NJ SCHOOL PERFORMANCE REPORT

J. ACKERMAN COLES ELEMENTARY SCHOOL
(39-4670-085)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	SCOTCH PLAINS-FANWOOD REG
Principal Name	DR. WETHERELL
Address	16 KEVIN ROAD SCOTCH PLAINS, NJ 07076
Phone Number	(908)757-7555
Email Address	KWETHERELL@SPFK12.ORG
Website	https://www.spfk12.org/coles

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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	41	51	44
KG	70	83	101
1	95	96	93
2	82	106	97
3	94	89	110
4	90	98	95
Total	472	523	540

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	51.9%	52.2%	52.8%
Male	48.1%	47.8%	47.2%
Economically Disadvantaged Students	5.7%	3.1%	2.6%
Students with Disabilities	16.5%	15.5%	14.3%
English Learners	0.6%	0.2%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.4%
Military-Connected Students		0.2%	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	65.0%	66.0%	64.1%
Hispanic	12.3%	10.9%	12.6%
Black or African American	5.1%	5.2%	5.4%
Asian	13.6%	14.7%	14.6%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	3.8%	2.7%	3.1%

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	41	51	44
PK - Full Day	0	0	0
KG - Half Day	70	0	0
KG - Full Day	0	83	101

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	96.1%
Other Languages	3.9%

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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	69.5	55	50	Exceeds Standard	55	54	50	Met Standard
White	70	53	50	Exceeds Standard	57	53	51	Met Standard
Hispanic	48	50	49	**	37.5	53.5	48	**
Black or African American	*	53	44	**	*	52	44	**
Asian, Native Hawaiian, or Pacific Islander	76.5	68	61	**	63.5	56.5	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	53	49	**	*	53	51	**
Economically Disadvantaged	*	52	48	**	*	46	47	**
Students with Disabilities	25	48	41	**	27	38	43	**
English Learners	*	68.5	54	**	*	64	51	**

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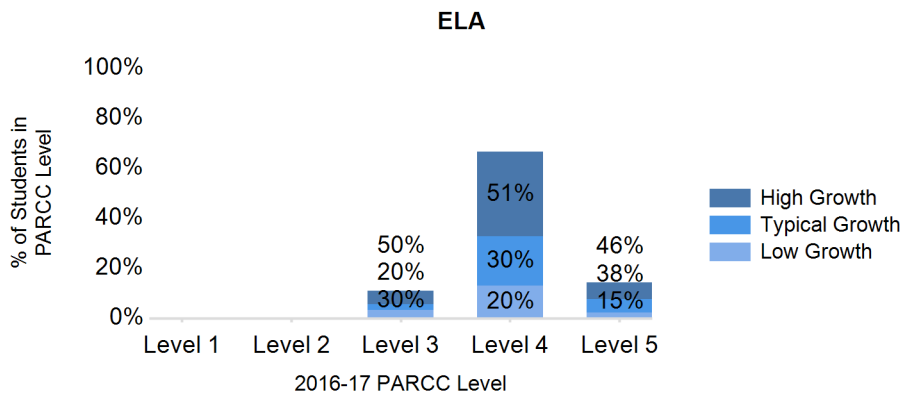
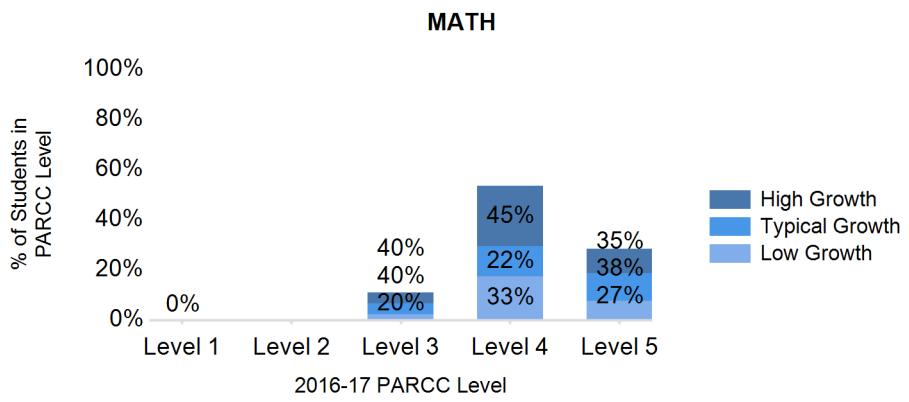
Student Growth by Performance Level

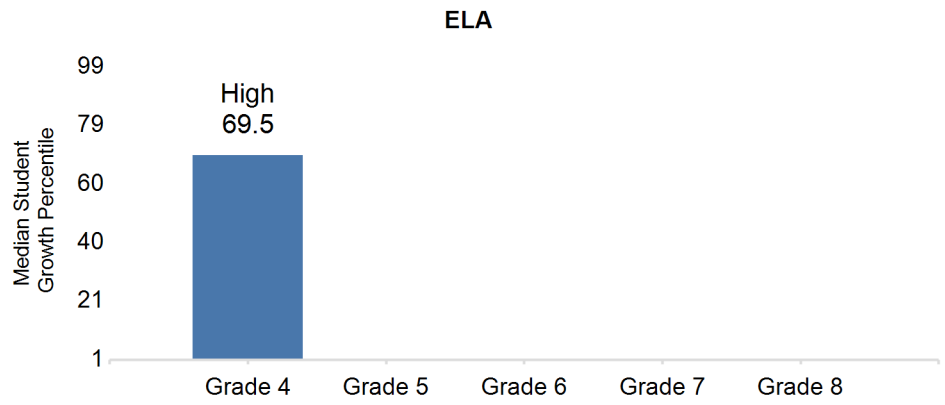
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

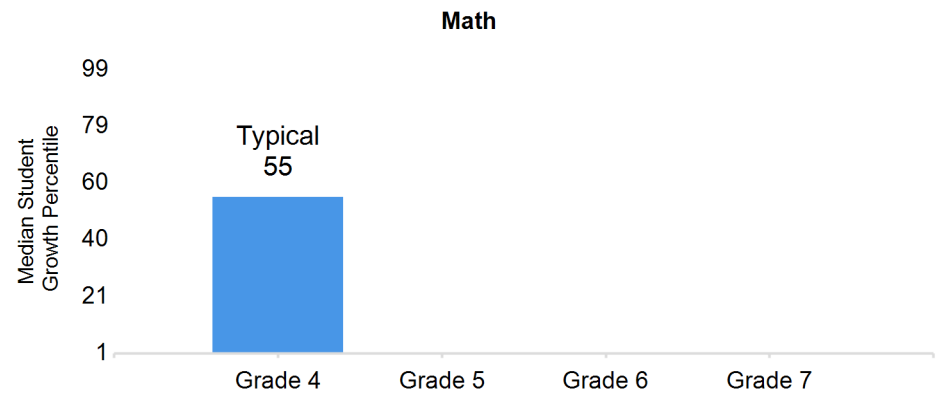




Student Growth by Grade

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	204	99.5	80.9	77.1	56.7	80.9	75.1	Met Goal
White	132	99.2	81.0	78.2	65.6	81.0	75.3	Met Goal
Hispanic	25	100.0	60.0	70.6	42.5	60.0	80	Not Met
Black or African American	*	*	*	57.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	87.6	89.0	82.3	87.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	107	100.0	85.1	83.9	64.5	85.1		
Male	97	99.0	76.3	70.4	49.4	76.3		
Economically Disadvantaged Students	*	*	*	56.9	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	78.3	67.5	*		
Students with Disabilities	32	97.0	50.0	36.7	21.6	50.0	45.5	Met Target
Students without Disabilities	172	100.0	86.6	85.1	63.9	86.6		
English Learners	*	*	*	51.3	27.3	*	**	**
Non-English Learners	*	*	*	77.4	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	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	110	774	767	750	*	*	14%	60%	16%	76%	52%
White	66	769	767	759	*	*	18%	*	*	74%	61%
Hispanic	13	762	755	736	*	*	*	*	*	54%	38%
Black or African American	*	*	754	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	20	798	785	777	*	*	*	*	*	85%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	776	758	*	*	*	*	*	*	58%
Female	56	781	773	756	*	*	*	*	*	82%	57%
Male	54	767	761	744	*	*	*	*	*	70%	46%
Economically Disadvantaged Students	*	*	746	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	768	762	*	*	*	*	*	*	64%
Students with Disabilities	20	755	737	719	*	*	*	*	*	55%	24%
Students without Disabilities	90	779	773	756	*	*	*	*	*	81%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	783	774	756	*	*	*	46%	40%	86%	58%
White	65	786	776	764	*	*	*	42%	46%	88%	68%
Hispanic	12	768	762	744	0%	*	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	786	788	782	0%	*	0%	*	*	92%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	51	788	781	762	*	*	*	41%	47%	88%	63%
Male	44	778	767	751	*	*	*	52%	32%	84%	53%
Economically Disadvantaged Students	*	*	752	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	11	744	740	726	*	*	*	*	*	36%	25%
Students without Disabilities	84	789	781	762	*	*	*	*	*	93%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	95	783	774	759	*	*	*	46%	40%	86%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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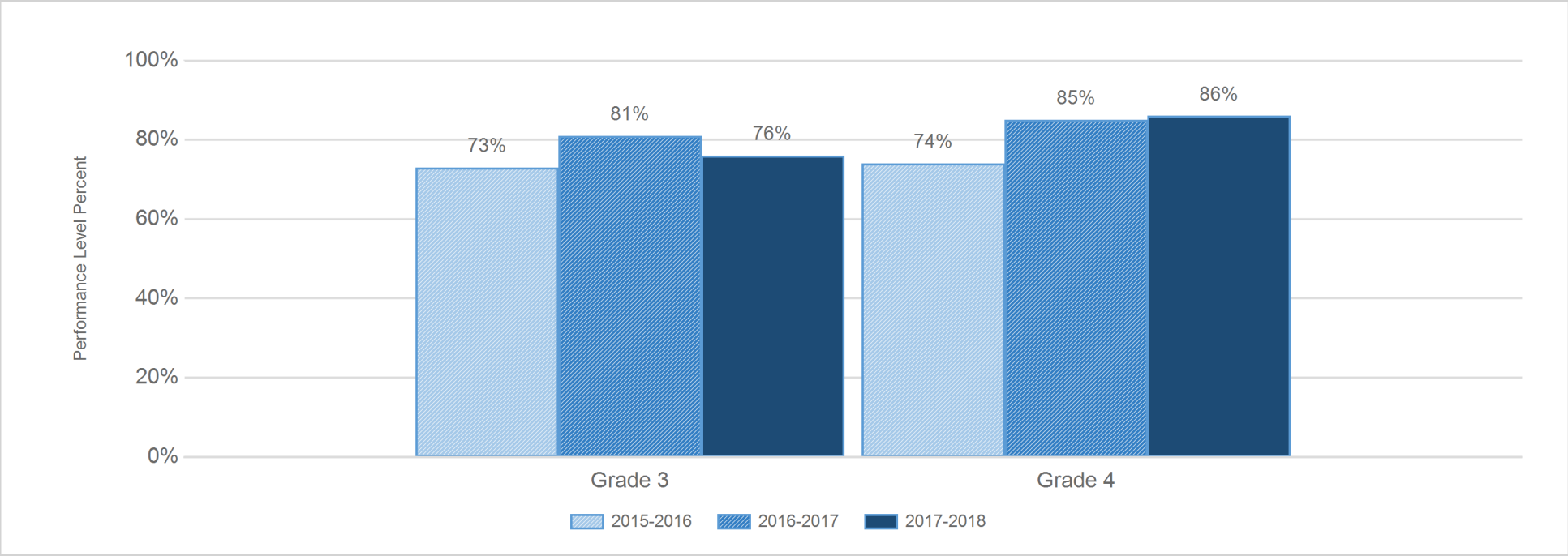
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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Schoolwide	204	99.0	80.4	66.9	45.0	80.4	75.1	Met Goal
White	131	98.5	82.5	68.6	54.1	82.5	75.3	Met Goal
Hispanic	25	100.0	56.0	57.3	29.2	56.0	80	Not Met
Black or African American	*	*	*	41.7	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	91.0	82.2	77.0	91.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	106	99.1	82.1	68.6	46.0	82.1		
Male	98	99.0	78.6	65.1	43.9	78.6		
Economically Disadvantaged Students	*	*	*	39.8	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.4	55.9	*		
Students with Disabilities	32	97.0	59.4	31.3	17.1	59.4	43	Met Target
Students without Disabilities	172	99.4	84.3	73.8	50.5	84.3		
English Learners	*	*	*	51.2	24.6	*	**	**
Non-English Learners	*	*	*	67.0	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	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	109	771	764	752	*	*	15%	50%	28%	78%	53%
White	65	769	765	760	*	*	15%	58%	20%	78%	64%
Hispanic	13	753	754	739	*	*	*	*	*	54%	38%
Black or African American	*	*	754	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	789	779	780	0%	*	*	*	*	90%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	769	757	*	*	*	*	*	*	59%
Female	55	774	763	752	*	*	*	51%	29%	80%	53%
Male	54	767	765	751	*	*	*	48%	28%	76%	53%
Economically Disadvantaged Students	*	*	744	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	766	762	*	*	*	*	*	*	66%
Students with Disabilities	20	755	744	730	*	*	*	*	*	70%	29%
Students without Disabilities	89	774	769	756	*	*	*	*	*	80%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	770	766	748	*	*	10%	65%	20%	84%	49%
White	65	772	768	755	0%	*	*	69%	18%	88%	60%
Hispanic	12	758	754	737	0%	*	*	*	*	58%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	13	773	778	774	*	0%	0%	*	*	92%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	51	770	767	748	*	*	*	*	*	86%	50%
Male	45	770	764	748	*	*	*	*	*	82%	49%
Economically Disadvantaged Students	*	*	743	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	767	758	*	*	*	*	*	*	62%
Students with Disabilities	11	742	739	725	*	*	*	*	*	45%	22%
Students without Disabilities	85	774	771	753	*	*	*	*	*	89%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	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

J. ACKERMAN COLES ELEMENTARY SCHOOL
(39-4670-085)
Grades Offered: PK-04
2017-2018

Report Key:
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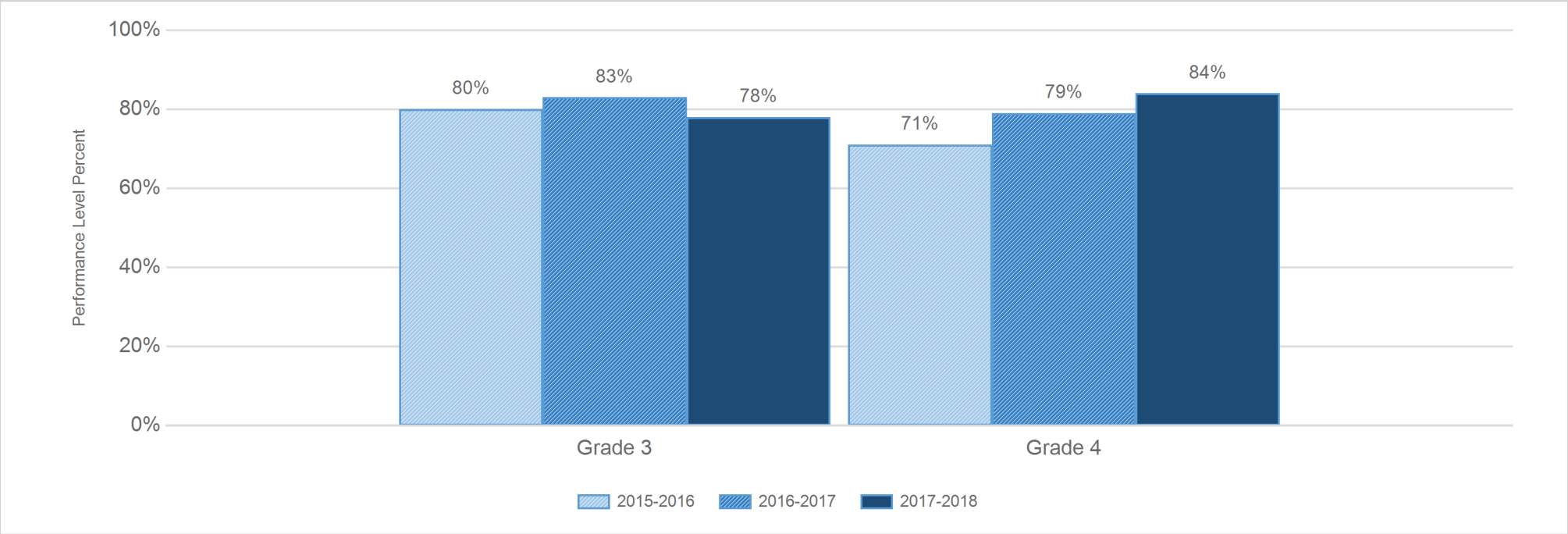
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	*	*
4	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

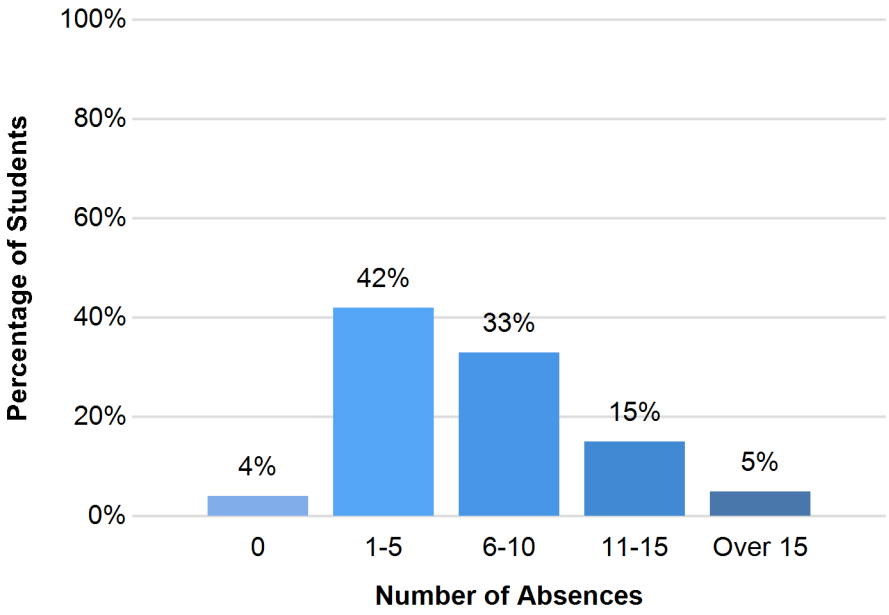
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	21	4.2	9.1	Met
White	11	3.5	9.1	Met
Hispanic	4	6.2	9.1	Met
Black or African American	2	6.7	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	4	5.4	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	4	30.8	**	**
Students with Disabilities	4	5.7	9.1	Met
English Learners	*	*	**	**

Days Absent

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



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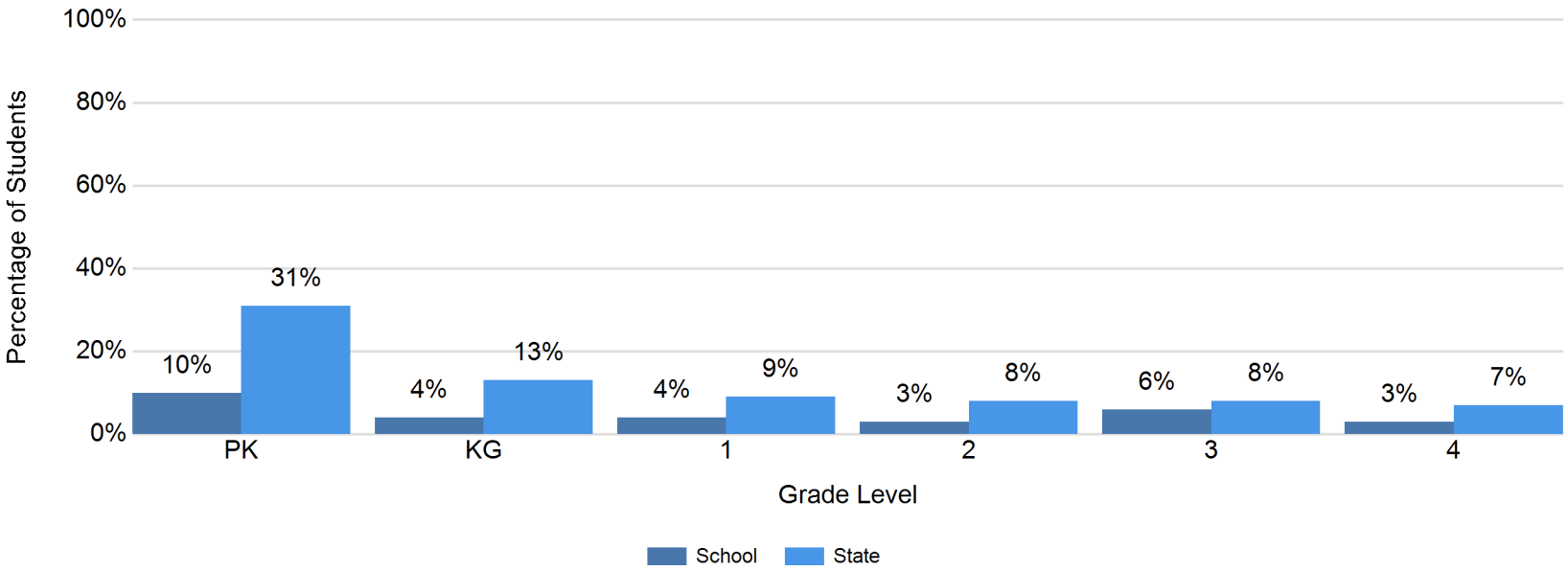
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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)	$295	$13,470	$13,765

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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	41	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	73.2%	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	29	9,374
Average years experience in public schools	13.9	16.0
Average years experience in district	8.7	12.0
Administrators in district for 4 or more years	75.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	540:1	190:1
Teachers to Administrators	41:1	15:1
Students to Librarians/Media Specialists		688:1
Students to Nurses		501:1
Students to Counselors		501:1
Students to Child Study Team		393:1

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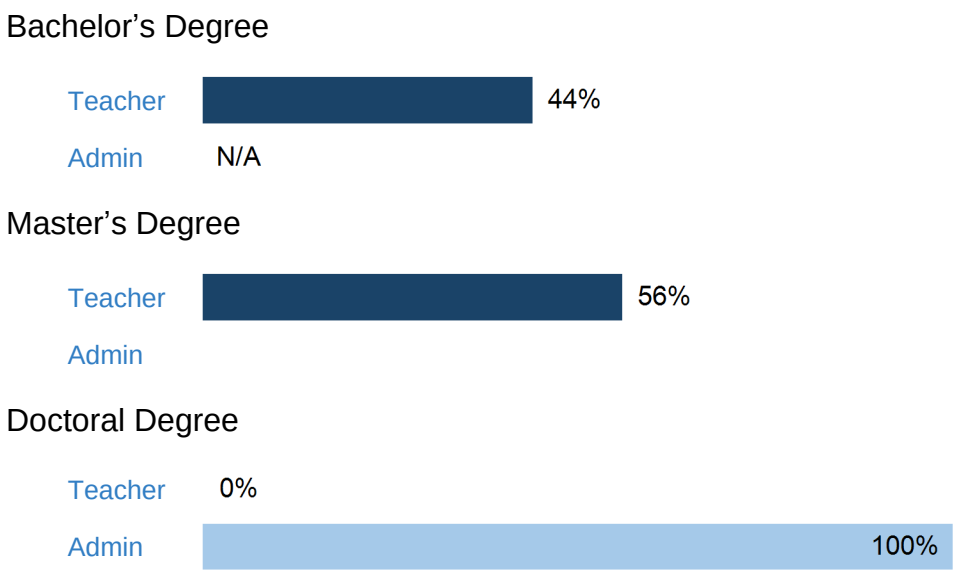
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.8%	100.0%
Male	12.2%	0.0%
White	90.2%	100.0%
Hispanic	2.4%	0.0%
Black or African American	2.4%	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	4.9%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	86.85	17.5%
Mathematics Proficiency	95.68	17.5%
English Language Arts Growth	96.50	25.0%
Mathematics Growth	67.36	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	74.76	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.12	n/a
Summative Rating: Percentile Rank of Summative Score	94.08	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 Goal	Met Goal	Exceeds Standard	Met Standard	**	Met	No
White	85.74	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Not Met	Not Met	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum includes Balanced Literacy, EveryDay Math, Global Perspectives and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • A working garden enhances our curriculum. Instruction is supported through chorus and band, Junior Achievement Day, Read Across America Day, and Author Visits, and coding activities in all grades.
Mission, Vision, Theme:	J. A. Coles Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. Serving over 550 students in preschool through fourth grade, we strive to meet the needs of all students through differentiated instruction and varied instructional activities. Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for our students.
Awards, Recognition, Accomplishments:	Parents work with students to learn about and care for our garden. The kindergarten students count and plant sunflower seeds. First graders plant various types of lettuce and enjoy a salad party at the end of the year. Second grade students plant tomatoes and basil which are made into sauce for pizza. Third grade students study Native Americans and plant the three sister crops of corn, squash and beans. Fourth grade students beautify the school by planting bulbs and various annuals.

NJ SCHOOL PERFORMANCE REPORT

J. ACKERMAN COLES ELEMENTARY SCHOOL
(39-4670-085)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Courses, Curriculum, Instruction:	Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses EveryDay Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).
Clubs and Activities:	Many other activities beyond the curriculum, such as the Coles School Student Ambassadors and Helping Hands, and a great number of PTA-sponsored activities such as After School Enrichment, the Variety Show, and Junior Achievement, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunity for the children.

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Before and After School Programs:	After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.
Staff and Professional Learning:	Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. Teachers in grades 1-3 have attended professional learning opportunities through the National Institute for Early Education Research.

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Student Supports and Services:	English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for Language Arts and Math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.
Student Health and Wellness:	Students participate in a comprehensive PE/health program offered by the certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.
Parent and Community Involvement:	J. A. Coles has a PTA that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, Activity Nights, amongst other things. They run fundraisers throughout the year to secure resources that support the students and staff. The PTA assists with the Coles Kids Care Program. This program provides assistance to local families.

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Facilities:	J. A. Coles Elementary School was built in 1963 and there have been several additions. There is a library/media center, art room, gymnasium, music room, and multi-purpose room, which houses instrumental music and our cafeteria. There are several small group instruction rooms and several areas of the school are air-conditioned. Fields and playground areas support active play at recess.
School Safety:	J.A. Coles School engages in both fire safety exercises as well as emergency response exercises to insure that in the event of an emergency students and staff respond accordingly.

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Technology and STEM:	J.A. Coles School engages in activities connected with "Hour of Code" and "Week of Code" and also engage students in STEM activities through our elementary science program.
Early Childhood Education:	In the 2017-18 school year, the Pre-K program readopted and implented the Creative Curriculum for Preschool 6th Edition which engages students through center based instruction that is age level and developmentally appropriate.

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Other Information:	J. A. Coles Elementary School enrolls approximately 550 students in grades pre k through grade four. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2017-18 school year, Coles School was comprised of 27 classrooms grades pre-k through 4. We have two half-day sections of pre-k, 5 sections of full-day kindergarten, 5 sections of in all grades one through five. In addition, we provide special programs for the district: one multi-graded self-contained class for students with learning disabilities. Our entire staff at Coles is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K - 3. Coles School is extremely proud of the diligent and tireless efforts of the staff, the unwavering support of the parents, and the accomplishments of the students. The rapport between all and the recognition of a shared commitment to Coles School children is witnessed at special events like the Variety Show, Field Day, Junior Achievement Day, and Read Across America Day. Coles School is truly a great place to learn!