 | 9,374 |
| Average years experience in public schools | 10.2 | 16.0 |
| Average years experience in district | 10.2 | 12.0 |
| Administrators in district for 4 or more years | 59.4% | 76.2% |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|---|---|---|
| Students to Teachers | 12:1 | 11:1 |
| Students to Administrators | 108:1 | 124:1 |
| Teachers to Administrators | 9:1 | 11:1 |
| Students to Librarians/Media Specialists | | 442:1 |
| Students to Nurses | | 442:1 |
| Students to Counselors | | 249:1 |
| Students to Child Study Team | | 332:1 |

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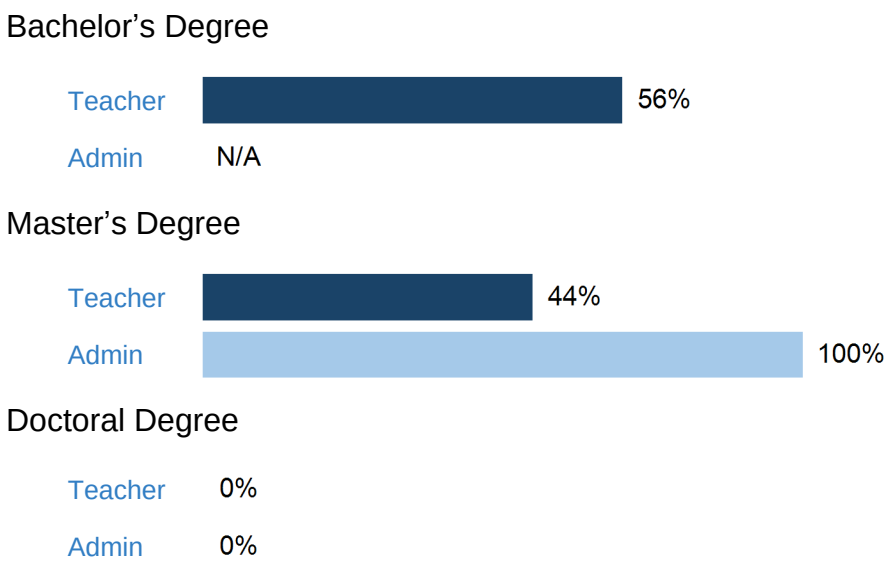
## Teachers and Administrators - Level of Education

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 | 91.8% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 81.8% | 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 | 98.5% |

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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 | 100.0% | 100.0% |
| Male | 0.0% | 0.0% |
| White | 100.0% | 100.0% |
| Hispanic | 0.0% | 0.0% |
| Black or African American | 0.0% | 0.0% |
| Asian | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% |

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## 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: | • Teachers support all learners and provide challenging, authentic opportunities for children to engage in collaborative, problem-solving explorations that foster communication and resiliency. |
| Mission, Vision, Theme: | The Summit Primary Center at Jefferson partners with the community to educate our youngest learners to achieve their highest individual potential. We strive to engage our students in meaningful learning experiences, which support the intellectual, creative, physical, social and emotional growth of each student, and to prepare them to be kind, responsible, collaborative, and productive citizens of a diverse community. |
| Awards, Recognition, Accomplishments: | The Primary Centers uses Positive Behavior Supports in Schools (PBSIS) to teach and encourage students to be safe, respectful, and responsible. Positive reinforcement is given to students when these behaviors and responses are modeled. Individual and school-wide accomplishments are recognized and rewarded through positive praise, special events, and assemblies. |

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| | |
|---|---|
| Clubs and Activities: | Students at the Primary Centers engage in community service/volunteer activities and events that include food and clothing drives, a care package collection for deployed troops, a brown bag lunch assembly for local food bank distribution, an Autism Awareness campaign and Pennies for a Cure. We also host events such as a Blood Bank/Bone Marrow Drive to support awareness and community participation. |

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| | |
|---|---|
| Staff and Professional Learning: | The professional teaching staff at the Primary Centers are committed life long learners, who consistently seek to stay abreast of the latest research to guide best practices in early childhood education and special education. The staff attends courses and workshops throughout the year, participates in professional book clubs, and shares resources within our school community to enhance and differentiate instruction, implement curriculum, provide enrichment, and to meet individual needs. |

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| | |
|---|---|
| Parent and Community Involvement: | The Primary Centers recognize that families are their childÕs first teacher and our best partners in educating our students. The Parent Teacher Organization plays an active role in supporting the mission and vision of the Primary Centers. Communication through weekly email news, PTO meetings, Primary Centers website, individual classroom websites, regular in person interactions, parent-teacher conferences, community based social media, and Board of Education Meetings, welcomes our families as active participants in many school activities and events such as Literacy Night, Community Helper Day, Day of Giving, Family Math Night, Art in the Classroom, and Family Fun Nights. In addition, local organizations such as Atlantic Health, the Summit Educational Foundation, our PTO, and others have collaborated with us on school events and projects such as Multicultural Day, Primary Centers Gardens, Professional Speakers and Assemblies, and the program PBSIS-Positive Behavior Supports in Schools. |