NJ SCHOOL PERFORMANCE REPORT

YARDVILLE HEIGHTS ELEMENTARY SCHOOL
(21-1950-270)
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
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MERCER
District	HAMILTON TWP
Principal Name	MR. STERENCZAK
Address	3880 SOUTH BROAD STREET HAMILTON, NJ 08620-2502
Phone Number	(609)631-4171
Email Address	JSTERENCZAK@HAMILTON.K12.NJ.US
Website	https://www.hamilton.k12.nj.us/Domain/778
Facebook	https://www.facebook.com/YardvilleHeightsElementarySchool/
Twitter	https://twitter.com/YardvilleHts

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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	44	42	42
1	41	41	45
2	40	39	45
3	46	38	44
4	40	42	44
5	43	43	45
Total	254	245	265

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	55.9%	48.6%	52.1%
Male	44.1%	51.4%	47.9%
Economically Disadvantaged Students	26.8%	29.4%	39.2%
Students with Disabilities	17.7%	20.4%	18.5%
English Learners	7.5%	4.5%	9.4%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.4%	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	57.1%	60.8%	47.2%
Hispanic	26.4%	23.3%	30.9%
Black or African American	12.2%	10.6%	16.2%
Asian	1.6%	2.0%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	1.2%	0.8%	0.0%
Two or More Races	1.6%	2.4%	3.8%

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	44	42	42

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	77.0%
Spanish	14.7%
Arabic	1.5%
Creoles and pidgins, French-based	1.5%
Other Languages	5.3%

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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	59.5	43	50	Met Standard	70.5	50	50	Exceeds Standard
White	68	44.5	50	Exceeds Standard	77	52	51	Exceeds Standard
Hispanic	35	43	49	**	27	49	48	**
Black or African American	*	40	44	**	*	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	56	41	48	**	55	45	47	**
Students with Disabilities	*	38	41	**	*	41	43	**
English Learners	*	54.5	54	**	*	55	51	**

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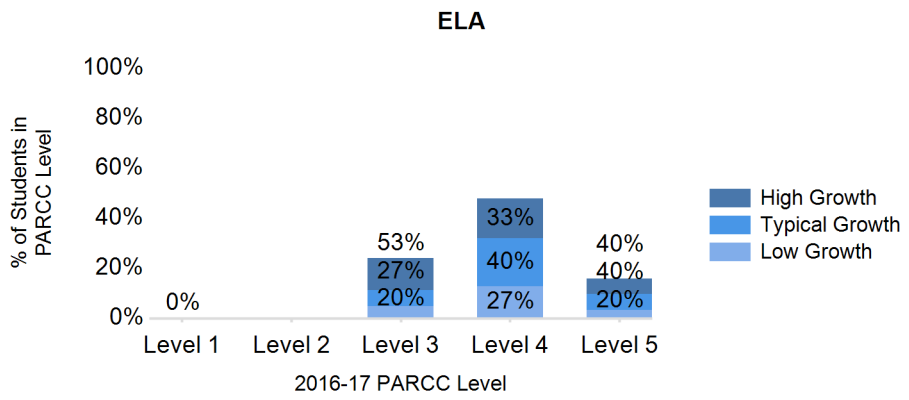
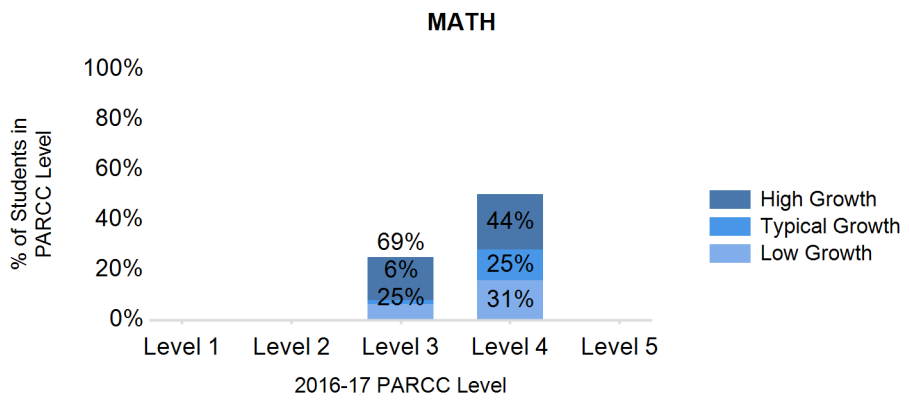
Student Growth by Performance Level

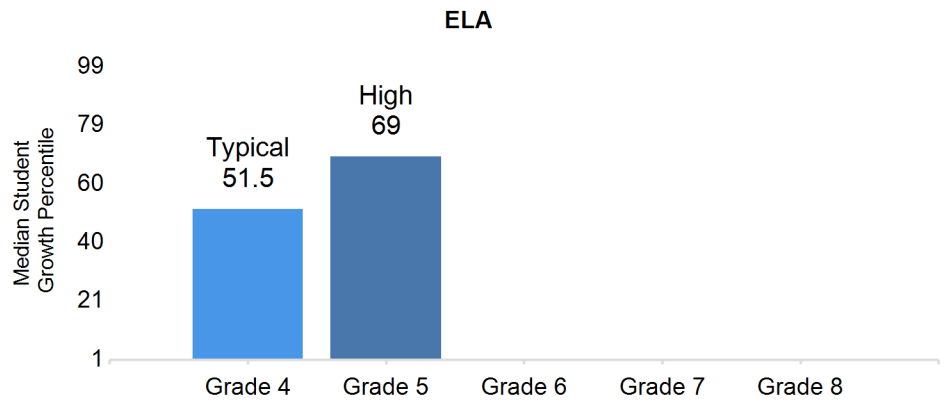
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

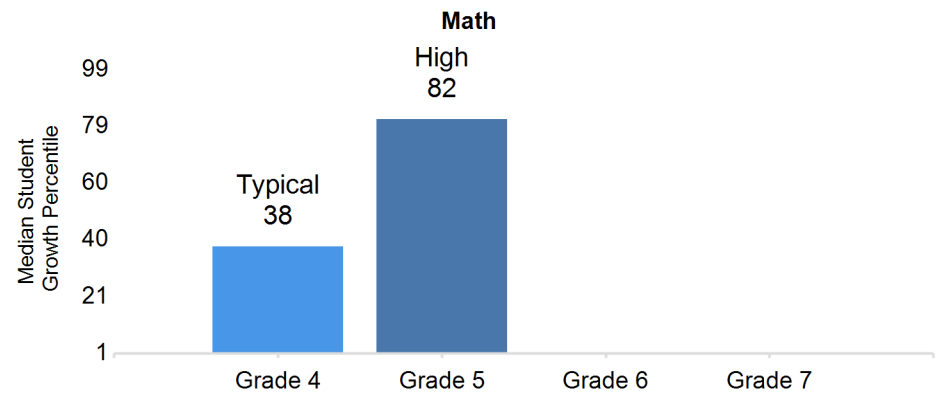




Student Growth by Grade

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	104	96.4	68.3	46.7	56.7	68.3	57.9	Met Target
White	67	95.7	71.6	*	65.6	71.6	56.9	Met Target
Hispanic	23	95.8	69.5	37.3	42.5	69.5	71.1	Met Target†
Black or African American	*	*	*	29.7	37.3	*	**	**
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	64	97.1	67.2	57.0	64.5	67.2		
Male	40	95.3	70.0	37.5	49.4	70.0		
Economically Disadvantaged Students	30	100.0	50.0	33.5	38.5	*	N	N
Non-Economically Disadvantaged Students	74	94.9	75.7	54.7	67.5	*		
Students with Disabilities	15	93.7	53.3	14.3	21.6	52.6	**	**
Students without Disabilities	89	96.8	70.8	54.0	63.9	70.8		
English Learners	11	100.0	45.5	23.2	27.3	45.5	**	**
Non-English Learners	93	96.0	71.0	48.2	59.4	71.0		
Homeless Students	*	*	*	34.7	27.7	*		
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	38	754	742	750	*	*	*	*	*	55%	52%
White	23	755	754	759	*	*	*	*	*	52%	61%
Hispanic	*	*	733	736	*	*	*	*	*	*	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	23	751	751	756	*	*	*	*	*	57%	57%
Male	15	757	734	744	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	12	737	729	733	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	26	761	752	762	*	*	*	*	*	62%	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	*	*	*	720	*	*	*	*	*	*	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	31	764	752	756	0%	*	*	*	*	71%	58%
White	15	771	762	764	0%	0%	*	*	*	80%	68%
Hispanic	10	761	742	744	0%	*	*	*	*	70%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	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	N	N	757	763	N	N	N	N	N	N	63%
Female	20	761	758	762	0%	*	*	*	*	65%	63%
Male	11	768	745	751	0%	*	*	*	*	82%	53%
Economically Disadvantaged Students	12	760	740	740	0%	*	*	*	*	67%	40%
Non-Economically Disadvantaged Students	19	766	759	767	0%	*	*	*	*	74%	70%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	762	*	*	*	*	*	*	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	31	764	752	759	0%	*	*	*	*	71%	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	38	771	750	755	*	*	*	*	*	82%	58%
White	29	771	760	763	*	*	*	*	*	83%	68%
Hispanic	*	*	743	743	*	*	*	*	*	*	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	23	774	*	762	*	*	*	*	*	83%	66%
Male	15	767	*	749	*	*	*	*	*	80%	51%
Economically Disadvantaged Students	*	*	737	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	759	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	718	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	757	762	*	*	*	*	*	*	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	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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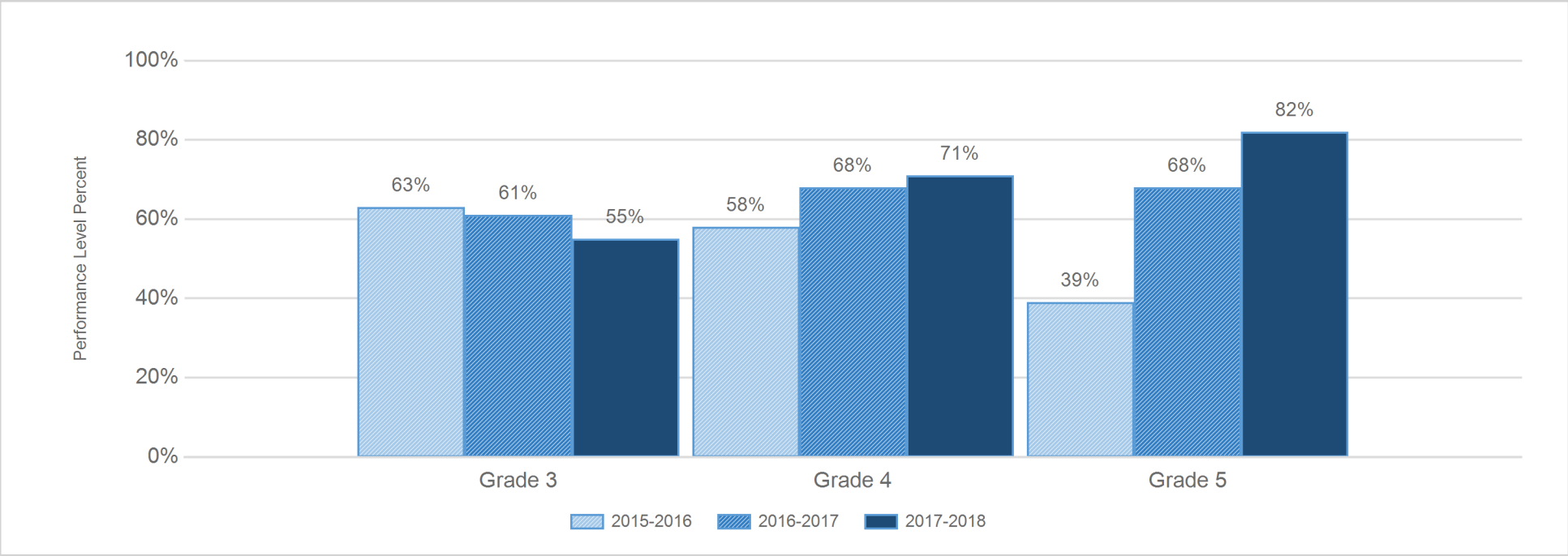
English Language Arts/Literacy Assessment - Performance Trends

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	107	97.3	60.7	36.1	45.0	60.7	57.9	Met Target
White	68	97.1	66.2	*	54.1	66.2	55.8	Met Target
Hispanic	25	96.2	56.0	26.9	29.2	56.0	80	Not Met
Black or African American	*	*	*	18.4	23.4	*	**	**
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	65	97.1	53.9	38.0	46.0	53.9		
Male	42	97.7	71.4	34.3	43.9	71.4		
Economically Disadvantaged Students	32	100.0	46.9	24.7	26.6	46.9	N	N
Non-Economically Disadvantaged Students	75	96.2	66.7	43.0	55.9	66.7		
Students with Disabilities	15	93.7	26.7	11.0	17.1	26.3	**	**
Students without Disabilities	92	97.9	66.3	41.7	50.5	66.3		
English Learners	13	100.0	38.5	22.0	24.6	38.5	**	**
Non-English Learners	94	97.0	63.9	37.1	46.9	63.9		
Homeless Students	*	*	*	17.4	17.3	*		
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	40	754	746	752	*	*	*	*	*	55%	53%
White	24	759	757	760	*	*	*	*	*	54%	64%
Hispanic	*	*	737	739	*	*	*	*	*	*	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	24	748	749	752	*	*	*	*	*	46%	53%
Male	16	762	743	751	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	13	740	734	736	*	*	*	*	*	46%	35%
Non-Economically Disadvantaged Students	27	760	754	762	*	*	*	*	*	59%	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	*	*	*	723	*	*	*	*	*	*	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

YARDVILLE HEIGHTS ELEMENTARY SCHOOL
(21-1950-270)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	32	750	742	748	*	*	31%	*	*	47%	49%
White	15	764	750	755	0%	*	*	*	*	67%	60%
Hispanic	11	743	734	737	0%	*	*	*	*	45%	34%
Black or African American	*	*	730	730	*	*	*	*	*	*	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	N	N	745	752	N	N	N	N	N	N	55%
Female	20	748	743	748	*	*	*	*	*	40%	50%
Male	12	753	741	748	*	*	*	*	*	58%	49%
Economically Disadvantaged Students	13	737	732	733	*	*	*	*	*	38%	30%
Non-Economically Disadvantaged Students	19	758	748	758	*	*	*	*	*	53%	62%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	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

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(21-1950-270)
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	38	766	742	748	*	*	*	*	*	76%	49%
White	29	766	754	756	*	*	*	*	*	76%	60%
Hispanic	*	*	734	736	*	*	*	*	*	*	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	23	768	744	749	*	*	*	*	*	74%	50%
Male	15	763	740	747	*	*	*	*	*	80%	48%
Economically Disadvantaged Students	*	*	729	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	752	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	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	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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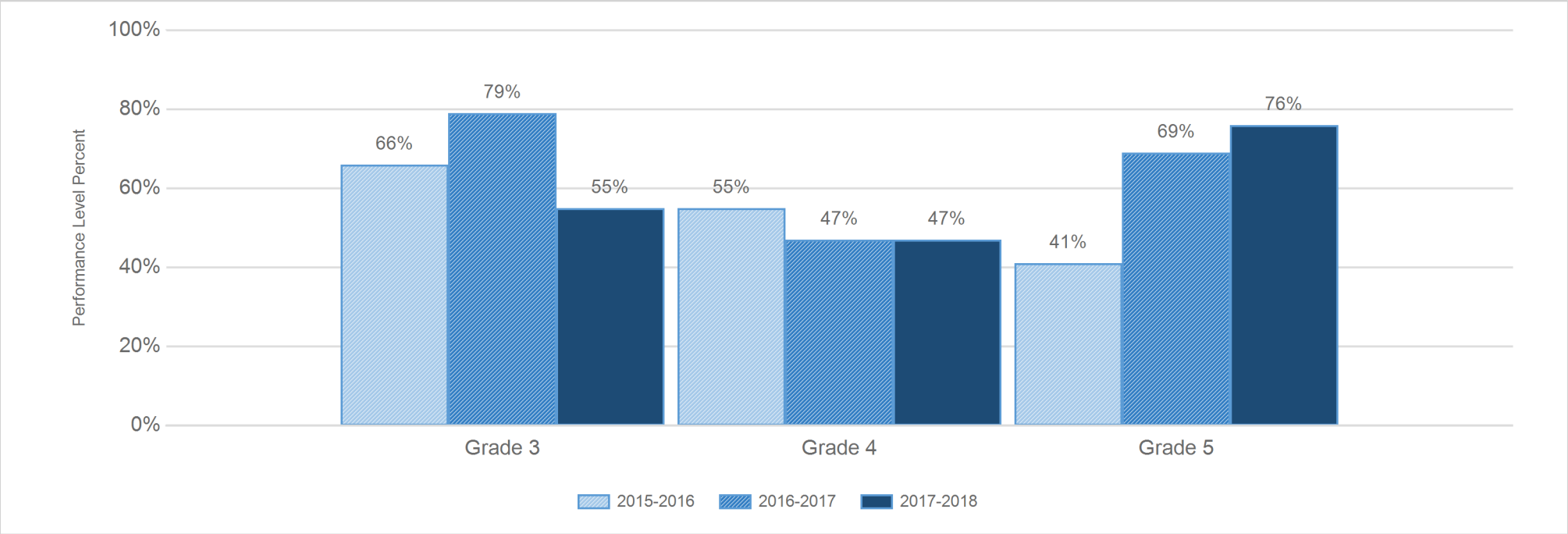
Mathematics Assessment – Performance Trends

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	N	N
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	46.2%	**	**

† 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	19	*	*
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.

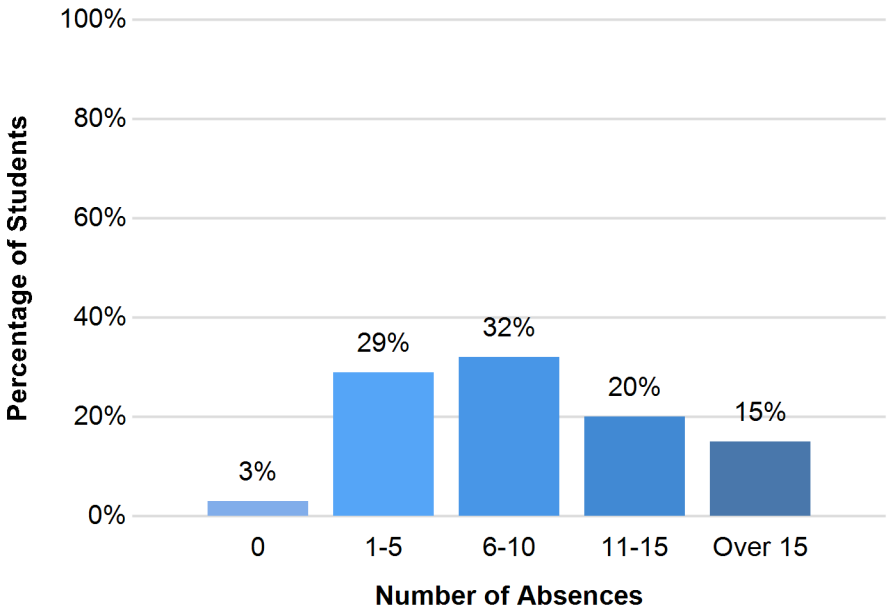
Chronic Absenteeism

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	31	11.7	8.9	Not Met
White	15	11.9	8.9	Not Met
Hispanic	13	15.9	8.9	Not Met
Black or African American	1	2.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	19	18.3	8.9	Not Met
Students with Disabilities	8	16.0	8.9	Not Met
English Learners	3	12.0	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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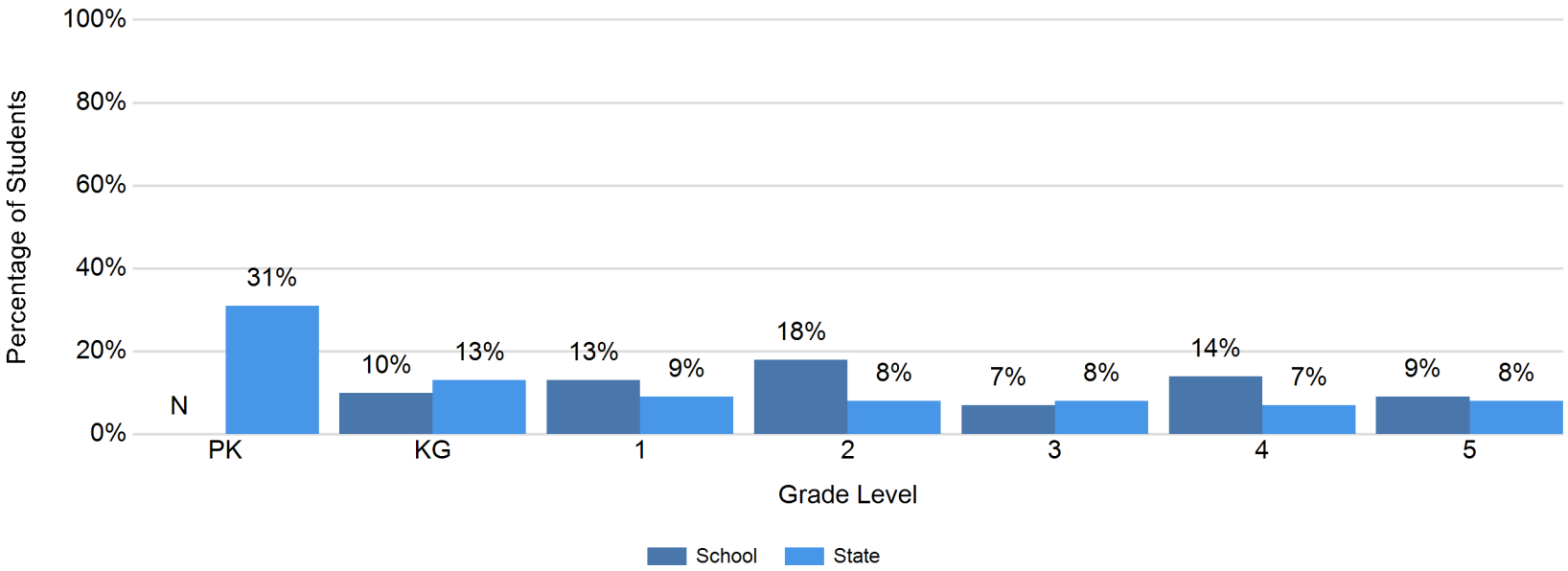
Chronic Absenteeism by Grade

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.13

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

NJ SCHOOL PERFORMANCE REPORT

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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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	0	2
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	1.1:1

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	11.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	85.2%	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	10:1	12:1
Students to Administrators	265:1	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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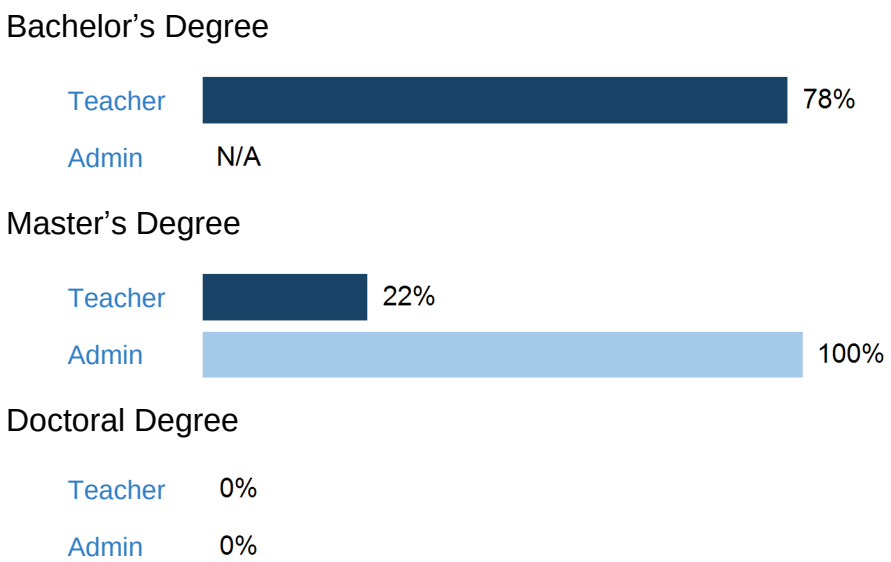
Teachers and Administrators - Level of Education

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	92.1%

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Key terms for staff data:
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Teachers: All classroom teachers
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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	81.5%	0.0%
Male	18.5%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-270)
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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	71.15	17.5%
Mathematics Proficiency	76.66	17.5%
English Language Arts Growth	89.99	25.0%
Mathematics Growth	98.22	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	22.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	76.31	n/a
Summative Rating: Percentile Rank of Summative Score	87.32	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	Met Standard	Exceeds Standard	**	Not Met	No
White	73.18	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	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	**	**	No	N	N	**	**	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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:	• The school's theme is Setting the Stage for Success. Students are recognized for actions that relate to the Six Pillars of Character. Classes are also given an 'Oscar' award for weekly attendance. • Students engage in daily guided math and guided reading lessons, which take place is a small group setting. The teacher-to-student ratio allows additional, leveled support for students. • Yardville Heights currently has six laptop carts that students use on a daily basis with Google Apps for Education and other software.
Mission, Vision, Theme:	The vision of Yardville Heights Elementary School is to create a positive school climate where students are able to achieve academic, social, and emotional growth. The relationship between staff, students, and parents are genuine. We believe that communication between home and school is essential. We are eager to work as a team to instill a sense of pride and provide the tools for students to become successful.
Awards, Recognition, Accomplishments:	Yardville Heights has been recognized as a Star School.

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Courses, Curriculum, Instruction:	Students at our school are exposed to the following: Fundations, Balanced Literacy, Writer's Workshop Math Expressions, Next Generation Science Standards, STEAM - Science, Technology, Engineering, Arts, Mathematics, and the ALPS Program - Gifted and Talented. The school has mobile laptop carts, which are utilized daily by the students/teachers. Classrooms are equipped with Smartboard technology. Our Basic Skills Instruction (BSI) helps to bridge the gap for students who are not performing on grade level. Students learn Spanish as their World Language.
Clubs and Activities:	Students volunteer to become 'safety patrols' and give up their time to offer assistance to individuals around the building. Students also participate in a group called Student Community Leaders where they plan projects for the community. 5th grade students apply and are selected to become 'peer tutors' where they assist kindergarten and first grade students in reading. The HOLLYWOOD Committee encourages students to arrive to school on time daily and complete all of their homework on a nightly basis. Students in grades 3-5 participate in instrumental lessons.

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Before and After School Programs:	The Good News Club, sponsored by the Child Evangelism Fellowship of New Jersey meets on a weekly basis and welcomes students in grades K-5. Students can attend before/after school care through the YMCA. The PTA sponsors events throughout the year for students in grades K-5. Events include YHS Spirit Night, Summer Reading Party, Trunk or Treat, Dinner and a Movie, Holiday Shop, BINGO Night, Cupid's Ball, Variety Show, Mystery Egg, Parent and Me Paint Night, Soccer/Golf Family Event, Mother's Day Make and Take, and an APEX Fun Run.
Staff and Professional Learning:	Staff members have two professional development days a month. One meeting is to build teacher capacity, the second meeting is used for teachers to work on CAR in grade level meetings. Teachers have data meetings with the principal once a month to review student achievement data and how to use it to drive instruction. The teachers' schedules allow them to participate in grade level PLCs on a daily basis. Staff members participate in a book study throughout the year to review to text "Essential Questions" and determine how to enhance their questioning strategies in the classroom. Staff members are focusing on using Google more effectively in their classrooms by utilizing Google Classroom as well as other Google Apps for Education. Staff members attend district provided professional development four times throughout the year. Workshops are also offered to staff members to attend at various times during the year.

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Student Supports and Services:	Our school offers an ESL program for English Language Learners. Teachers tier students, track their academic data, and differentiate instruction daily. If needed, students are referred to the I&RS team where additional strategies are recommended. Students may also receive Basic Skills Instruction (BSI) and then be referred for an evaluation from the Child Study Team. If eligible, students may be place in a smaller group setting – Resource Room. Students also have access to OT and Speech. If necessary, students with learning/language differences may be placed into one of our two self-contained classrooms.
Student Health and Wellness:	Yardville Heights has a breakfast and lunch program available for students. Students have field trips/assemblies regarding mental and physical health. The PTA also sponsors a mental health information session at their January monthly meeting. All grade levels participate in a dental health assembly, AED drills, monthly safety and security drills, daily recess, and physical education/health classes once, or twice a week. Teachers supervise students at recess and have a recess curriculum to use with the students. Students in grades K-5 also have weekly lessons provided by the guidance counselor. The school nurse also provides lessons for students throughout the year.
Parent and Community Involvement:	The PTA meets once a month to plan, and then provides students with events on a monthly basis (Truck or Treat, Movie Night, Dance, etc.). Local restaurants have Family Dinner Nights to raise money for the PTA. Parents use the Parent Portal located on the school website to enter information about their children. ROBINS assist teachers on a weekly basis. Class parent/chaperones assist teachers with classroom parties/field trips. There are two Parent/Teacher Conferences a year. YHS also has two band/orchestra/chorus concerts as well.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A survey is offered one time a year for parents and students to respond via the school website. Responses are reviewed by the School Safety Team and presented to staff members at a monthly faculty meeting.
Facilities:	The original building was built in 1917 and was 10,688 sq. ft. Additions were made in 1922 - 819 sq. ft., 1957 - 19,267 sq. ft., and 1999 - 2,591 sq. ft. The school has both art and music rooms. It has a library, which is also equipped with a Smartboard. The multi-purpose room serves as the cafeteria, gymnasium, and auditorium. A new play area was provided for the students to use during recess.
School Safety:	Staff and students participate in two emergency drills per month - one fire drill and one safety drill. Meetings are held after the monthly drills to discuss best practices. New security cameras are being installed inside and outside of the building. A special safety film has been placed on all of the exterior windows making them more difficult to break if struck by an object. The front office has been equipped with a guest management system, which registers all visitors to the building. A sign in/out sheet is utilized to determine if anyone is in the building from facilities, grounds, etc.

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Technology and STEM:	Students in grades 3-5 attend a STEAM class once a week for 40 minutes. Students and their families are also invited to attend a STEM Night twice a year for both grades k-2 and 3-5. Lesson plans must reflect that technology is infused in the teachers' daily lessons. There are six laptop carts that are used by staff/students on a daily basis. Google Apps for Education as well as other software is used throughout the day by staff and students.

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Other Information:	The administration and staff at Yardville Heights Elementary School believe that all students can learn and achieve academic success at the highest level. We take pride in our differences and celebrate them. By doing so, students feel emotionally safe and secure, allowing them to open their minds to learning. However, teaching and learning are only part of the equation. Establishing a student-centered learning environment promotes self-confidence and creates a team mentality. Research shows the direct link between higher levels of student achievement and the school/home connection. Yardville Heights, the PTA, and parent volunteers work together to bring educational activities to the students that will gauge their attention and motivate them to learn. Yardville Heights Elementary School will continue to strive to make the students well-rounded individuals, capable of making decisions in an ever-changing world.