NJ SCHOOL PERFORMANCE REPORT

LALOR ELEMENTARY SCHOOL
(21-1950-180)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MERCER
District	HAMILTON TWP
Principal Name	MS. MARINELLO
Address	25 BARNT DEKLYN ROAD HAMILTON, NJ 08610-6632
Phone Number	(609)631-4156
Email Address	JMARINELLO@HAMILTON.K12.NJ.US
Website	https://www.hamilton.k12.nj.us/Domain/300
Twitter	https://twitter.com/LalorLions

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	19	40	40
1	45	21	40
2	35	41	24
3	47	50	46
4	45	47	48
5	42	47	47
Total	233	246	245

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	48.1%	50.4%	49.8%
Male	51.9%	49.6%	50.2%
Economically Disadvantaged Students	76.0%	76.4%	80.4%
Students with Disabilities	21.0%	20.7%	17.6%
English Learners	8.2%	6.5%	10.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.8%
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	16.7%	15.4%	9.4%
Hispanic	60.5%	61.8%	61.2%
Black or African American	17.2%	17.5%	23.3%
Asian	1.3%	0.4%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.3%	4.9%	5.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	19	40	40

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	55.1%
Spanish	36.7%
Creoles and pidgins, French-based	2.0%
Creoles and pidgins, English based	1.6%
Arabic	1.2%
Other Languages	3.3%

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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	52	43	50	Met Standard	33	50	50	Not Met
White	41	44.5	50	**	28	52	51	**
Hispanic	52	43	49	Met Standard	34	49	48	Not Met
Black or African American	57	40	44	**	41	43	44	**
Asian, Native Hawaiian, or Pacific Islander	*	55	61	**	*	64	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	42	49	**	*	47.5	51	**
Economically Disadvantaged	49	41	48	Met Standard	35	45	47	Not Met
Students with Disabilities	26	38	41	Not Met	33.5	41	43	Not Met
English Learners	*	54.5	54	**	37	55	51	**

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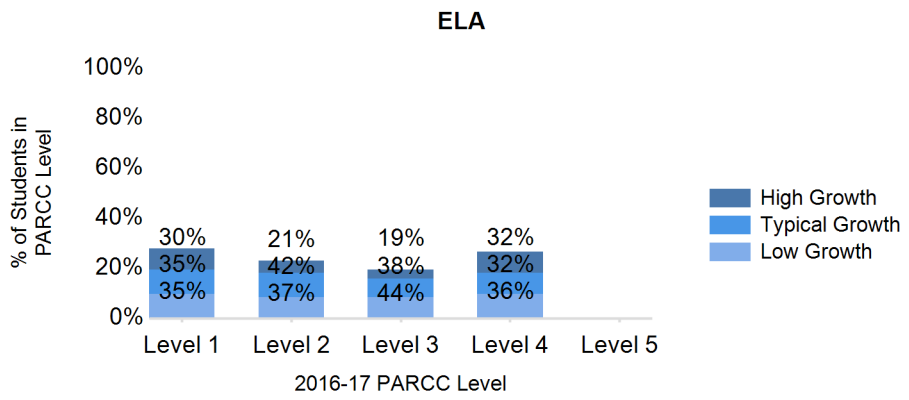
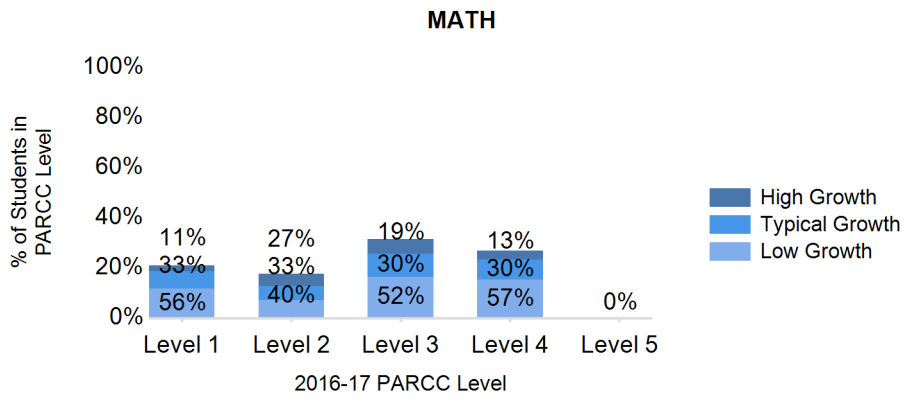
Student Growth by Performance Level

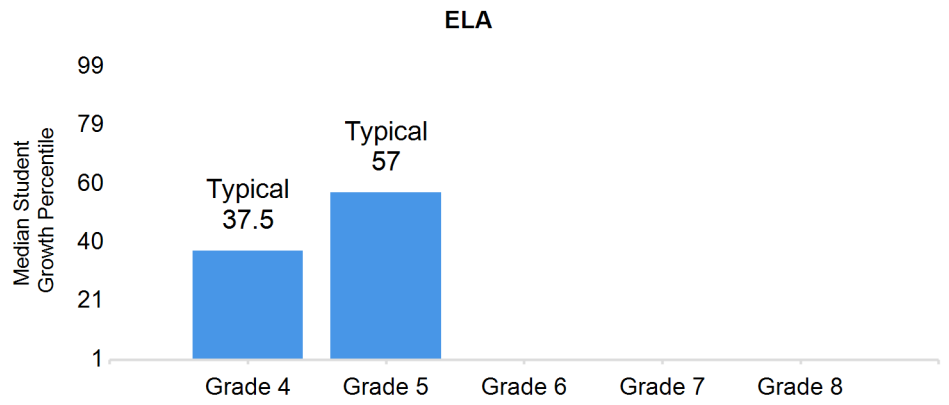
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

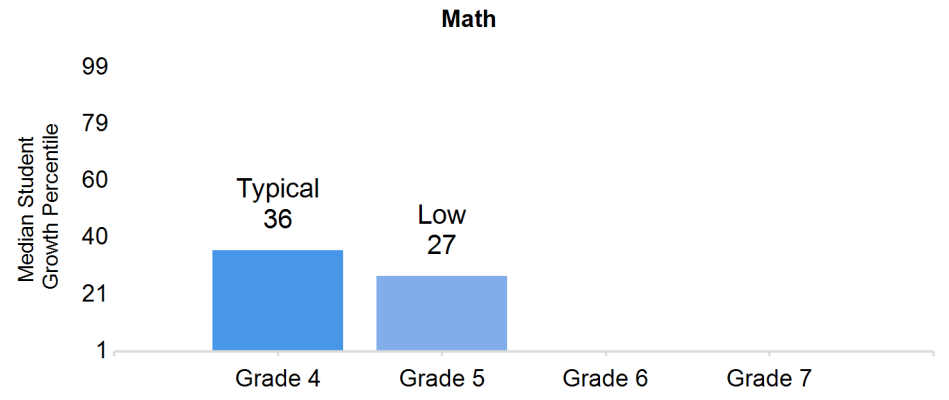




Student Growth by Grade

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	136	99.3	33.1	46.7	56.7	33.1	35.3	Met Target†
White	19	95.0	42.1	*	65.6	42.1	N	N
Hispanic	84	100.0	32.2	37.3	42.5	32.2	27.2	Met Target
Black or African American	27	100.0	29.6	29.7	37.3	29.6	41.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	70	100.0	45.8	57.0	64.5	45.8		
Male	66	98.6	19.7	37.5	49.4	19.7		
Economically Disadvantaged Students	106	99.1	28.3	33.5	38.5	28.3	33.8	Met Target†
Non-Economically Disadvantaged Students	30	100.0	50.0	54.7	67.5	50.0		
Students with Disabilities	30	96.9	*	14.3	21.6	*	27.4	Not Met
Students without Disabilities	106	100.0	*	54.0	63.9	*		
English Learners	20	100.0	10.0	23.2	27.3	10.0	32.5	Not Met
Non-English Learners	116	99.2	37.1	48.2	59.4	37.1		
Homeless Students	N	N	N	34.7	27.7	N		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	44	733	742	750	*	*	34%	34%	0%	34%	52%
White	*	*	754	759	*	*	*	*	*	*	61%
Hispanic	27	730	733	736	*	*	37%	*	*	30%	38%
Black or African American	*	*	724	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	767	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	747	758	N	N	N	N	N	N	58%
Female	25	734	751	756	*	*	*	*	*	36%	57%
Male	19	732	734	744	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	*	*	729	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	752	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	57%
English Learners	*	*	697	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	744	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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	48	728	752	756	21%	29%	*	*	*	31%	58%
White	*	*	762	764	*	*	*	*	*	*	68%
Hispanic	27	724	742	744	*	*	*	*	*	37%	44%
Black or African American	11	737	736	739	0%	*	*	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	757	763	*	*	*	*	*	*	63%
Female	23	737	758	762	*	*	*	*	*	48%	63%
Male	25	720	745	751	*	*	*	*	*	16%	53%
Economically Disadvantaged Students	37	725	740	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	11	739	759	767	*	*	*	*	*	27%	70%
Students with Disabilities	14	695	721	726	*	*	*	*	*	*	25%
Students without Disabilities	34	742	758	762	*	*	*	*	*	*	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	48	728	752	759	21%	29%	*	*	*	31%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	45	733	750	755	22%	22%	22%	*	*	33%	58%
White	*	*	760	763	*	*	*	*	*	*	68%
Hispanic	31	733	743	743	*	*	*	*	*	29%	43%
Black or African American	*	*	733	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	755	763	*	*	*	*	*	*	65%
Female	22	744	*	762	*	*	*	*	*	55%	66%
Male	23	723	*	749	*	*	*	*	*	13%	51%
Economically Disadvantaged Students	32	724	737	739	*	31%	*	*	*	19%	39%
Non-Economically Disadvantaged Students	13	756	759	766	*	0%	*	*	*	69%	71%
Students with Disabilities	10	711	718	724	*	*	*	*	*	10%	22%
Students without Disabilities	35	740	757	762	*	*	*	*	*	40%	65%
English Learners	*	*	710	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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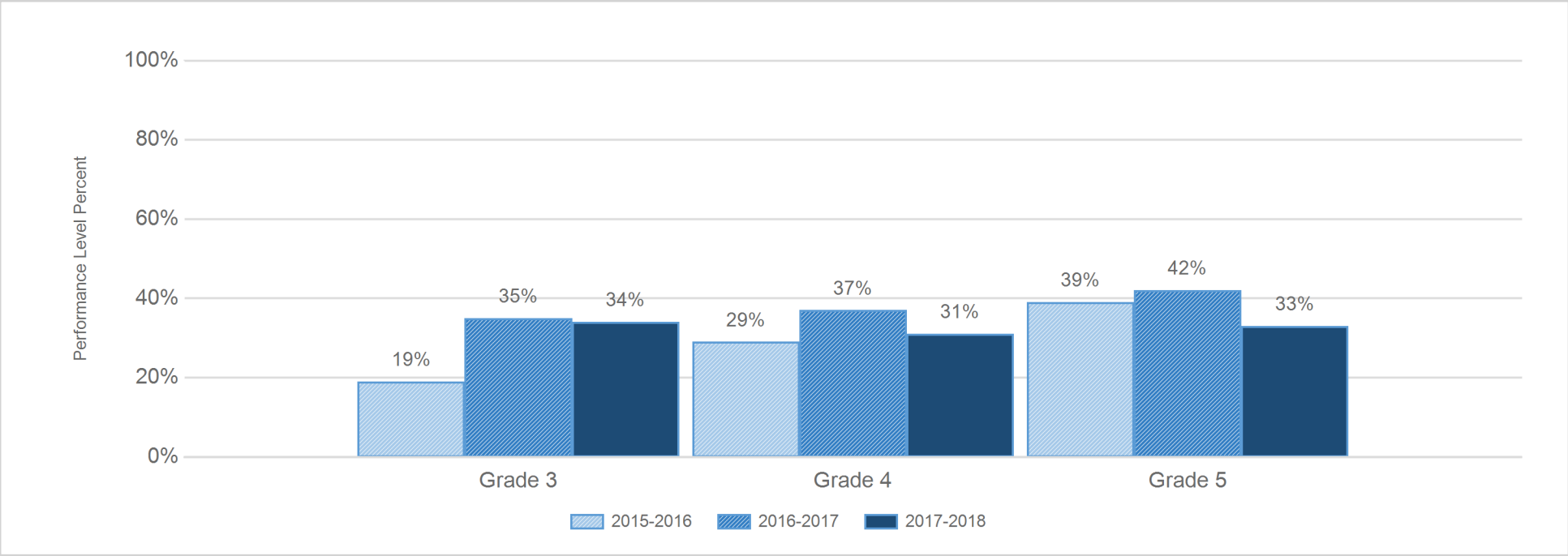
English Language Arts/Literacy Assessment - Performance Trends

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	138	99.3	28.2	36.1	45.0	28.2	29.4	Met Target†
White	19	95.0	36.9	*	54.1	36.9	N	N
Hispanic	85	100.0	29.4	26.9	29.2	29.4	24.8	Met Target
Black or African American	28	100.0	17.9	18.4	23.4	17.9	23.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.5	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	71	100.0	32.4	38.0	46.0	32.4		
Male	67	98.6	23.9	34.3	43.9	23.9		
Economically Disadvantaged Students	108	99.1	27.8	24.7	26.6	27.8	28.7	Met Target†
Non-Economically Disadvantaged Students	30	100.0	30.0	43.0	55.9	30.0		
Students with Disabilities	30	96.9	*	11.0	17.1	*	20.2	Not Met
Students without Disabilities	108	100.0	*	41.7	50.5	*		
English Learners	22	100.0	22.7	22.0	24.6	22.7	29.8	Met Target†
Non-English Learners	116	99.2	29.3	37.1	46.9	29.3		
Homeless Students	N	N	N	17.4	17.3	N		
Students In Foster Care	*	*	*	17.7	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	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	45	734	746	752	*	22%	29%	*	*	36%	53%
White	*	*	757	760	*	*	*	*	*	*	64%
Hispanic	28	735	737	739	*	*	*	43%	0%	43%	38%
Black or African American	*	*	728	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	750	757	N	N	N	N	N	N	59%
Female	25	732	749	752	*	*	*	*	*	32%	53%
Male	20	738	743	751	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	*	*	734	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	754	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	721	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	*	*	711	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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

LALOR ELEMENTARY SCHOOL
(21-1950-180)
Grades Offered: PK-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	49	729	742	748	*	*	35%	27%	0%	27%	49%
White	*	*	750	755	*	*	*	*	*	*	60%
Hispanic	27	726	734	737	*	*	37%	*	*	22%	34%
Black or African American	12	736	730	730	0%	*	*	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	745	752	*	*	*	*	*	*	55%
Female	24	733	743	748	*	*	*	*	*	38%	50%
Male	25	725	741	748	*	*	*	*	*	16%	49%
Economically Disadvantaged Students	38	729	732	733	*	*	*	*	*	26%	30%
Non-Economically Disadvantaged Students	11	730	748	758	*	*	*	*	*	27%	62%
Students with Disabilities	14	696	717	725	*	*	*	*	*	*	22%
Students without Disabilities	35	742	747	753	*	*	*	*	*	*	55%
English Learners	*	*	713	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	743	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

LALOR ELEMENTARY SCHOOL
(21-1950-180)
Grades Offered: PK-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	47	720	742	748	34%	23%	21%	*	*	21%	49%
White	*	*	754	756	*	*	*	*	*	*	60%
Hispanic	33	720	734	736	*	30%	*	*	*	21%	32%
Black or African American	*	*	723	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	741	754	*	*	*	*	*	*	55%
Female	22	722	744	749	*	*	*	*	*	27%	50%
Male	25	718	740	747	*	*	*	*	*	16%	48%
Economically Disadvantaged Students	34	715	729	733	*	*	*	*	*	15%	29%
Non-Economically Disadvantaged Students	13	734	752	758	*	*	*	*	*	38%	62%
Students with Disabilities	10	706	723	726	*	0%	*	*	*	10%	20%
Students without Disabilities	37	724	747	752	*	30%	*	*	*	24%	55%
English Learners	*	*	706	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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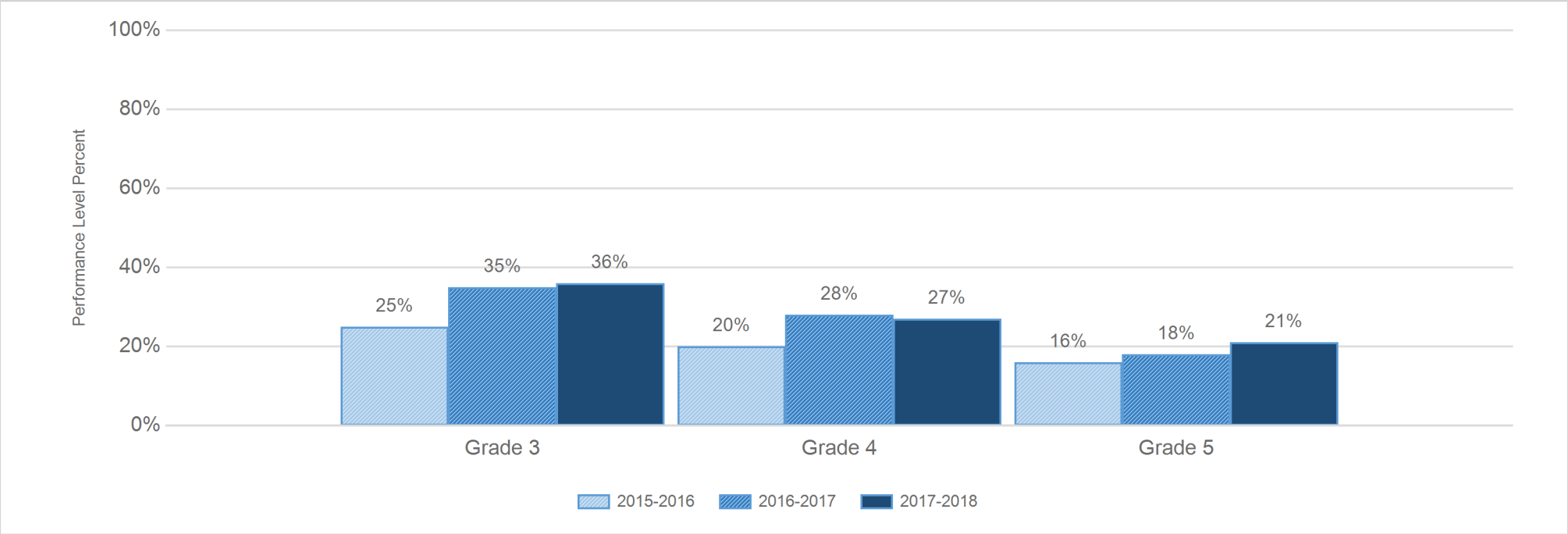
Mathematics Assessment – Performance Trends

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	18.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	*	*
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.

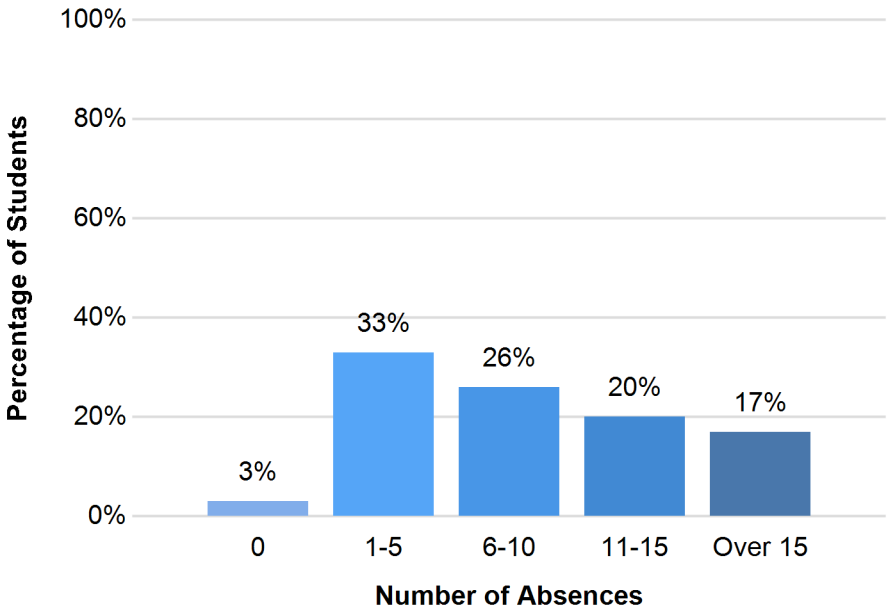
Chronic Absenteeism

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	33	13.4	8.9	Not Met
White	2	8.3	8.9	Met
Hispanic	20	13.4	8.9	Not Met
Black or African American	8	14.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	27	13.7	8.9	Not Met
Students with Disabilities	7	15.9	8.9	Not Met
English Learners	4	15.4	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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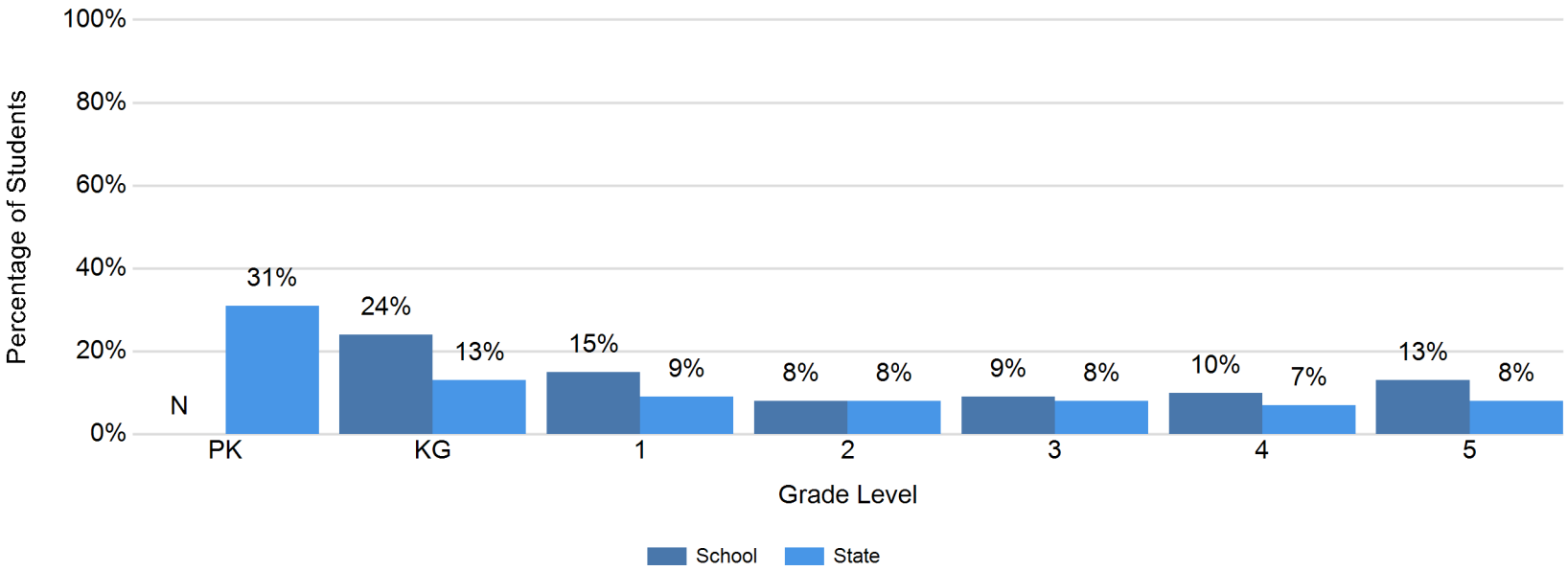
Chronic Absenteeism by Grade

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	12
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	6.94

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	2	4	6
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	*	*
Out-of-School Suspensions	22	9.0%
Any Suspension	23	9.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
44

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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	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 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	1.0:1

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)	$494	$14,150	$14,644

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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	27	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	81.5%	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	63	9,374
Average years experience in public schools	12.6	16.0
Average years experience in district	12.6	12.0
Administrators in district for 4 or more years	68.3%	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	12:1
Students to Administrators	245:1	182:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		765:1
Students to Nurses		441:1
Students to Counselors		255:1
Students to Child Study Team		249:1

NJ SCHOOL PERFORMANCE REPORT

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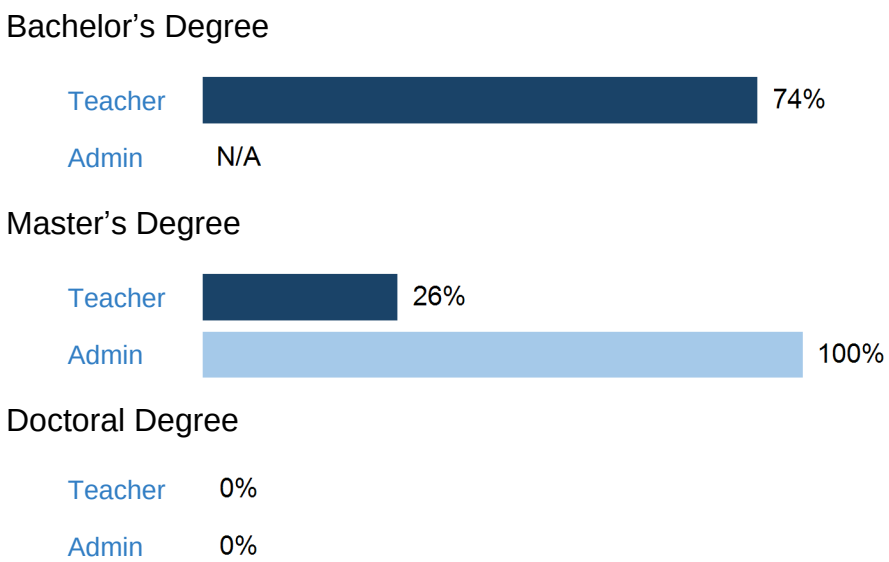
Teachers and Administrators - Level of Education

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	92.3%	90.2%
2016-17 Administrators: Same district 2017-18	82.8%	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	92.2%

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	77.8%	100.0%
Male	22.2%	0.0%
White	88.9%	100.0%
Hispanic	3.7%	0.0%
Black or African American	7.4%	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

LALOR ELEMENTARY SCHOOL
(21-1950-180)
Grades Offered: PK-05
2017-2018

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† This indicates a table specific note,see note below table

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	11.32	17.5%
Mathematics Proficiency	16.47	17.5%
English Language Arts Growth	44.91	25.0%
Mathematics Growth	8.37	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	19.18	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.06	n/a
Summative Rating: Percentile Rank of Summative Score	9.12	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†	Met Standard	Not Met	**	Not Met	No
White	**	**	No	N	N	**	**	n/a	Met	No
Hispanic	32.08	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	35.11	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	14.77	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Not Met	Met Target†	**	**	**	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:	• Students become kind and caring citizens through a focus on social-emotional learning and character education in a Responsive Classroom. • Curriculum includes a Balanced Literacy approach to develop readers and writers; Guided Math workshop model, Next Gen Science Standards, Technology, Instrumental Music & Related Arts. • Technology is used to enhance daily lessons; we have a 1:1 ratio of devices in grades 3-5, and 2:1 in grades K-2.
Mission, Vision, Theme:	Lalor Elementary School is a truly a family and we take pride in everything we do. Lalor Elementary School is committed to working together to create a safe, engaging, student-centered environment where our students will learn, grow, and succeed regardless of any challenges.
Awards, Recognition, Accomplishments:	Students are recognized regularly during school-wide celebrations for character education, academic success, attendance, and more.

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Courses, Curriculum, Instruction:	Our teachers carefully plan lessons that meet the needs of each student while preparing them for success in the 21st century. Lessons are designed to develop critical thinking skills, communication skills, and innovation.
Clubs and Activities:	Early Act Club, Chess Club, After School Clubs, Tutoring, Good News Club, Family STEM Nights, Family Nights

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Before and After School Programs:	The CYO of Mercer County provides before and after care at Lalor School. Their hours of operation are 7:20 to 8:45 for AM Care and 3:35 to 6:00 for PM Care. There is a 10:1 student/staff ratio. They are licensed by the Division of Youth and Family Services and the Bureau of Licensing. They provide a PM snack, homework supervision and supervised play.
Staff and Professional Learning:	Our teachers work in professional learning teams to continually collaborate, learn, and grow in their practice. Members of our team are certified as reading specialists, ESL, Reading Recovery, Special Education, and SIOP.

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Student Supports and Services:	Various services are provided to support students academically, socially, and emotionally. All students have access to small groups with our Guidance Counselor, as well as monthly lessons. Intervention services are provided through Basic Skills, Reading Recovery, Title 1, and ESL. Student growth is monitored regularly to ensure all students succeed.
Student Health and Wellness:	Lalor School is committed to providing a safe, productive learning environment that promotes the social, emotional, intellectual, and physical development of our students. We have a Climate Team and School Safety Committee that meets several times a year to discuss pertinent issues and implement solutions as needed.
Parent and Community Involvement:	Educating our students is a partnership with parents, teachers, administration and the community. Regular events are arranged to invite parents to school, such as Family STEM Nights, Family Fun Nights, conferences, coffee talk, and more. Our school Parent-Teacher-Association (PTA) is instrumental in this partnership.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Survey is conducted twice a year, in the fall and spring. It includes items regarding safety, diversity, instruction, and feeling towards the school environment. We utilize the results to implement improvements in needed areas.
Facilities:	The Lalor School is a stately building, featuring original hardwood floors and woodwork with high ceilings and tall windows. Lalor retains early 20th century architecture, although it has been completely refurbished in recent years. A neighborhood focal point since 1926, Lalor School proudly conveys a sense of community and tradition for the families of the historic Lalor Tract.

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Other Information:	The primary purpose of the instructional program at Lalor is to provide students with a learning environment that is enriched, supportive, and responsive to their academic and social needs. Our dedicated staff focuses on facilitating student-centered learning to ensure success and positive outcomes for all of our children. We educate the whole child by focusing on related arts in addition to regular academic content areas. This includes Art, Vocal Music, Instrumental Music, Library/Media, Health, Physical Education, STEAM, and World Language.