NJ SCHOOL PERFORMANCE REPORT

NEW ALBANY ELEMENTARY SCHOOL
(05-0840-055)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	CINNAMINSON TWP
Principal Name	MR. LAYDEN
Address	2701 NEW ALBANY ROAD CINNAMINSON, NJ 08077
Phone Number	(856)786-2284
Email Address	LAYDENJ@CINNAMINSON.COM
Website	http://nas.cinnaminson.com
Facebook	https://fb.com/NAScinnaminson
Twitter	https://twitter.com/NewAlbanyElem

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	29	32	29
KG	161	155	158
1	193	195	195
2	169	177	172
Total	552	559	554

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.3%	45.3%	44.0%
Male	54.7%	54.7%	56.0%
Economically Disadvantaged Students	13.0%	11.4%	10.6%
Students with Disabilities	18.8%	18.6%	18.6%
English Learners	5.8%	5.9%	4.5%
Homeless Students		1.1%	0.9%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	75.5%	78.4%	78.2%
Hispanic	8.5%	6.8%	7.4%
Black or African American	7.2%	6.6%	7.0%
Asian	2.9%	3.2%	2.3%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.4%	0.2%
Two or More Races	5.1%	4.7%	4.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	29	31	29
PK - Full Day	0	1	0
KG - Half Day	157	154	154
KG - Full Day	4	1	4

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	91.3%
Turkish	1.8%
Portuguese	1.6%
Spanish	1.1%
Other Languages	4.2%

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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	66.7%	**	**

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	15	86.7%	13.3%
3-4	*	*	*
5 or more	*	*	*

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

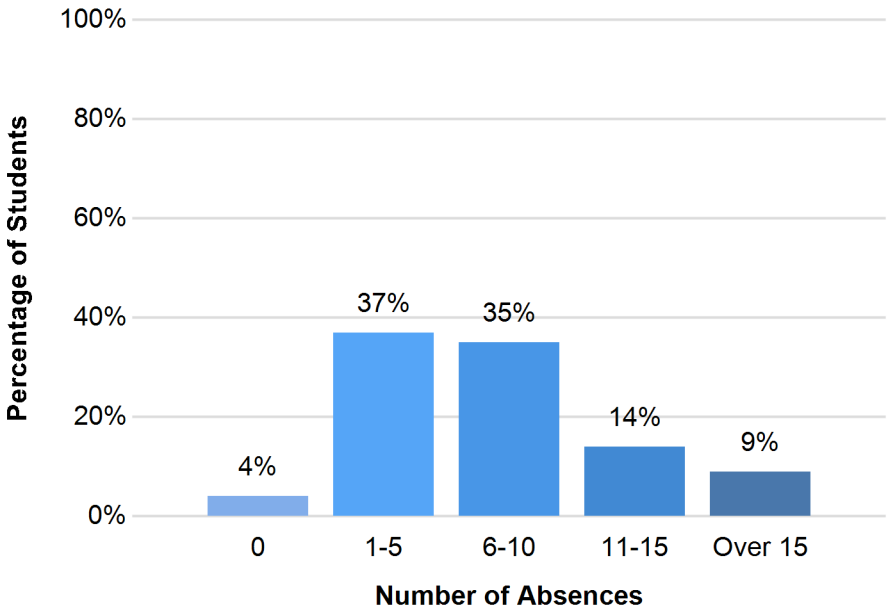
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	29	5.5	10.2	Met
White	13	3.2	10.2	Met
Hispanic	7	17.9	10.2	Not Met
Black or African American	5	12.5	10.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	15.4	10.2	Not Met
Economically Disadvantaged Students	13	22.0	10.2	Not Met
Students with Disabilities	4	4.6	10.2	Met
English Learners	0	0	10.2	Met

Days Absent

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



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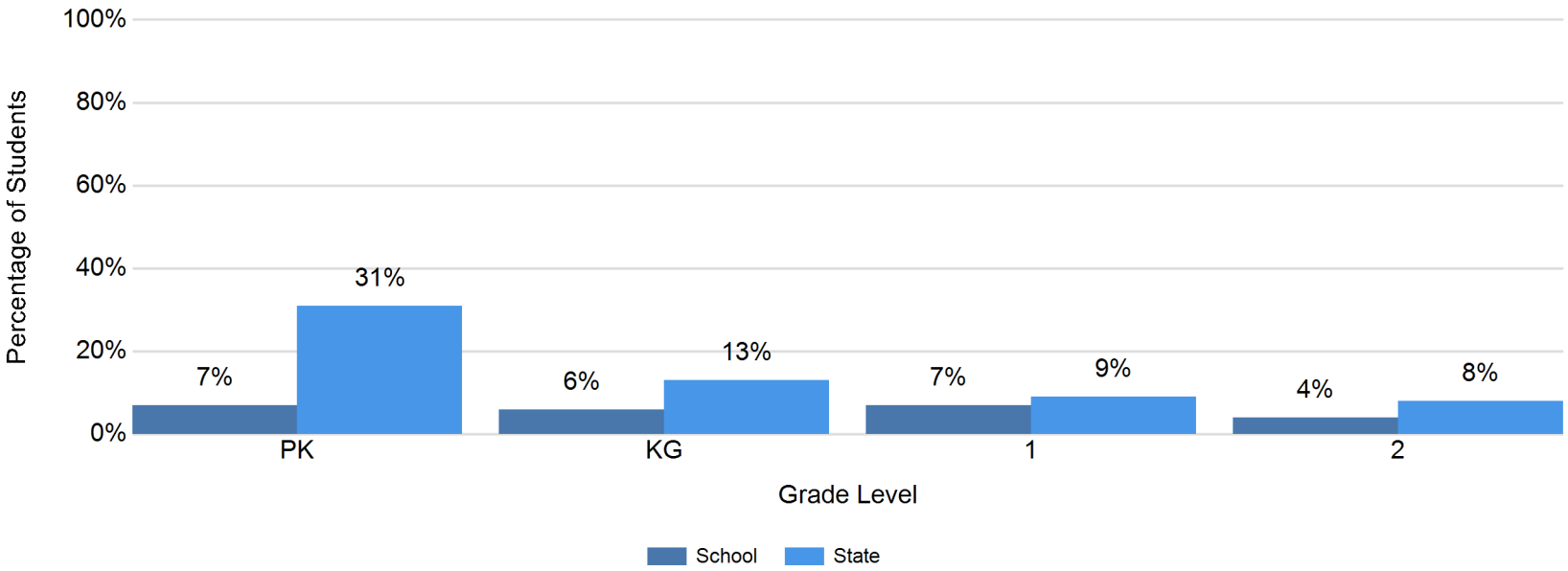
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.36

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
11

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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	9:05 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$313	$14,992	$15,305

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	117,464
Average years experience in public schools	12.0	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	77.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,374
Average years experience in public schools	19.5	16.0
Average years experience in district	14.4	12.0
Administrators in district for 4 or more years	90.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	11:1
Students to Administrators	277:1	109:1
Teachers to Administrators	18:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		626:1
Students to Counselors		358:1
Students to Child Study Team		278:1

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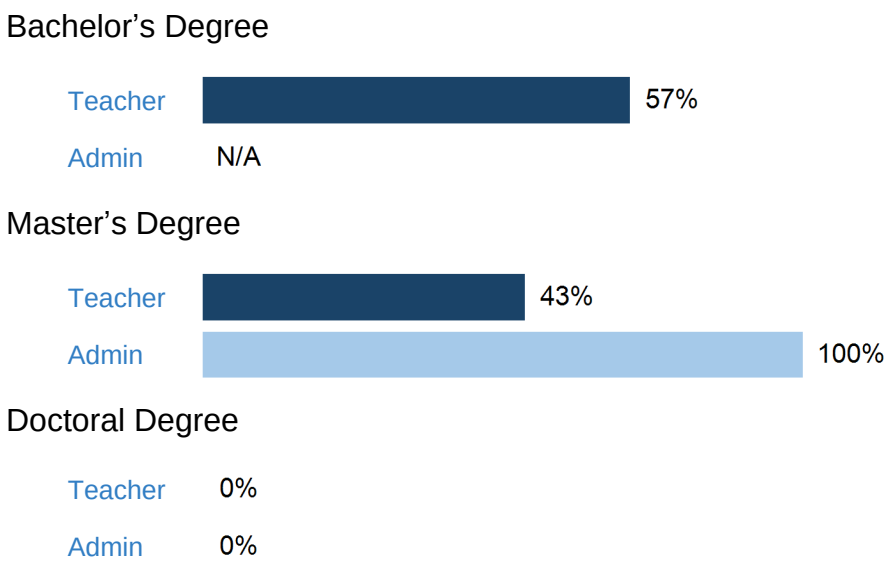
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.7%	90.2%
2016-17 Administrators: Same district 2017-18	95.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.8%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	50.0%
Male	0.0%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• Technology is part of each student's day with the intergration of interactive whiteboards, iPads, and Chromebooks used in every classroom. • Partnerships with Home and School, local senior citizens, county Bookmates, local fire and police departments provide for family and community involvement. • Developmental Kindergarten, Transitional First Grade, Integrated Kindergarten and Pre-K classes give all children their best start to school.
Mission, Vision, Theme:	New Albany School is a community of young learners where the best interests of students come first. It is home to more than 575 children in preschool through grade two. Our goal is to produce literate, confident, responsible students in an environment that is safe and nurturing. Students enter the school through a plant-filled atrium which was built to "harden" the front entrance. They are greeted by large painted murals created by high schoolers and second grade buddies. Empowering young decision-makers underlies our vision.
Awards, Recognition, Accomplishments:	The school is working towards recognition of character development. Students see reminders of "Choose to be Nice." One child will read his definition of 'nice' during morning announcements. Students can visit the principal to earn an "I Read to the Principal" ribbon or can receive a "High Five" note from any adult. Teachers write grants to supplement their instruction. A Teacher of the Year designation is awarded along with a BOE Achievement Award for staff members who have gone above and beyond to better our schools.

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Courses, Curriculum, Instruction:	The Fundations program introduces and strengthens phonemic awareness. Students have daily guided reading lessons to boost fluency and comprehension. Writing instruction uses the writer's workshop model. Math instruction is based on the enVisions program along with guided math lessons and accompanying technology. "Bring Science Alive!" helps students to accomplish the Next Generation Science Standards. Field trips enhance the Social Studies curriculum. Students hear morning greetings in multiple languages, such as Turkish, Portuguese, Spanish, reflecting the diversity of our students.
Clubs and Activities:	All students attend music, art, physical education, and technology classes. World Language is taught in the classrooms with resource suggestions from the certified ELL teacher. Technology enhances most instruction. Site licenses for educational websites are provided and can be accessed at school or home. Class are regularly instructed in the library which houses over 13,000 books for their selection.

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Before and After School Programs:	Students who receive assistance through the Title I Program may attend the Strategies for Success after-school tutoring program and/or the Summer S.M.A.R.T. program. A non-academic Summer Camp program is offered to students who can take classes in drama, tennis, or visual arts. SAC is an in-district childcare option available before and after school.
Staff and Professional Learning:	Instructional staff collaborate during common planning times. Teachers partner with substitutes to help welcome subs and answer their questions. Each grade produces a concise monthly summary of their activities which is shared with the Principal and the Superintendent. Workshops and webinars are provided by the District and by outside resources. A school-wide book club, led by the Assistant Principal, now involves staff at other schools and central office, too. A newsletter detailing the upcoming week's events is published during the weekend for all staff.

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Student Supports and Services:	Programs that accommodate student needs: preschool handicapped class, integrated preschool, developmental kindergarten, transitional first grade, classes for special needs children, gifted and talented students, basic skills assistance, English as a second language, speech therapy, occupational therapy, physical therapy. The Intervention and Referral Services Team assists academically or behaviorally challenged students.
Student Health and Wellness:	A full time school counselor provides social and emotional support to students, as well as class lessons to foster character building. She coordinates the school's "High Five for You!" appreciation program. Students participate in daily recess and physical education classes 1-2 times a week. A full time nurse is on staff. Students are monitored in the cafeteria by assistants who report any concerns about eating habits.
Parent and Community Involvement:	Cinnaminson Elementary Home and School coordinates and assists with evening family activities such as the Father/Daughter and Mommy/Son dance, ice cream socials, bingo and movie nights and a family science night. They assist staff during Literacy Night and Kindergarten Orientation through the fund-raising efforts that continue during the year.

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Facilities:	Renovations to update painting and flooring continue. The new secure main entrance, a nurse's office suite and office renovations to include a conference room are being used. Rooms are dedicated to art, music, technology. The multi-purpose room, which is air-conditioned, serves as the auditorium, cafeteria, and gym. Two interior courtyards which provide natural light to eight classrooms house gardens that attract birds. An interior brick-walled atrium serves as a student art gallery. Most recently, four classrooms were refurbished and updated with new flooring, ceiling tiles and painted walls.

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School Narrative

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

Other Information:	New Albany School maintains an excellent reputation with parents and community members. Many new residents have familial ties here. It is common to find that new residents went to school here and returned to provide their own children with an outstanding education. Other new families have brought us increasing cultural diversity and learning as we meet children who speak Portuguese, Spanish, and Turkish. Our faculty is highly educated and professional. Teachers feel empowered to suggest changes and in recent years their ideas have led to a 'trimester' school year and a standards-based report card which better informs parents of their child's mastery of each of the NJ Standards. The staff enjoys the challenge of providing our young learners with an education that is both traditional and forward-looking as we prepare the students to be 21st century good citizens.