



**Atlantis Elementary School**  
(05-3650-030)  
Grades Offered: 01-02  
2018-2019

**Report Key:**

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

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	North Hanover Township School District
Principal Name	Mrs. Stecchini
Address	3 SCHOOL ROAD JOINT BASE MDL, NJ 08641
Phone Number	609-738-2653
Email Address	<a href="mailto:mstecchini@nhanover.com">mstecchini@nhanover.com</a>
Website	<a href="https://atl.nhanover.com">https://atl.nhanover.com</a>
Facebook	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
Twitter	<a href="https://twitter.com/@AtlantisSchool1">https://twitter.com/@AtlantisSchool1</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	97	97	97
2	86	86	85
Total	183	183	182

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.6%	49.2%	51.6%
Male	46.4%	50.8%	48.4%
Economically Disadvantaged Students	32.8%	28.4%	27.5%
Students with Disabilities	12.6%	12.0%	14.3%
English Learners	0.5%	0.0%	0.5%
Homeless Students	0.0%	0.5%	0.0%
Students in Foster Care	0.0%	1.1%	0.0%
Military-Connected Students	95.6%	96.2%	91.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	48.6%	53.6%	58.2%
Hispanic	19.7%	21.3%	17.6%
Black or African American	13.7%	8.7%	8.8%
Asian	1.6%	1.6%	1.1%
Native Hawaiian or Pacific Islander	1.1%	0.5%	1.1%
American Indian or Alaska Native	0.0%	0.5%	0.5%
Two or More Races	15.3%	13.7%	12.6%

### 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	96.2%
Japanese	1.1%
Other Languages	2.7%



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### English Language Progress to Proficiency

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

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

### English Language Proficiency Test - Participation and Performance

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

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



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

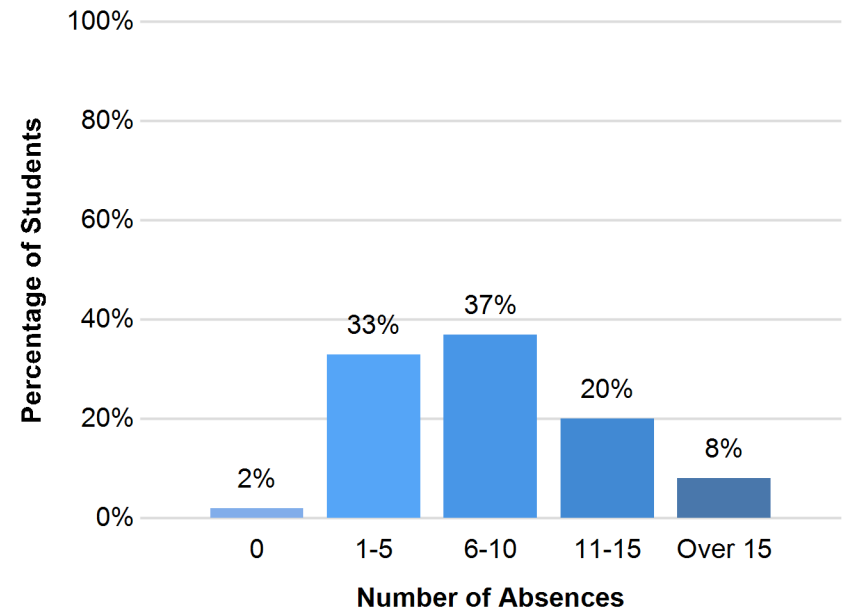
### Chronic Absenteeism

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	15	8.2	9.0	Met
White	10	9.3	9.0	Not Met
Hispanic	5	15.6	9.0	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	9.0	Met
Female	4	4.3		
Male	11	12.1		
Economically Disadvantaged Students	3	5.9	9.0	Met
Students with Disabilities	4	12.5	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	14	8.3		
Migrant Students	N	N		

### 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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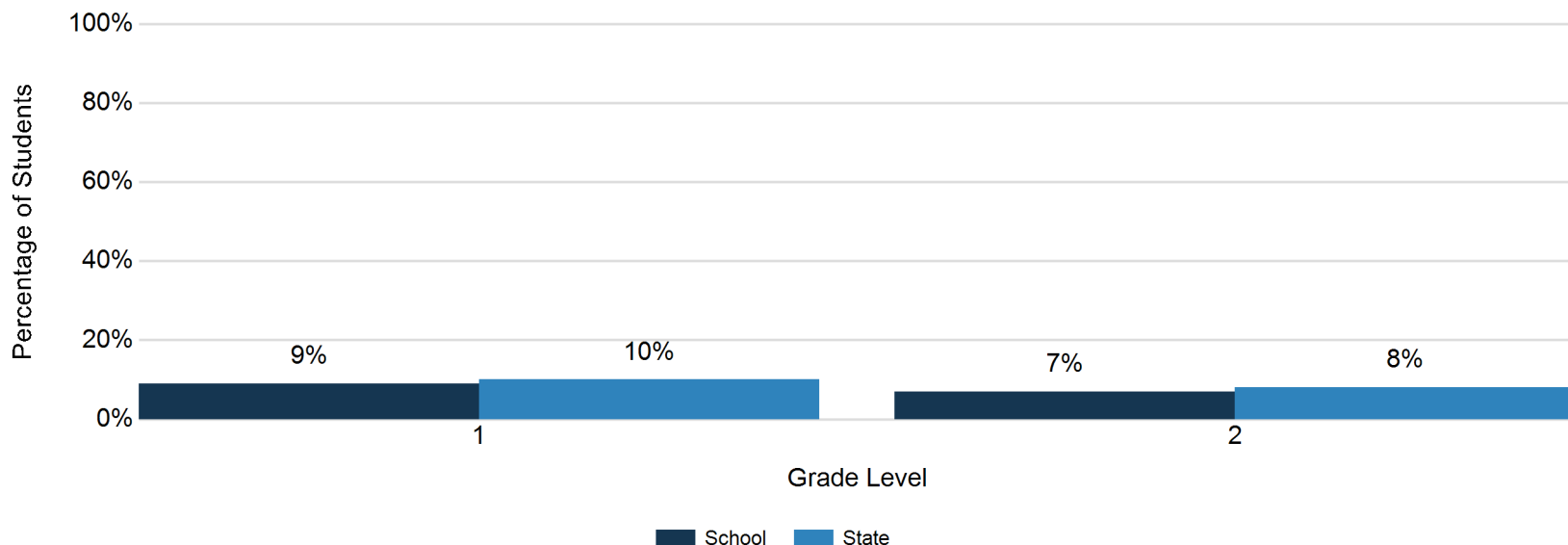
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**Chronic Absenteeism by Grade**

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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 Bullying (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	1		1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
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	8:05 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	20.5	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

### 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	8:1	9:1
Students to Administrators	182:1	134:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		535:1
Students to Nurses		267:1
Students to Counselors		535:1
Students to Child Study Team Members		214:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	95.8%	100.0%	48.4%	77.1%	54.9%
Male	48.4%	4.2%	0.0%	51.6%	22.9%	45.1%
White	58.2%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.8%	4.2%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	12.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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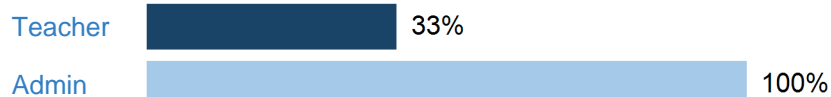
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	96.5%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.






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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Established Professional Learning Community that employs data driven practices to meet the needs of all learners.</li> <li>• Inclusions of social/emotional strategies that support student well-being and a positive school climate.</li> <li>• School community that values the experience our military students bring to the classroom.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>In partnership with the military community, the work we do with every student, every day ensures that each student acquires the knowledge, skills and core values necessary to achieve personal success and enrich the global community as lifelong learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Atlantis was one of two schools in the district that received a Federal grant to implement a social wellness for academic growth (SWAG) program. The program focuses on teaching first and second grade students strategies to implement mindfulness techniques that assist in managing anxiety, anger, and emotional distraction in a prosocial manner.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Atlantis School offers a developmentally appropriate, standards-based curriculum rooted in a workshop model. Atlantis School's balanced literacy program develops children's ability to utilize the skills of reading, writing, speaking, listening and thinking as tools to ensure success in everyday life.</p>
 <p><b>Clubs and Activities:</b></p>	<p>While remaining focused on their academics, our students show their support for their school and their community by participating in school-sponsored civic events such as Walk-to-School Day, School Spirit Days, our Annual Atlantis Walk-a-thon, countless collections of food, clothing and toy donations, holiday performances and a multitude of classroom activities that honor our Veterans and active service members.</p>



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#### Staff and Professional Learning:

Our teaching staff is devoted to every student, every day, and their professionalism is greatly acknowledged. Our teachers are active participants on their professional learning community teams which provide opportunities for ongoing job-embedded training. Through peer collaboration, teachers have a shared responsibility for the success of all students.






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 <p><b>Student Supports and Services:</b></p>	<p>To effectively address the needs of all students at Atlantis School, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, What I Need (period in the schedule that allows for specific supports), Military Family Counseling, school based counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The school community recognizes the importance of student health and wellness. Students participate in daily morning meeting activities and recess in addition to weekly physical education classes. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria. The onsite nurse provides general care in addition to health and wellness mini lessons.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Atlantis School Parent Teacher Organization partners with faculty and staff to plan events to support the programs at Atlantis along with providing opportunities for parents to have fun with their child. We are fortunate to enjoy so many opportunities to learn together as a school family!</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers School climate surveys are used to inform decisions made to improve the school community. Surveys address: school safety, environment, professional development and instructional practice. Results from the survey are utilized by the safety team to inform strategic planning to support the development of a positive school climate and culture.</p>
 <p>Facilities:</p>	<p>Atlantis School is located in the Falcon Courts North section of JB-MDL. It has a long history of exclusively serving our military connected children. In September 2019, the population of Atlantis School will move into the new Endeavour School, which is currently under construction next door to Atlantis.</p>
 <p>School Safety:</p>	<p>In collaboration with local law enforcement, stakeholders across the district meet regularly to discuss and monitor school safety issues. Each school has an established school safety committee consisting of local law enforcement, teacher representatives and parent representatives. All personnel participate in annual mandatory safety training. Monthly drills are conducted and assessed by local law enforcement.</p>



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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 the school or district directly.



#### Technology and STEM:

Atlantis is committed to engaging students through the use of effective instruction paired with technology to ensure they are prepared for life in the 21st century. Every classroom is equipped with a smartboard and several desktops computers. Eight Chrome carts, one iPad cart, along with a computer lab make technology accessible to every student. Students are provided with opportunities to code through the use of robots such as the Ozobot. Students also have regularly schedule time in MakerSpace.



### Atlantis Elementary School

(05-3650-030)

Grades Offered: 01-02

2018-2019

#### Report Key:

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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 the school or district directly.



### Other Information

Meeting the unique needs of our military students and maximizing their experiences is at the core of what we do at Atlantis School. Being a small school, we provide our students with individualized, highly differentiated instruction tailored to varied learning styles. Atlantis School provides a safe, nurturing and child-centered environment in which our children can grow academically, socially and emotionally. We encourage our children to learn; celebrating their creativity, initiative and individuality through their daily interactions in the classroom as well as through their participation in many supplemental and enriching programs. Our students are focused on always doing their personal best.



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

#### Report Key:

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	North Hanover Township School District
Principal Name	Mr. Gerald Paterson
Address	46 SCHOOLHOUSE ROAD WRIGHTSTOWN, NJ 08562
Phone Number	609-738-2630
Email Address	<a href="mailto:gpaterson@nhanover.com">gpaterson@nhanover.com</a>
Website	<a href="https://cbl.nhanover.com">https://cbl.nhanover.com</a>
Facebook	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
Twitter	<a href="https://twitter.com/@cblamb_school">https://twitter.com/@cblamb_school</a>



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

#### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	33	41	42
2	50	34	41
3	130	130	117
4	155	129	124
Total	368	334	324

#### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.7%	50.0%	49.7%
Male	54.3%	50.0%	50.3%
Economically Disadvantaged Students	35.1%	39.2%	34.6%
Students with Disabilities	17.7%	19.5%	18.5%
English Learners	3.8%	3.0%	3.7%
Homeless Students	1.1%	1.2%	0.0%
Students in Foster Care	0.8%	0.3%	0.0%
Military-Connected Students	54.6%	48.8%	50.9%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	61.1%	57.2%	55.9%
Hispanic	18.2%	21.0%	23.1%
Black or African American	12.0%	11.1%	8.6%
Asian	1.1%	0.6%	0.9%
Native Hawaiian or Pacific Islander	0.5%	1.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.9%
Two or More Races	7.1%	8.7%	10.2%

#### 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	90.1%
Spanish	8.6%
Other Languages	1.2%



**Clarence B. Lamb Elementary School**  
 (05-3650-040)  
 Grades Offered: 01-04  
 2018-2019

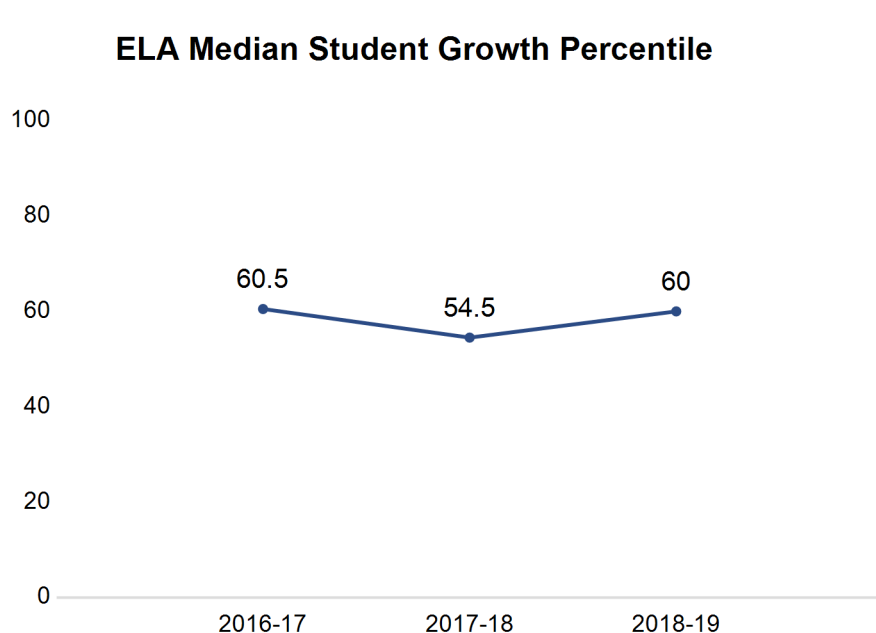
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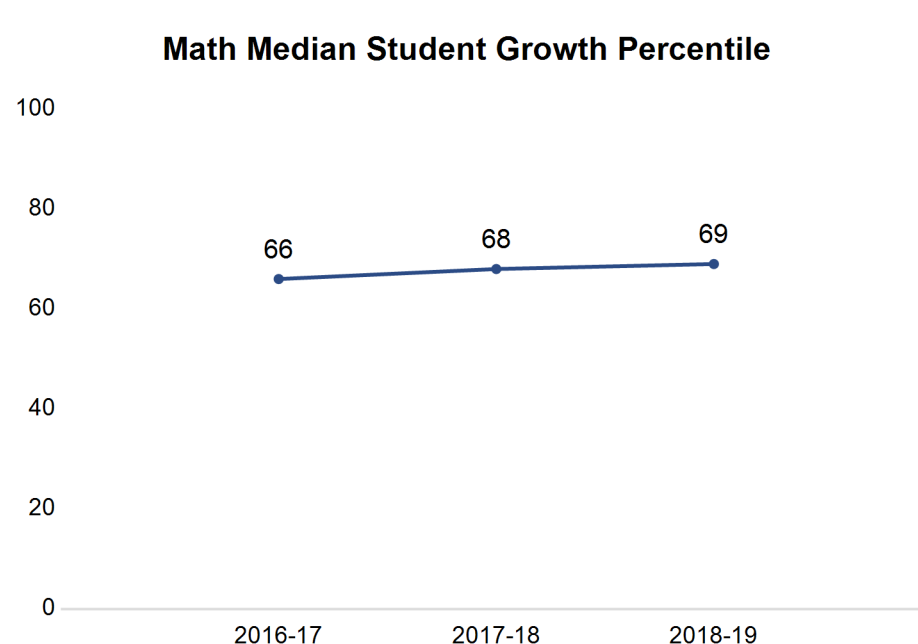
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60.5	54.5	60	66	68	69
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

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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 (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 (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	60	55	50	Exceeds Standard	69	60	50	Exceeds Standard
White	65	50	50	Exceeds Standard	70.5	57	52	Exceeds Standard
Hispanic	55.5	55.5	49	Met Standard	63	62	47	Exceeds Standard
Black or African American	48	53.5	45	**	69	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	78	64	49	**	69	68.5	52	**
Female	65	60	53	N	68	57	50	N
Male	57	48	47	N	70	61.5	51	N
Economically Disadvantaged Students	48	53	48	Met Standard	70	59	46	Exceeds Standard
Students with Disabilities	43	53	43	**	68	54	45	**
English Learners	*	57	52	**	*	43	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	65	58	49	N	71	61	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Clarence B. Lamb Elementary School**  
 (05-3650-040)  
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 2018-2019

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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 (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.

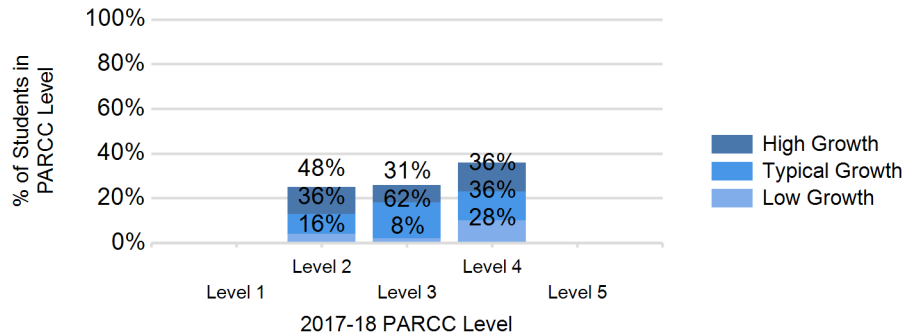
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

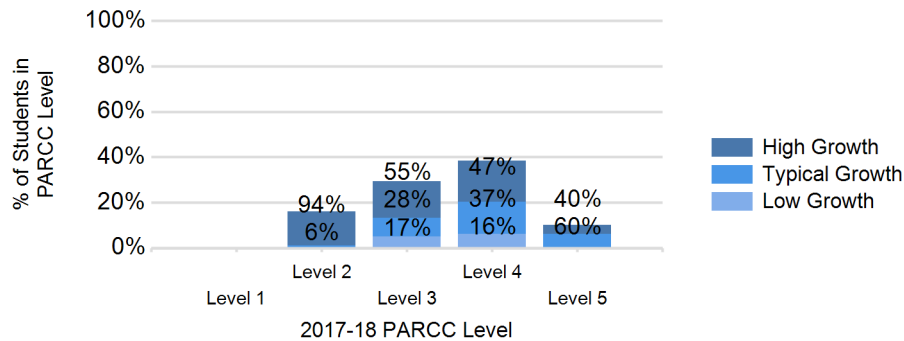
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



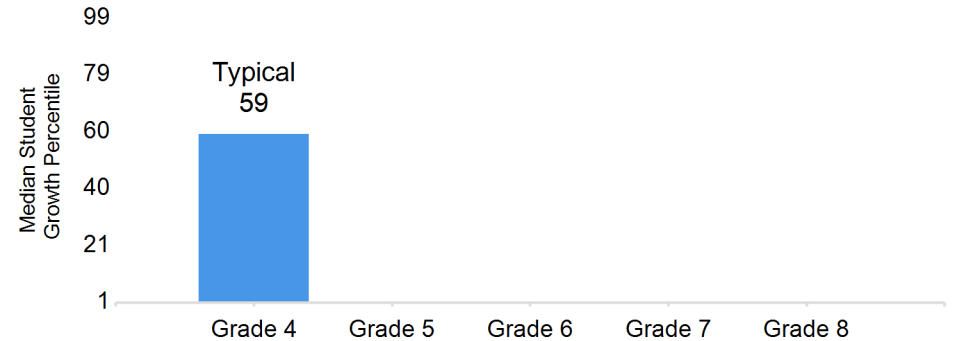
**Math**



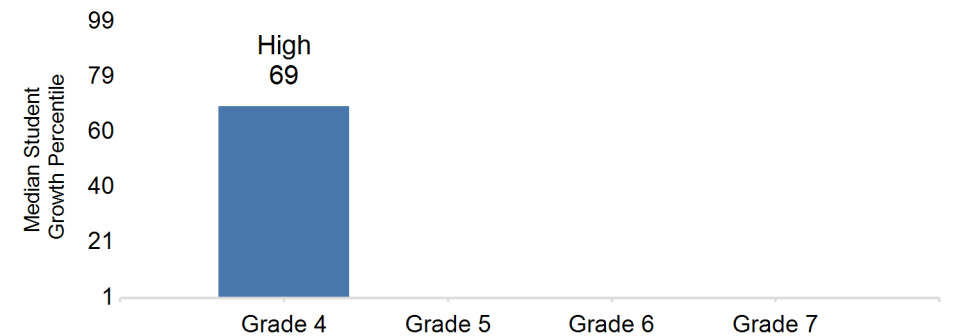
**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.

**ELA**



**Math**





**Clarence B. Lamb Elementary School**  
(05-3650-040)  
Grades Offered: 01-04  
2018-2019

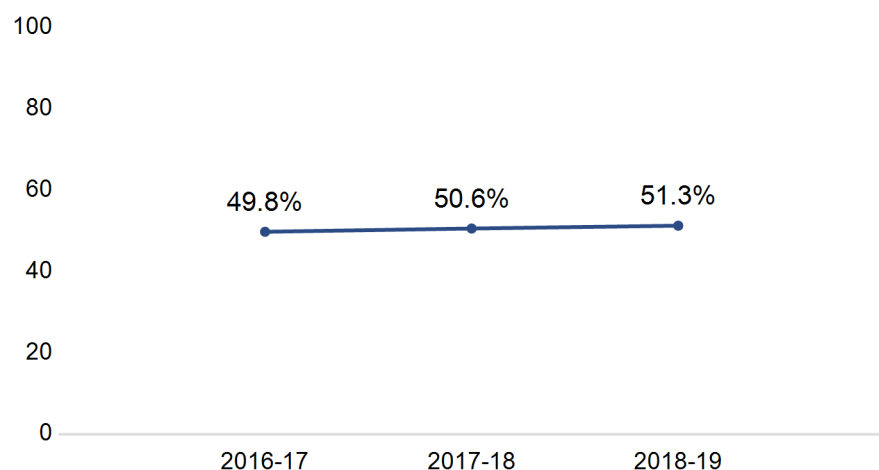
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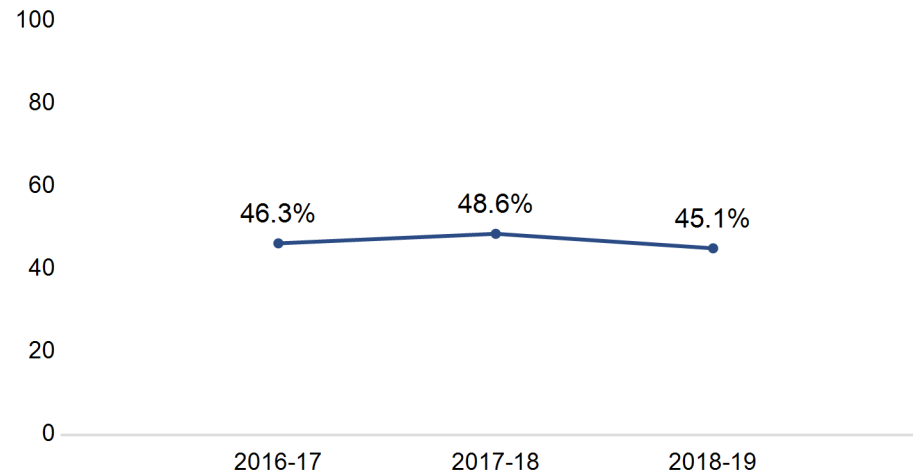
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	96.8%	98.0%	99.0%	96.8%	97.2%
Proficiency Rate for Federal Accountability	49.8%	50.6%	51.3%	46.3%	48.6%	45.1%
Annual Target	46.5%	48.2%	50.0%	44.4%	46.3%	48.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Clarence B. Lamb Elementary School**  
(05-3650-040)  
Grades Offered: 01-04  
2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	228	98.0	51.3	54.8	57.9	51.3	50	Met Target
White	128	97.8	53.9	57.7	66.9	53.9	51.4	Met Target
Hispanic	48	98.3	54.2	49.4	43.9	54.2	46.3	Met Target
Black or African American	22	96.2	31.8	42.6	38.5	31.8	42.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	25	100.0	52.0	*	64.4	52.0	47.5	Met Target
Female	112	99.2	57.1	62.6	64.8	57.1		
Male	116	96.9	45.7	47.2	51.3	45.7		
Economically Disadvantaged Students	70	96.3	34.3	39.5	40.0	34.3	37.8	Met Target†
Non-Economically Disadvantaged Students	158	98.8	58.9	60.7	67.9	58.9		
Students with Disabilities	36	93.0	16.7	21.4	22.7	16.2	14.3	Met Target
Students without Disabilities	192	99.0	57.8	62.2	65.1	57.8		
English Learners	*	*	*	33.3	29.3	*	**	**
Non-English Learners	*	*	*	55.6	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	141	98.7	50.4	55.5	57.8	50.4		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

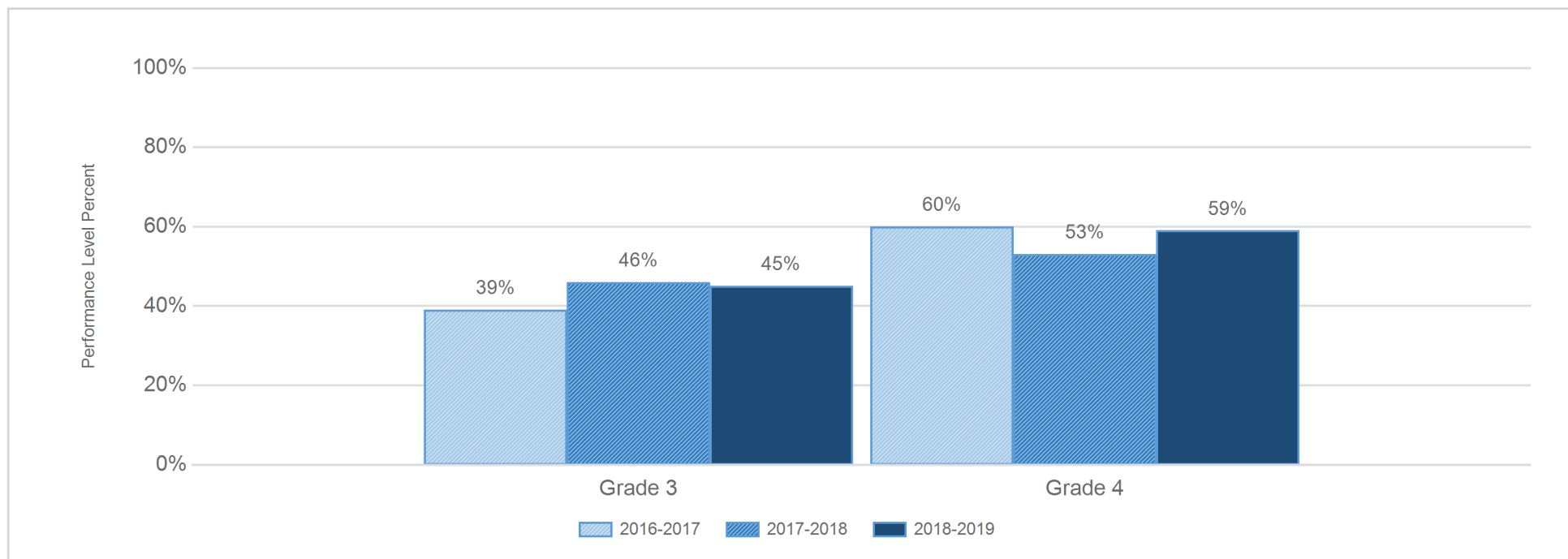
2018-2019

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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	120	743	743	748	13%	16%	27%	*	*	45%	50%
White	65	745	745	757	*	15%	25%	*	*	46%	60%
Hispanic	29	746	746	734	*	*	*	52%	0%	52%	36%
Black or African American	11	734	734	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	12	742	742	756	*	*	*	*	*	33%	58%
Female	59	751	751	753	*	*	20%	*	*	53%	55%
Male	61	737	737	743	*	*	33%	*	*	38%	46%
Economically Disadvantaged Students	40	733	733	731	*	*	38%	*	*	25%	33%
Non-Economically Disadvantaged Students	80	748	748	759	*	*	21%	*	*	55%	61%
Students with Disabilities	24	718	718	719	*	*	*	*	*	21%	24%
Students without Disabilities	96	750	750	754	*	*	*	*	*	51%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	85	743	743	752	12%	16%	27%	*	*	45%	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Clarence B. Lamb Elementary School**  
(05-3650-040)  
Grades Offered: 01-04  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	123	757	757	755	*	*	28%	45%	14%	59%	57%
White	66	759	759	763	*	*	23%	47%	15%	62%	67%
Hispanic	27	756	756	743	0%	*	37%	*	*	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	60	764	764	760	*	*	30%	*	*	63%	62%
Male	63	751	751	750	*	*	25%	*	*	54%	53%
Economically Disadvantaged Students	37	750	750	740	*	*	35%	*	*	46%	40%
Non-Economically Disadvantaged Students	86	761	761	765	*	*	24%	*	*	64%	69%
Students with Disabilities	13	719	719	725	*	*	*	*	*	*	25%
Students without Disabilities	110	762	762	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	70	756	756	757	0%	14%	27%	*	*	59%	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Clarence B. Lamb Elementary School**  
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Grades Offered: 01-04  
2018-2019

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	226	97.2	45.1	47.5	44.5	45.1	48.1	Met Target†
White	126	96.3	48.4	50.2	54.1	48.4	50.7	Met Target†
Hispanic	48	98.3	37.5	37.6	28.8	37.5	53.6	Not Met
Black or African American	22	96.2	31.8	42.6	23.0	31.8	32.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	25	100.0	48.0	*	53.3	48.0	39.6	Met Target
Female	111	98.3	47.7	51.5	44.9	47.7		
Male	115	96.2	42.6	43.6	44.2	42.6		
Economically Disadvantaged Students	70	96.3	30.0	33.3	26.3	30.0	34.2	Met Target†
Non-Economically Disadvantaged Students	156	97.6	51.9	53.0	54.9	51.9		
Students with Disabilities	36	93.0	13.9	16.7	17.4	13.5	25.8	Not Met
Students without Disabilities	190	98.1	51.1	54.4	50.0	51.1		
English Learners	*	*	*	13.3	25.0	*	**	**
Non-English Learners	*	*	*	48.7	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	141	98.7	46.1	50.7	46.4	46.1		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

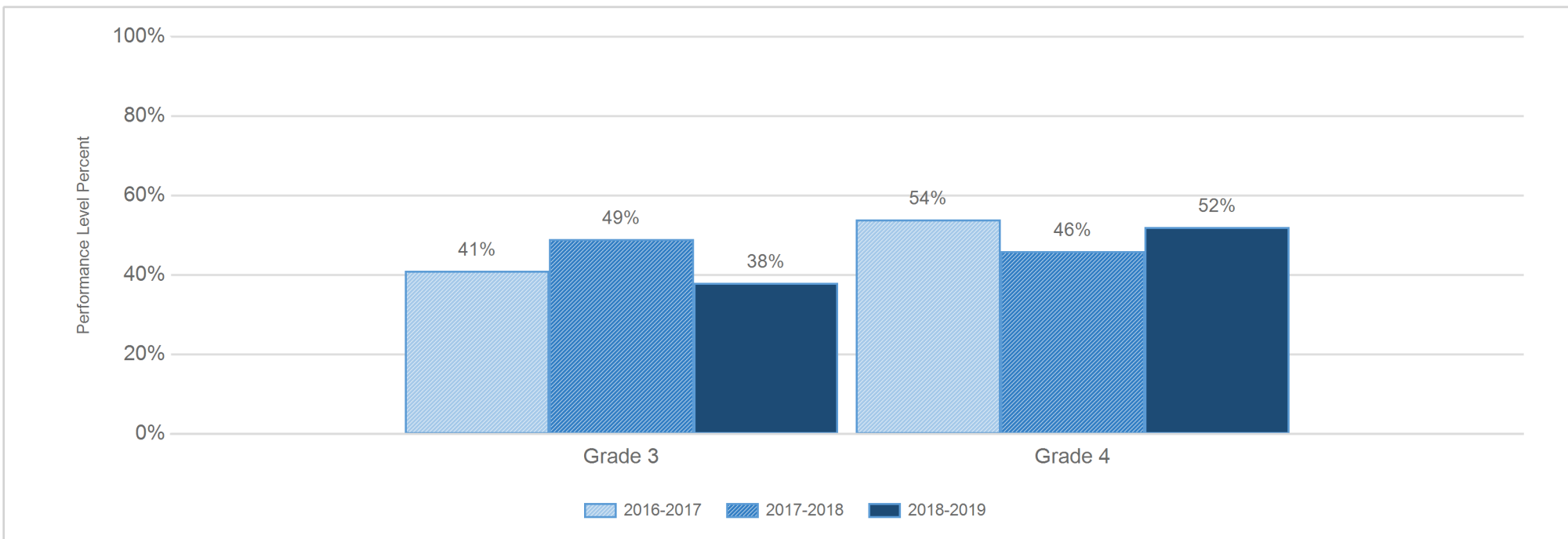
2018-2019

#### Report Key:

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**Clarence B. Lamb Elementary School**  
(05-3650-040)  
Grades Offered: 01-04  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	120	741	741	752	*	16%	40%	*	*	38%	55%
White	64	740	740	760	*	17%	38%	*	*	38%	66%
Hispanic	30	742	742	739	*	*	43%	*	*	40%	40%
Black or African American	11	739	739	735	0%	*	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	12	745	745	758	0%	*	*	*	*	42%	62%
Female	58	741	741	751	*	*	43%	*	*	38%	54%
Male	62	740	740	752	*	*	37%	*	*	37%	56%
Economically Disadvantaged Students	41	734	734	737	*	*	44%	*	*	24%	37%
Non-Economically Disadvantaged Students	79	744	744	761	*	*	38%	*	*	44%	67%
Students with Disabilities	25	730	730	731	*	*	*	*	*	24%	31%
Students without Disabilities	95	744	744	756	*	*	*	*	*	41%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	85	742	742	754	*	13%	44%	*	*	38%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Clarence B. Lamb Elementary School**  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	122	754	754	749	*	11%	34%	*	*	52%	51%
White	65	757	757	757	*	*	28%	*	*	60%	62%
Hispanic	27	745	745	737	*	*	44%	37%	0%	37%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	60	757	757	749	*	*	37%	*	*	57%	50%
Male	62	750	750	749	*	*	31%	*	*	48%	52%
Economically Disadvantaged Students	37	748	748	734	*	*	41%	*	*	41%	32%
Non-Economically Disadvantaged Students	85	756	756	759	*	*	31%	*	*	58%	63%
Students with Disabilities	13	719	719	726	*	*	*	*	*	*	25%
Students without Disabilities	109	758	758	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	70	754	754	753	*	*	31%	*	*	54%	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	**	**

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*



**Clarence B. Lamb Elementary School**  
 (05-3650-040)  
 Grades Offered: 01-04  
 2018-2019

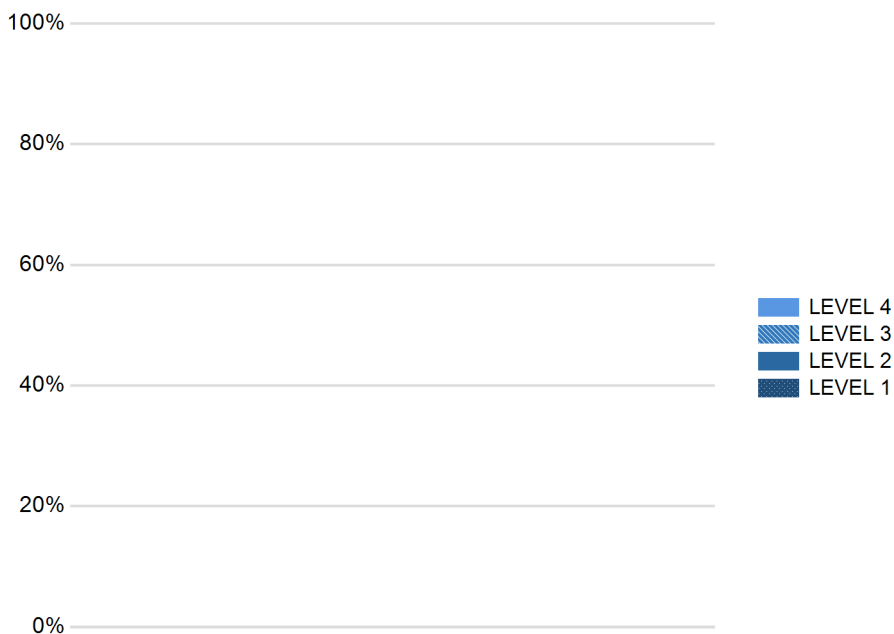
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

**NJSLA Science Assessment: Grade Summary**

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



**NJSLA Science Assessment: Grade**

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

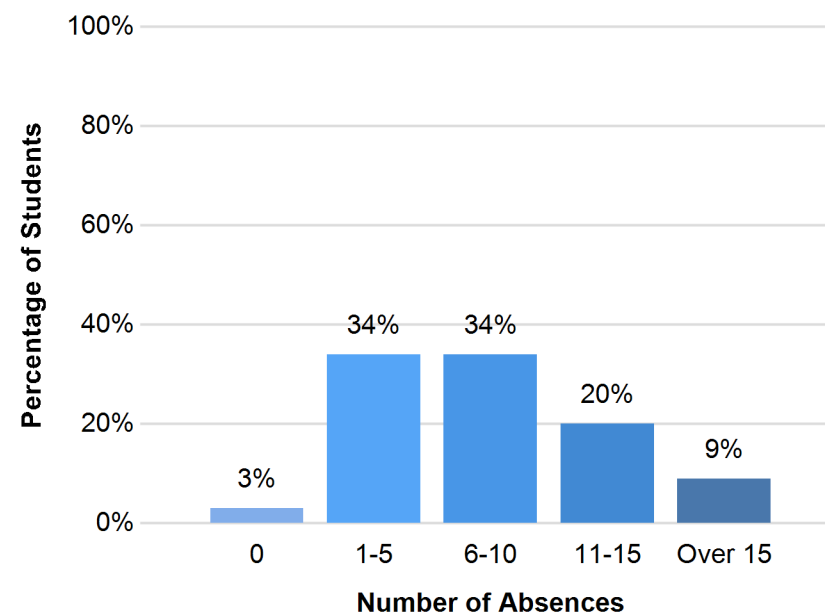
#### Chronic Absenteeism

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	19	5.9	8.2	Met
White	10	5.6	8.2	Met
Hispanic	3	4.1	8.2	Met
Black or African American	2	7.4	8.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	9.1	8.2	Not Met
Female	8	5.0		
Male	11	6.8		
Economically Disadvantaged Students	8	7.3	8.2	Met
Students with Disabilities	7	12.3	8.2	Not Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	7	4.4		
Migrant Students	N	N		

#### Days Absent

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





### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04

2018-2019

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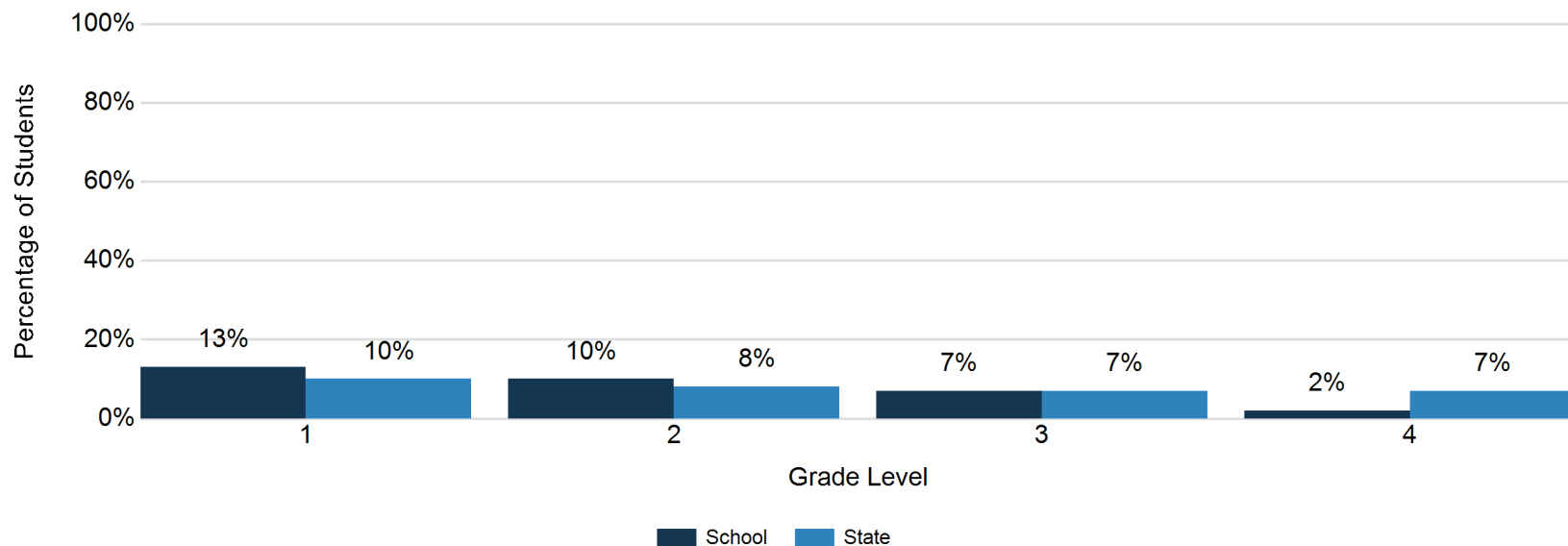
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### Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

#### 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)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.62

#### 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)	1
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 Bullying (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	1	1
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	2		2

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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

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	8:00 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	20.5	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

### 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	8:1	9:1
Students to Administrators	324:1	134:1
Teachers to Administrators	43:1	15:1
Students to Librarians/Media Specialists		535:1
Students to Nurses		267:1
Students to Counselors		535:1
Students to Child Study Team Members		214:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	97.7%	0.0%	48.4%	77.1%	54.9%
Male	50.3%	2.3%	100.0%	51.6%	22.9%	45.1%
White	55.9%	90.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.1%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	10.2%	2.3%	0.0%	2.1%	0.2%	0.2%



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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 - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	97.4%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



**Clarence B. Lamb Elementary School**  
(05-3650-040)  
Grades Offered: 01-04  
2018-2019

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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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.8%	50.6%	51.3%
Math Proficiency	46.3%	48.6%	45.1%
ELA Growth	60	54	60
Math Growth	66	68	69
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	66.7%
Chronic Absenteeism	8.5%	7.8%	5.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



### Clarence B. Lamb Elementary School

(05-3650-040)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target†	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



### Clarence B. Lamb Elementary School

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2018-2019

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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 the school or district directly.



### Highlights:

- Responsive Classroom Implementation
- Social Wellness for Academic Growth
- Professional Learning Communities



### Mission, Vision, Theme:

Our Mission is to ensure that all students are resilient, lifelong learners who achieve excellence and engage as twenty- first century citizens through effective instruction that is based on the New Jersey Student Learning Standards.



### Awards, Recognition, Accomplishments:

CB Lamb was one of two schools in the district that received a Federal grant to implement a social wellness for academic growth (SWAG) program. The program focuses on teaching first through fourth grade students strategies to implement mindfulness techniques that assist in managing anxiety, anger, and emotional distraction in a prosocial manner.



### Clarence B. Lamb Elementary School

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### Courses, Curriculum, Instruction:

C.B. Lamb Elementary School offers a developmentally appropriate, standards-based ELA curriculum rooted in a workshop model. C.B. Lamb Elementary School's balanced literacy program develops children's ability to utilize the skills of reading, writing, speaking, listening and thinking as tools to ensure success in everyday life.



### Clubs and Activities:

While remaining focused on their academics, our students show their support for their school and their community by participating in school-sponsored civic events such as our annual Freedom Walk, School Spirit Days, countless collections of food, clothing and toy donations, holiday performances and a multitude of classroom activities that honor our Veterans and active service members.



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#### Staff and Professional Learning:

Professional Learning Communities meet on a weekly basis to exchange ideas on the teaching and learning process in the school. Teachers refine their teaching skills through professional development activities during the district's staff-development days and through teacher attendance at workshops outside of the school district.



### Clarence B. Lamb Elementary School

(05-3650-040)

Grades Offered: 01-04




2018-2019

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 <p><b>Student Supports and Services:</b></p>	<p>To effectively address the needs of all students at CB Lamb Elementary, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, What I Need (period in the schedule that allows for specific supports, Military Family Counseling, school based counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>In addition to academic and social-emotional growth of students at CB Lamb, the school community recognizes the importance of student health and wellness. Students participate in daily morning meeting activities, have recess for 25 minutes each day and participate in physical education class weekly. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>CB Lamb School places a high priority on participation by parents. The Parent Teacher Organization (PTO) of the school is an active member of the entire educational community. The PTO supplements the learning activities of the school with strong school support, numerous educational assemblies, and parent volunteer activities throughout the school year. Parents are informed of school related events through multiple sources, such as the website, twitter, e-newsletters and the parent portal.</p>



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(05-3650-040)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers School climate surveys were used to inform decisions made to improve the school community. Students, faculty and parents are surveyed regarding: school safety, environment, professional development and instructional practice. Results from the survey were shared with stakeholders and utilized to guide the direction of the school in future years.</p>
 <p>Facilities:</p>	<p>CB Lamb School houses students in grade 1-4. It is located in the Jacobstown section of North Hanover Township. Starting as the Jacobstown School in 1907, the current school was rebuilt and opened in 1937. Since then it has undergone several additions and renovations. It has a capacity of 450 students.</p>
 <p>School Safety:</p>	<p>In collaboration with local law enforcement, stakeholders across the district meet regularly to discuss and monitor school safety issues. Each school has an established school safety committee consisting of local law enforcement, teacher representatives and parent representatives. All personnel participate in annual mandatory safety training. Monthly drills are conducted and assessed by local law enforcement.</p>



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### Technology and STEM:

CB Lamb School is committed to engaging students through the use of effective instruction paired with technology to ensure they are prepared for life in the 21st century. Every classroom is equipped with a smartboard and several desktops computers. Ten Chrome carts, along with two computer labs make technology accessible to every student. Students also have regularly scheduled time in MakerSpace.



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### Other Information

At CB Lamb Elementary School, we believe that children need to be known. We understand the importance of building and nurturing a responsive educational community, while holding high academic standards in a caring atmosphere. The students, faculty, and administration understand that we are all part of a community in which differences are respected and celebrated. Knowing the unique intellectual, social, physical, and emotional needs of our students is as important as knowing the curriculum that we teach. To accomplish this, teachers participate in professional learning communities monitoring student growth and collaboratively looking at data to inform instruction. We strive to maintain a positive school community that promotes in-depth learning and enhances students' physical and emotional well-being.



**Discovery Elementary School**  
(05-3650-020)  
Grades Offered: PK-KG  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Discovery Elementary School**

(05-3650-020)

Grades Offered: PK-KG

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	North Hanover Township School District
Principal Name	Mr. Scranton
Address	2 SCHOOL ROAD JOINT BASE MDL, NJ 08641
Phone Number	609-738-2652
Email Address	<a href="mailto:rscranton@nhanover.com">rscranton@nhanover.com</a>
Website	<a href="https://dis.nhanover.com">https://dis.nhanover.com</a>
Facebook	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
Twitter	<a href="https://twitter.com/NHDiscovery">https://twitter.com/NHDiscovery</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	139	122	176
KG	146	139	135
Total	285	261	311

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	51.7%	46.0%
Male	53.0%	48.3%	54.0%
Economically Disadvantaged Students	30.5%	25.3%	31.5%
Students with Disabilities	17.2%	17.2%	13.5%
English Learners	1.8%	1.1%	1.6%
Homeless Students	0.4%	0.0%	0.3%
Students in Foster Care	0.4%	1.1%	0.0%
Military-Connected Students	71.6%	67.4%	65.9%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	58.6%	55.9%	60.5%
Hispanic	23.9%	20.7%	17.7%
Black or African American	4.9%	10.0%	8.4%
Asian	1.4%	1.9%	1.3%
Native Hawaiian or Pacific Islander	1.8%	1.9%	1.3%
American Indian or Alaska Native	0.4%	0.8%	0.6%
Two or More Races	9.1%	8.8%	10.3%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	118	102	53
PK - Full Day	21	20	123
KG - Half Day	0	0	0
KG - Full Day	146	139	135

### 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	92.3%
Spanish	5.8%
French	1.0%
Other Languages	1.0%



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### English Language Progress to Proficiency

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

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

### English Language Proficiency Test - Participation and Performance

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

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



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

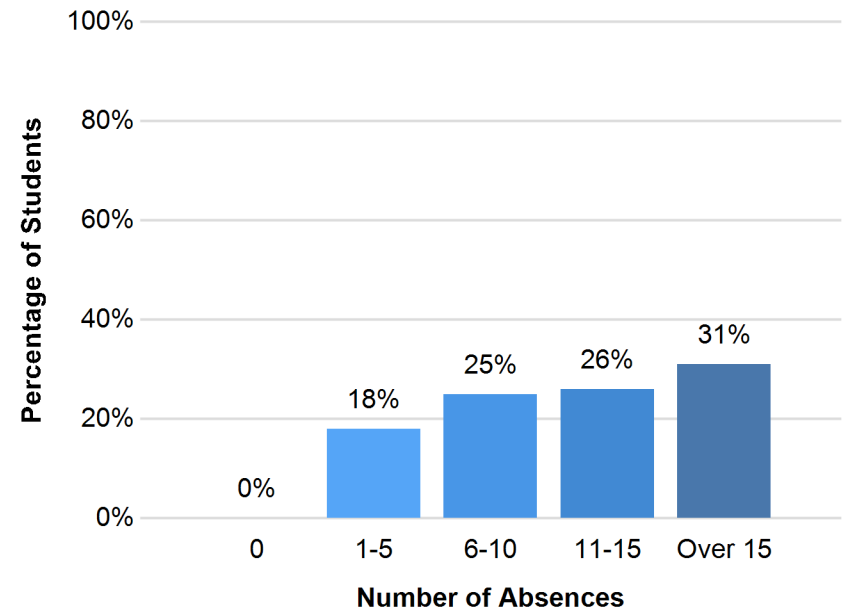
### Chronic Absenteeism

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	28	20.9	13.1	Not Met
White	14	19.2	13.1	Not Met
Hispanic	9	37.5	13.1	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	16.1		
Male	18	25.0		
Economically Disadvantaged Students	12	25.5	13.1	Not Met
Students with Disabilities	3	20.0	**	**
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	17	20.2		
Migrant Students	N	N		

### Days Absent

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





**Discovery Elementary School**  
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 Grades Offered: PK-KG  
 2018-2019

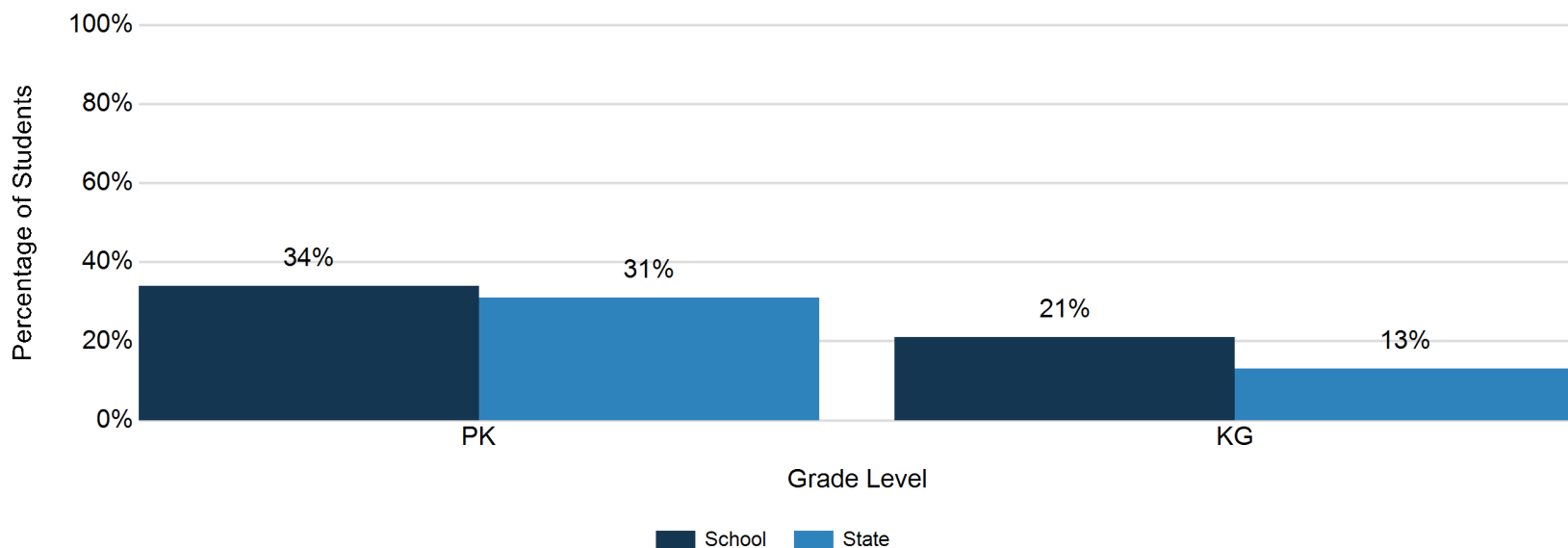
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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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 Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



### Discovery Elementary School

(05-3650-020)

Grades Offered: PK-KG

2018-2019

#### Report Key:

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### School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	63.3%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	20.5	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

### 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	9:1
Students to Administrators	311:1	134:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		535:1
Students to Nurses		267:1
Students to Counselors		535:1
Students to Child Study Team Members		214:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	96.7%	0.0%	48.4%	77.1%	54.9%
Male	54.0%	3.3%	100.0%	51.6%	22.9%	45.1%
White	60.5%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	6.7%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	10.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	96.1%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



#### Highlights:

- Implemented full day 4 year old Preschool Program, increased the capacity of the 1/2 day 3 year old program, and the continued use of the Tools of the Mind Curriculum.
- Positive and supportive school culture guided by Responsive Classroom practices and Bucket Filler program within the Kindergarten curriculum.



#### Mission, Vision, Theme:

Discovery Elementary School is a safe and supportive environment where all students are encouraged to strive for excellence academically, socially and emotionally in order to meet the challenges of a culturally diverse society.



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### Courses, Curriculum, Instruction:

Preschool teachers provide a high quality preschool program that includes children learning through play by self-regulation and real life scenarios. Kindergarten teachers provide their students a high quality education through the workshop model in their Reading, Writing, and Math programs. They also provide meaningful inquiry and investigation experiences to support the Next Generation Science Standards (NGSS).



### Clubs and Activities:

Students participated in Red Ribbon Week activities in the month of October. During the month of April, students and faculty participate in "The Month of the Military Child." Students participate in a coloring contest and learn about the places where other students have lived within the United States and abroad.



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### Staff and Professional Learning:

During the third year of Tools of the Mind, the preschool teachers continued to learn more about the program and all new teachers were trained. The preschool teachers learned more about strengthening their literacy large group to math small group settings. After returning from a Professional Learning Community (PLC) workshop, the Kindergarten teachers continue to embrace the DuFour process of identifying the essential outcomes, assessment, and supporting all Kindergarten students. All teachers continue to support the Responsive Classroom and research through a variety of district book clubs; The Language of Learning, Interactive Modeling, and Solving Thorny Problems.






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 <p><b>Student Supports and Services:</b></p>	<p>Discovery School has a Preschool Disabilities program and an integrated full day Preschool Program. Integrated In-class Resource Kindergarten programming is available, along with Kindergarten programs for students with multiple disabilities. Our preschool and kindergarten programs are staffed with highly trained teachers. Discovery School has an English as a Second Language (ESL) teacher who supports Kindergarten students during their Language Arts lesson. Discovery School also has a dedicated Focus Intervention Team (FIT) that provides support for our kindergarten students as they strengthen their reading and comprehension skills.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Kindergarten students are provided with a physical education program that promotes the objective that being active and working together as a team can be fun and rewarding. Our cafeteria staff makes sure that all students have nutritional options for both breakfast and lunch.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Discovery School has an active Parent Teacher Organization (PTO) that plans many activities throughout the school year. Our PTO gets parents involved with their child's education. Also, the district's Special Education Parent Advisory Group (SEPAG) plans events for parents whose children have IEP's. The group meets with parents to provide information and assistance when needed.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers At the beginning of the 2018 school year, a climate survey was given. Survey materials and other resources used were from the book, "School Culture Rewired." The faculty were strong in seeking ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge related to instructional practices.</p>
 <p>Facilities:</p>	<p>Discovery School has a multi-sensory room for students with IEP"s. The multi-sensory room is one tool used at our school to help improve student self-regulation. We have a fully stocked, age appropriate library for all preschool and kindergarten students. All classes visit the library on a weekly basis to take books out for enjoyment or learn more about their interests.</p>
 <p>School Safety:</p>	<p>In collaboration with local law enforcement, stakeholders across the district meet regularly to discuss and monitor school safety issues. Each school has an established school safety committee consisting of local law enforcement, teacher representatives and parent representatives. All personnel participate in annual mandatory safety training. Monthly drills are conducted and assessed by local law enforcement.</p>



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Technology and STEM:

Discovery School is committed to engaging students through the use of effective instruction paired with technology to ensure they are prepared for life in the 21st century. The Preschool Classrooms are provided with iPads for students to learn letter identification and sound to basic number recognition. The Kindergarten students have tablets for many reading and writing apps.



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### Other Information

A typical day here at Discovery School never stops. We offer free full day and half day sessions for the 3 and 4 year old Preschool students. The Preschool faculty is trained in the Tools of the Mind Curriculum. This allows typically developing 3 year olds to learn in a classroom along side other 3 year olds with special needs. We also offer full day Kindergarten for all students. The Kindergarten faculty provides a full day of reading and writing workshops; both having small and large group instruction, Foundations, guided reading groups, mathematics, and social sciences. The faculty take pride in differentiating their instruction. All classrooms have three computers and two iPads so students can use their technology skills to reinforce what they have learned. Each classroom is installed with a 3M interactive whiteboard. This tool brings learning to life. To inform the parents and outside community, Discovery updates their website of important information and dates. The Discovery Dish newsletter informs parents of future events and recaps past events. For those who qualify, we do offer those families Free and Reduced Breakfast and Lunch programs.



## North Hanover Township Upper Elementary School

(05-3650-036)

Grades Offered: 05-06

2018-2019

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



### North Hanover Township Upper Elementary School

(05-3650-036)

Grades Offered: 05-06

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	North Hanover Township School District
Principal Name	Mr. James Alvarez
Address	351 MONMOUTH ROAD WRIGHTSTOWN, NJ 08652
Phone Number	609-738-2622
Email Address	<a href="mailto:jalvarez@nhanover.com">jalvarez@nhanover.com</a>
Website	<a href="https://ues.nhanover.com">https://ues.nhanover.com</a>
Facebook	<a href="https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/">https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/</a>
Twitter	<a href="https://twitter.com/@UESPanthers">https://twitter.com/@UESPanthers</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	125	148	129
6	140	139	122
Total	265	287	252

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.0%	50.0%
Male	52.8%	53.0%	50.0%
Economically Disadvantaged Students	33.6%	28.6%	25.4%
Students with Disabilities	17.7%	19.2%	21.0%
English Learners	0.4%	0.0%	0.4%
Homeless Students	0.4%	0.7%	1.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	58.1%	61.7%	59.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	61.9%	58.9%	61.9%
Hispanic	16.2%	17.1%	17.9%
Black or African American	11.7%	13.6%	13.5%
Asian	0.8%	1.0%	1.2%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	8.3%	9.4%	5.6%

### 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	95.6%
Spanish	3.6%
Other Languages	0.8%



**North Hanover Township Upper Elementary School**  
(05-3650-036)  
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2018-2019

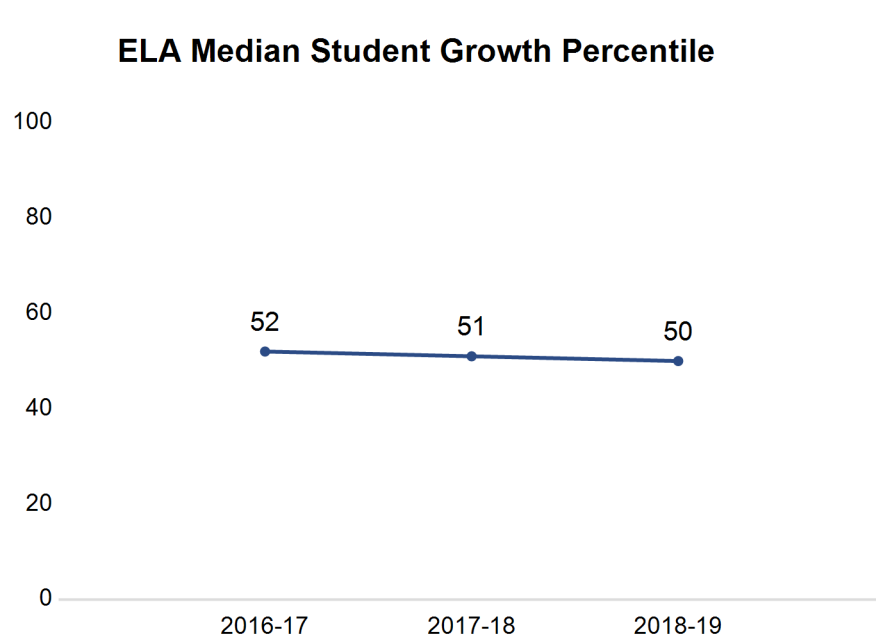
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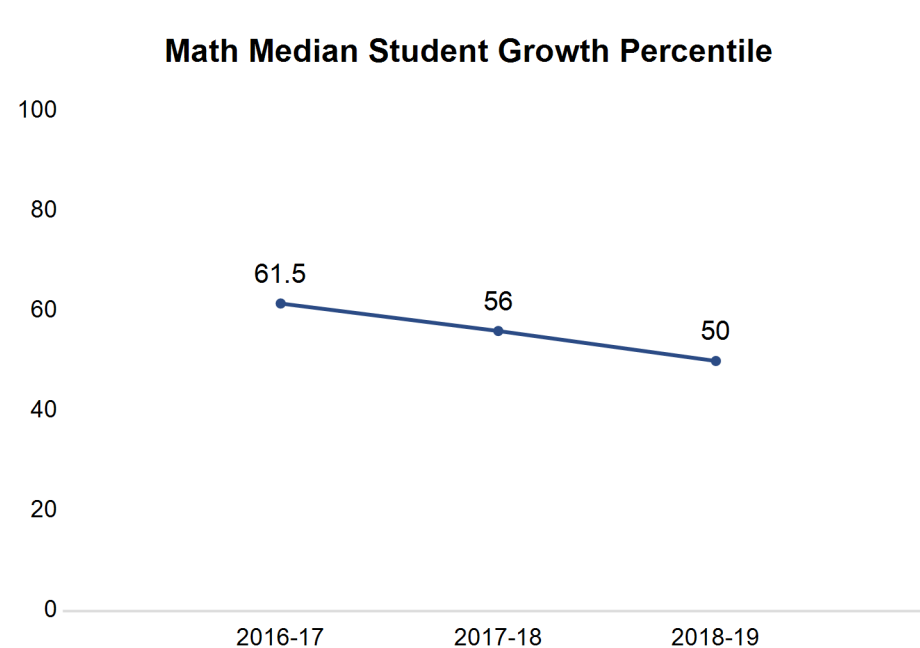
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	51	50	61.5	56	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	50	55	50	Met Standard	50	60	50	Met Standard
White	45	50	50	Met Standard	50	57	52	Met Standard
Hispanic	56.5	55.5	49	Met Standard	60	62	47	Exceeds Standard
Black or African American	64	53.5	45	Exceeds Standard	34	49	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	58	64	49	**	67	68.5	52	**
Female	58.5	60	53	N	48	57	50	N
Male	40.5	48	47	N	54	61.5	51	N
Economically Disadvantaged Students	58.5	53	48	Met Standard	49	59	46	Met Standard
Students with Disabilities	53.5	53	43	Met Standard	48	54	45	Met Standard
English Learners	*	57	52	**	*	43	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	55	58	49	N	50	61	51	N
Migrant Students	N	N	47	N	N	N	51	N



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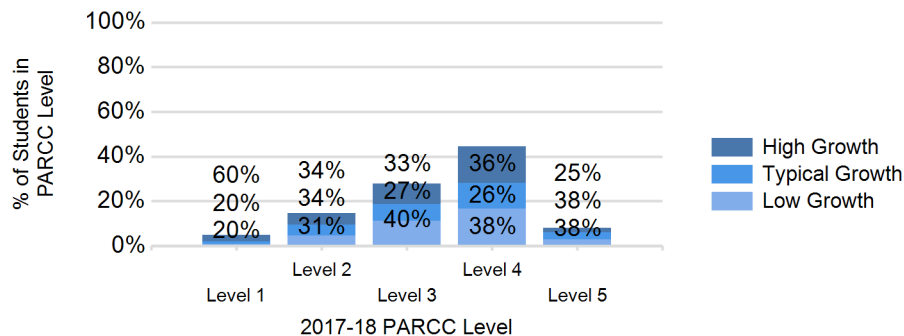
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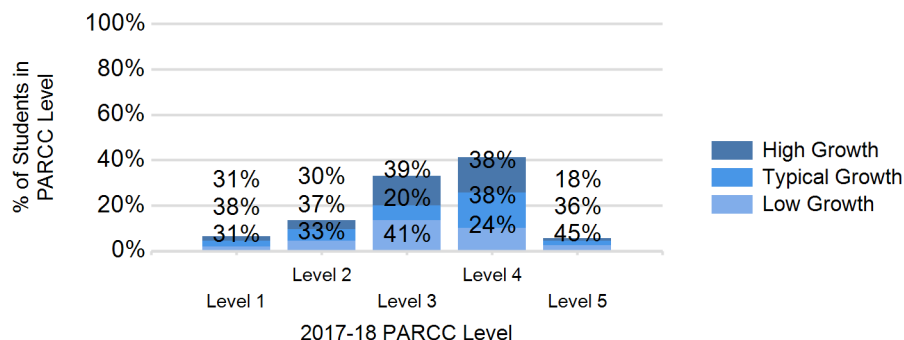
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



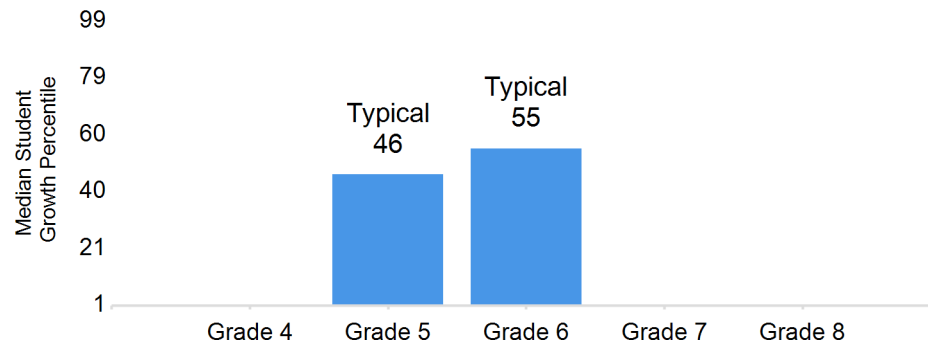
**Math**



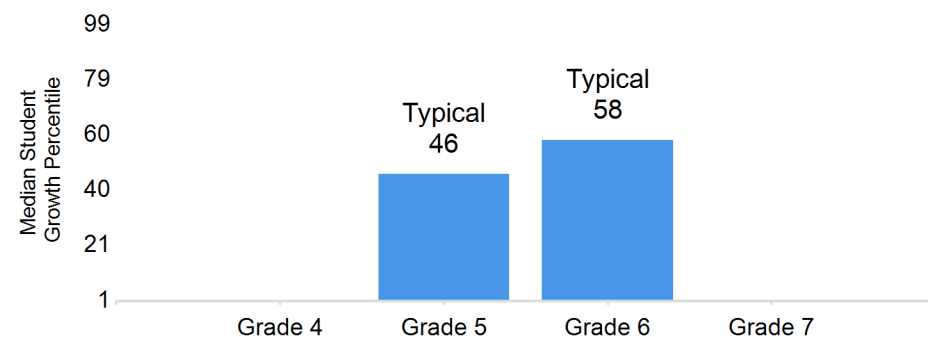
**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.

**ELA**



**Math**





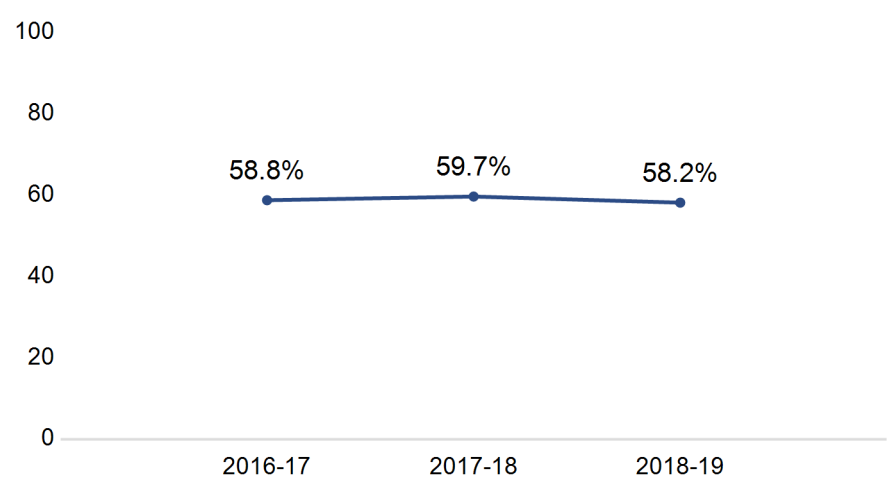
**North Hanover Township Upper Elementary School**  
 (05-3650-036)  
 Grades Offered: 05-06  
 2018-2019

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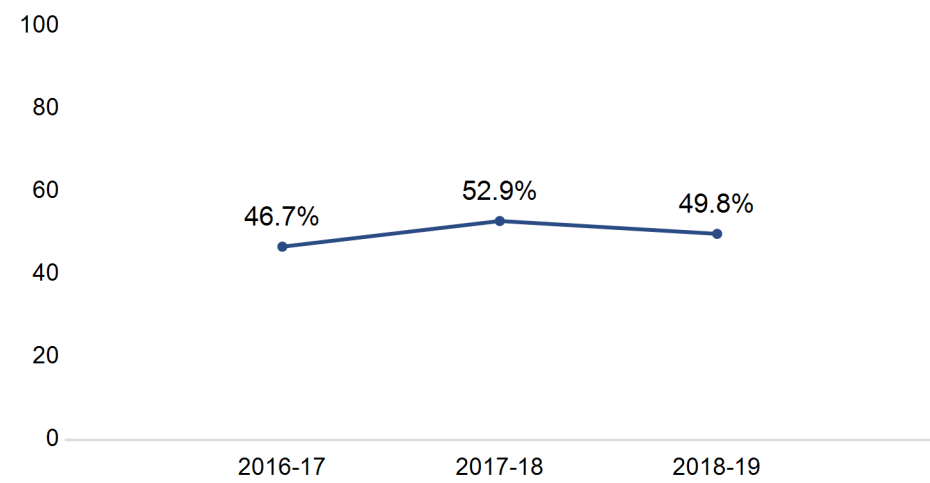
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	97.4%	99.6%	99.3%	97.4%	99.6%
Proficiency Rate for Federal Accountability	58.8%	59.7%	58.2%	46.7%	52.9%	49.8%
Annual Target	56.9%	58.1%	59.3%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	237	99.6	58.2	54.8	57.9	58.2	59.3	Met Target†
White	151	100.0	60.9	57.7	66.9	60.9	61.6	Met Target†
Hispanic	37	100.0	43.2	49.4	43.9	43.2	56.2	Met Target†
Black or African American	32	97.2	50.0	42.6	38.5	50.0	47.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	118	100.0	67.8	62.6	64.8	67.8		
Male	119	99.2	48.7	47.2	51.3	48.7		
Economically Disadvantaged Students	59	100.0	45.8	39.5	40.0	45.8	50.4	Met Target†
Non-Economically Disadvantaged Students	178	99.5	62.4	60.7	67.9	62.4		
Students with Disabilities	48	100.0	25.0	21.4	22.7	25.0	30.4	Met Target†
Students without Disabilities	189	99.5	66.7	62.2	65.1	66.7		
English Learners	*	*	*	33.3	29.3	*	**	**
Non-English Learners	*	*	*	55.6	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	133	100.0	60.9	55.5	57.8	60.9		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## North Hanover Township Upper Elementary School

(05-3650-036)

Grades Offered: 05-06

2018-2019

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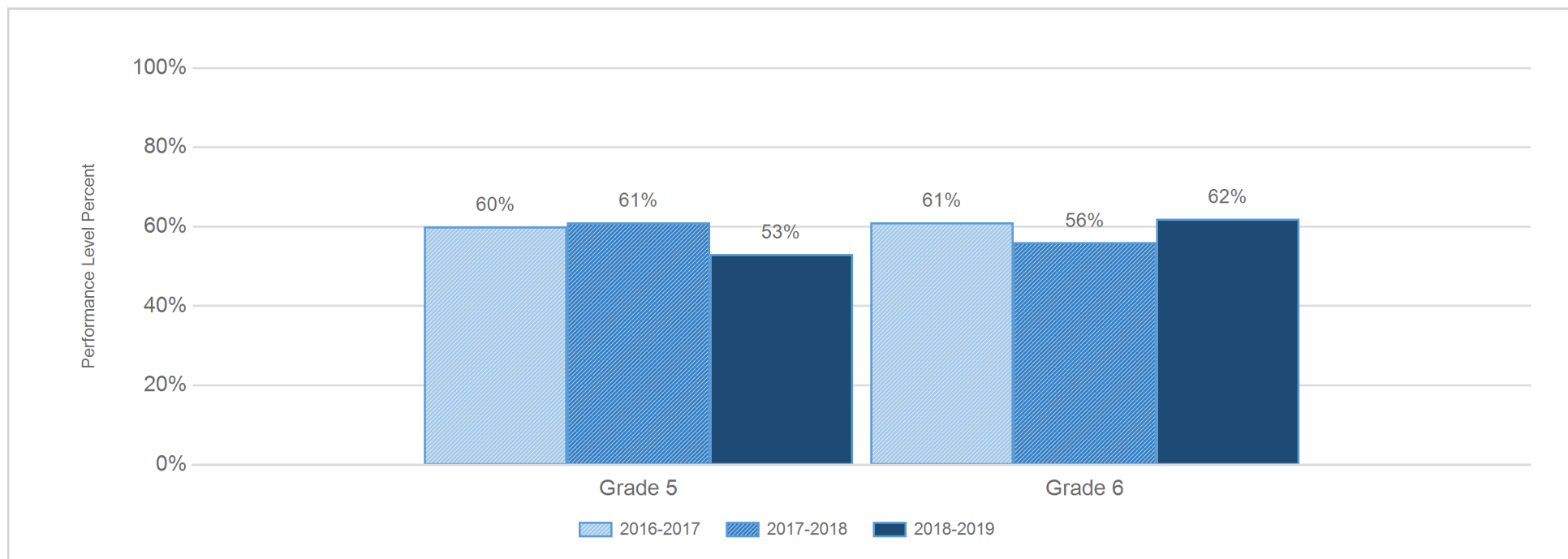
\*\* Accountability calculations require 20 or more students

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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	131	752	752	756	*	16%	27%	*	*	53%	58%
White	84	755	755	764	*	12%	24%	*	*	58%	68%
Hispanic	24	748	748	743	0%	*	46%	*	*	42%	44%
Black or African American	14	737	737	739	0%	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	72	757	757	761	*	*	28%	*	*	58%	64%
Male	59	746	746	750	*	*	25%	*	*	46%	52%
Economically Disadvantaged Students	38	742	742	740	*	*	*	39%	0%	39%	39%
Non-Economically Disadvantaged Students	93	756	756	766	*	*	*	45%	13%	58%	69%
Students with Disabilities	21	726	726	724	*	*	*	*	*	19%	23%
Students without Disabilities	110	757	757	762	*	*	*	*	*	59%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	72	756	756	756	*	*	32%	*	*	56%	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	121	754	754	754	*	17%	17%	*	*	62%	56%
White	73	753	753	762	*	16%	18%	*	*	60%	65%
Hispanic	20	747	747	743	*	*	*	*	*	50%	43%
Black or African American	19	757	757	738	0%	*	*	*	*	68%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	56	763	763	762	*	*	18%	*	*	73%	64%
Male	65	746	746	748	*	*	17%	*	*	52%	48%
Economically Disadvantaged Students	27	750	750	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	94	755	755	763	*	*	*	*	*	64%	67%
Students with Disabilities	25	724	724	722	*	*	*	*	*	16%	19%
Students without Disabilities	96	762	762	761	*	*	*	*	*	74%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	121	754	754	756	*	17%	17%	*	*	62%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	74	755	755	753	*	14%	19%	*	*	64%	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	237	99.6	49.8	47.5	44.5	49.8	55.9	Not Met
White	151	100.0	51.7	50.2	54.1	51.7	59.9	Not Met
Hispanic	37	100.0	37.8	37.6	28.8	37.8	49.4	Met Target†
Black or African American	32	97.2	50.0	42.6	23.0	50.0	32.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	118	100.0	55.1	51.5	44.9	55.1		
Male	119	99.2	44.5	43.6	44.2	44.5		
Economically Disadvantaged Students	59	100.0	37.3	33.3	26.3	37.3	39.5	Met Target†
Non-Economically Disadvantaged Students	178	99.5	53.9	53.0	54.9	53.9		
Students with Disabilities	48	100.0	18.8	16.7	17.4	18.8	32.3	Not Met
Students without Disabilities	189	99.5	57.7	54.4	50.0	57.7		
English Learners	*	*	*	13.3	25.0	*	**	**
Non-English Learners	*	*	*	48.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	133	100.0	55.6	50.7	46.4	55.6		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



## North Hanover Township Upper Elementary School

(05-3650-036)

Grades Offered: 05-06

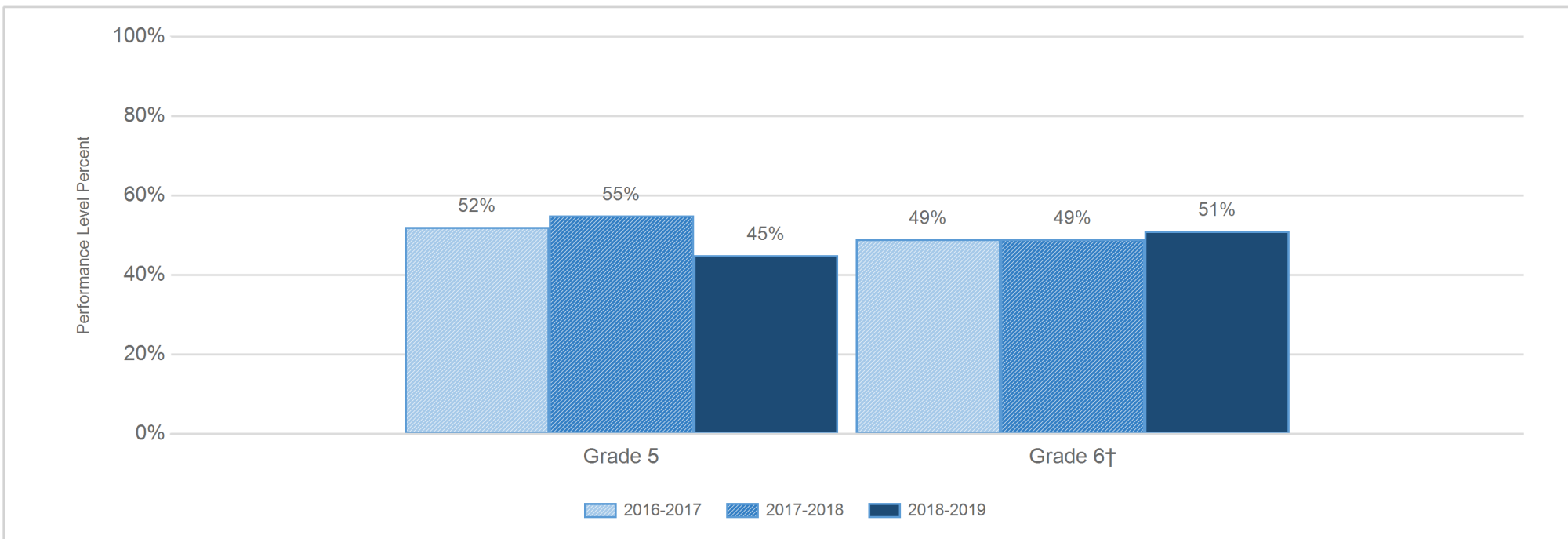
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	131	743	743	747	*	29%	22%	*	*	45%	47%
White	84	747	747	755	*	25%	21%	*	*	51%	58%
Hispanic	24	736	736	735	*	*	*	*	*	29%	30%
Black or African American	14	730	730	729	0%	*	*	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	72	743	743	747	*	28%	21%	*	*	47%	47%
Male	59	743	743	747	*	31%	24%	*	*	42%	47%
Economically Disadvantaged Students	38	736	736	732	*	37%	*	*	*	34%	27%
Non-Economically Disadvantaged Students	93	746	746	757	*	26%	*	*	*	49%	59%
Students with Disabilities	21	714	714	725	*	*	*	*	*	*	19%
Students without Disabilities	110	749	749	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	72	748	748	748	*	25%	21%	*	*	51%	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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
<b>Schoolwide</b>	121	745	745	741	9%	15%	25%	*	*	51%	41%
White	73	745	745	749	*	16%	22%	*	*	52%	51%
Hispanic	20	740	740	729	*	*	*	*	*	45%	24%
Black or African American	19	746	746	722	*	*	*	53%	0%	53%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	749	749	742	*	*	27%	*	*	57%	42%
Male	65	740	740	740	*	*	23%	*	*	46%	40%
Economically Disadvantaged Students	27	739	739	726	*	*	*	*	*	41%	21%
Non-Economically Disadvantaged Students	94	746	746	750	*	*	*	*	*	54%	53%
Students with Disabilities	25	717	717	716	*	*	*	*	*	16%	12%
Students without Disabilities	96	752	752	746	*	*	*	*	*	60%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	121	745	745	743	9%	15%	25%	*	*	51%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	74	746	746	742	*	*	26%	*	*	55%	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
5	*	*
6	*	*

### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*
3-4	N	N	N
5 or more	N	N	N



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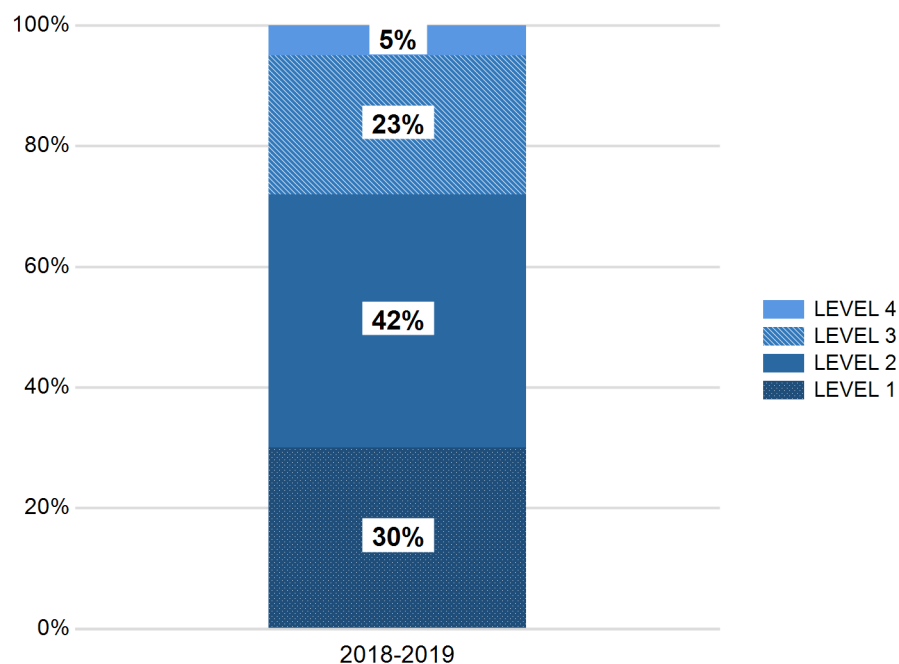
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	30	42	23	5
White	27	40	27	6
Hispanic	29	54	13	4
Black or African American	53	33	13	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	46	23	3
Male	32	37	24	7
Economically Disadvantaged Students	41	46	8	5
Non-Economically Disadvantaged Students	26	41	29	4
Students with Disabilities	71	24	5	0
Students without Disabilities	22	46	27	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	25	42	28	6
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

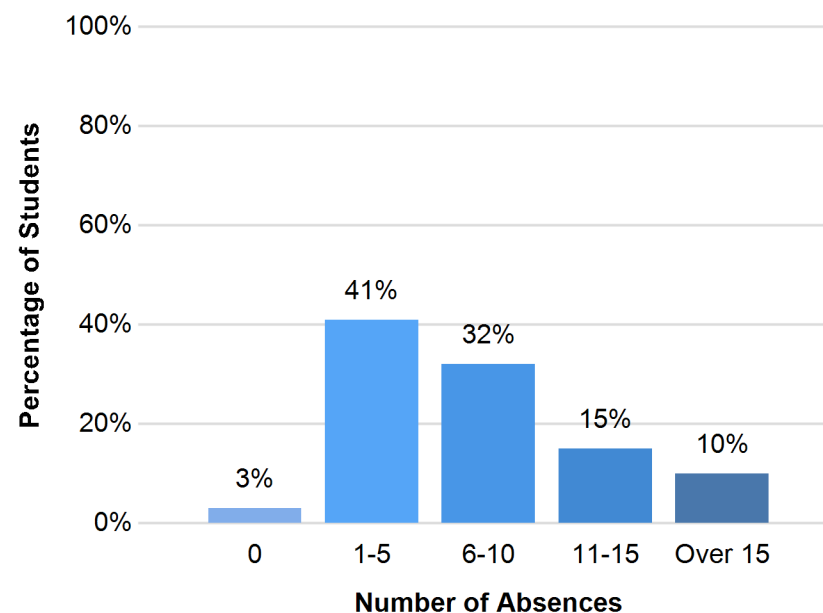
### Chronic Absenteeism

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	16	6.4	8.0	Met
White	12	7.8	8.0	Met
Hispanic	3	6.7	8.0	Met
Black or African American	0	0	8.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	4.0		
Male	11	8.9		
Economically Disadvantaged Students	9	14.1	8.0	Not Met
Students with Disabilities	8	15.7	8.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	9	6.1		
Migrant Students	N	N		

### Days Absent

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





## North Hanover Township Upper Elementary School

(05-3650-036)

Grades Offered: 05-06

2018-2019

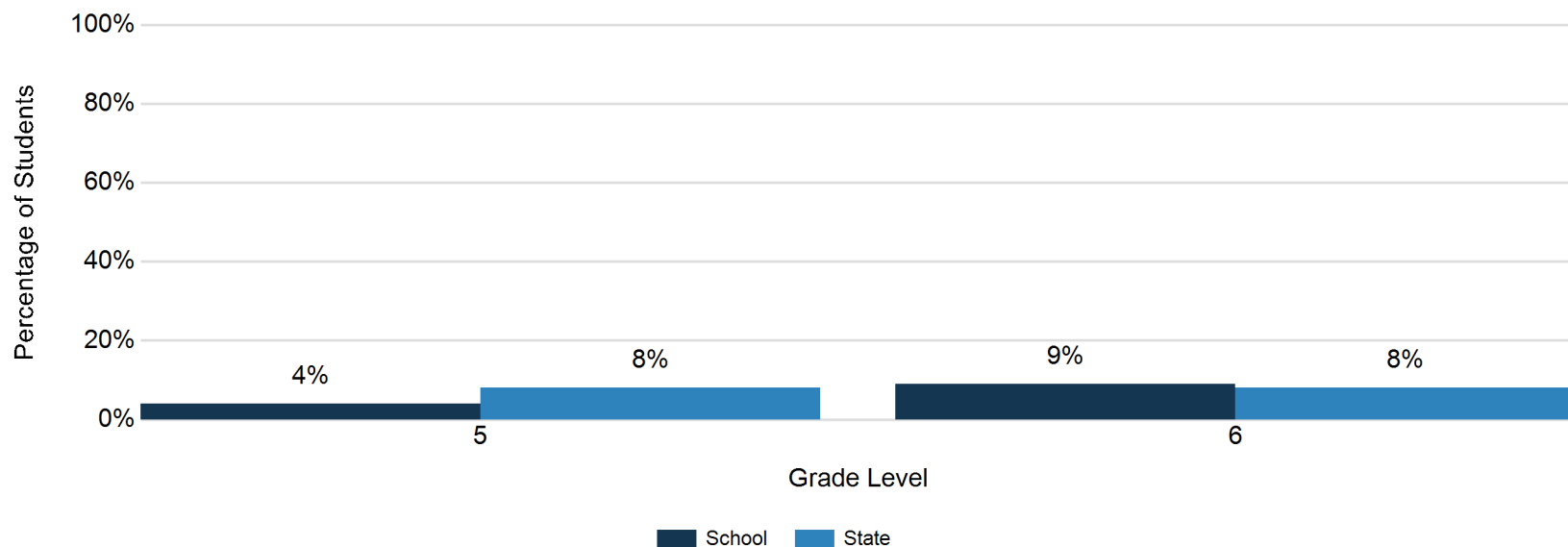
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.59

### 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 Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	15.2	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	20.5	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

### 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	7:1	9:1
Students to Administrators	126:1	134:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		535:1
Students to Nurses		267:1
Students to Counselors		535:1
Students to Child Study Team Members		214:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	88.2%	50.0%	48.4%	77.1%	54.9%
Male	50.0%	11.8%	50.0%	51.6%	22.9%	45.1%
White	61.9%	91.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	17.9%	2.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	13.5%	5.9%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree

Teacher 56%

Admin N/A

#### Master's Degree

Teacher 44%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	94.4%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.8%	59.7%	58.2%
Math Proficiency	46.7%	52.9%	49.8%
ELA Growth	52	51	50
Math Growth	62	56	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.9%	9.1%	6.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- Our commitment to serve military and community families in concert is the cornerstone of our continued success.
- Our staff lead students in authentic learning experiences that capture our students' attention and imagination.
- The performing and visual arts programs are a point of pride in the school and community.



### Mission, Vision, Theme:

UES is a safe, nurturing environment in which educators are facilitators of learning, and students feel empowered, taking ownership of their work while using twenty-first century skills to become lifelong learners. We serve both military and community families with the mission of offering memorable learning experiences and long-lasting social-emotional development.



### Awards, Recognition, Accomplishments:

Upper Elementary School is proud of our continued academic and social emotional growth.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>North Hanover Twp. Schools continuously strive to improve our programs and instruction. We teamed up with Columbia Teachers College to offer Reading and Writing Workshop for ELA instruction. We adopted Pearson Envisions Math 2.0 as a resource in our Math instruction, as well as First in Math and Study Island to supplement. Our adoption of NGSS practices has students leading their own science learning with the support of our capable staff. We look forward to continued growth.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Clubs and activities play an important role in offering leadership and growth opportunities for all. Chorus, G&amp;T Art, G&amp;T Academics, and Band offer students the ability to refine their talents through hard work. Student government, Ambassadors Club, Military Kids Club, and the UES yearbook offer students the ability to follow their passion and attain important skills outside of the classroom.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>The UES Musical and Evening of the Arts are the showcase evening events at UES. Students and staff plug away side by side for months to deliver heart-warming and spectacular performances that fill the community with pride and an appreciation for the hard work required to realize the event.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>UES is fully committed to professional growth of all staff. Professional Learning Communities meet on a weekly basis to identify student needs, collaborate on best practices and refine instruction. Teachers continuously grow their teaching skills through professional development activities during the district's staff-development days and through teacher attendance at workshops outside of the school district.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>To effectively address the needs of all students at Upper Elementary School, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, Child Study Team, What I Need (period in the schedule that allows for specific supports), Military Family Counseling, school based counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>At UES we recognize the importance of student health and wellness. Students engage in physical education class 3 days a week and enjoy daily recess administered by a certified PE teacher. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria. Responsive Classroom strategies are playing an important role in social-emotional development also. These programs along with assemblies focused on age-specific needs offer students guidance when facing the difficult decisions they face now and in the future.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement in our programs, events, and daily activity is a welcomed and an appreciated asset. The UES PTO website keeps parents informed of upcoming special events and encourages their involvement. Parents enrich the experience for students not only by attending our public events, but by also volunteering their time to make the experiences special and memorable.</p>



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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

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 the school or district directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students The UES School climate survey plays an important part in creating a safe environment for students at UES. The UES safety team relies on student responses to develop programs, make adjustments, and minimize the occurrence of HIB. Student representatives also meet with the principal to voice concerns and offer feedback, student suggestions have played an important role in program development and school practice.</p>
 <p>Facilities:</p>	<p>UES is a state-of-the-art facility built in 2007, offering unique features and resources. Our 800+ capacity auditorium serves as a performance center for school and community events alike. The technology features and school wide wifi give students the opportunity to reach the internet in any corner of the building. Eight Chromecarts, 3 computer labs, a smartboard in every class and desktop computers encourage the development of necessary technical skills.</p>
 <p>School Safety:</p>	<p>In collaboration with local law enforcement, stakeholders across the district meet regularly to discuss and monitor school safety issues. Each school has an established school safety committee consisting of local law enforcement, teacher representatives and parent representatives. All personnel participate in annual mandatory safety training. Monthly drills are conducted and assessed by local law enforcement.</p>



**North Hanover Township Upper Elementary School**  
 (05-3650-036)  
 Grades Offered: 05-06  
 2018-2019

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Technology and STEM:

Upper Elementary school is committed to engaging students through the use of effective instruction paired with technology to ensure they are prepared for life in the 21st century. Every classroom is equipped with a smartboard and several desktops computers. We are currently one to one using chromebooks to engage students in authentic learning while utilizing technology.



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Other Information

The UES community is truly proud of and cherishes the rich traditions that have been created over the years. We continue to embrace the best research based practices, and collaborate to foster academic achievement and student growth. The teachers, staff and parents are committed to creating a warm positive school environment that helps to develop well-rounded students and lifelong learners.