NJ SCHOOL PERFORMANCE REPORT

PERRY L. DREW ELEMENTARY SCHOOL
(21-1245-075)
Grades Offered: KG-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MERCER
District	EAST WINDSOR REGIONAL
Principal Name	MR. DIAS
Address	70 TWIN RIVERS DRIVE NORTH EAST WINDSOR, NJ 08520
Phone Number	(609)443-7820
Email Address	RDIAS@EWRSD.K12.NJ.US
Website	http://www.eastwindsorregionalschools.com/ewrs/Schools/Perry%20L.%20Drew%20Elementary%20School/
Twitter	https://twitter.com/robcdnjl

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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
KG	116	122	63
1	84	127	111
2	147	87	135
3	114	139	92
4	110	127	134
5	97	107	122
Total	669	709	657

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	47.8%	47.3%
Male	51.6%	52.2%	52.7%
Economically Disadvantaged Students	43.5%	45.7%	44.0%
Students with Disabilities	15.1%	14.8%	14.0%
English Learners	18.8%	16.4%	18.0%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.3%	0.0%
Military-Connected Students		0.3%	0.3%
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	23.9%	21.2%	21.8%
Hispanic	48.9%	52.8%	51.6%
Black or African American	9.0%	8.3%	8.5%
Asian	16.1%	15.2%	14.5%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.8%	2.4%	3.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	113	0	0
KG - Full Day	3	122	63

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	46.3%
Spanish	42.8%
Gujarati	2.9%
Telugu	1.2%
Tamil	1.2%
Other Languages	5.6%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	64	49	50	Exceeds Standard	58	52	50	Met Standard
White	64	48	50	Exceeds Standard	59	53	51	Met Standard
Hispanic	62.5	47	49	Exceeds Standard	55	49	48	Met Standard
Black or African American	53	41	44	**	82	55	44	**
Asian, Native Hawaiian, or Pacific Islander	79.5	58	61	Exceeds Standard	61.5	57	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	51	49	**	*	63	51	**
Economically Disadvantaged	64	46.5	48	Exceeds Standard	59	51	47	Met Standard
Students with Disabilities	32	37	41	Not Met	37.5	44	43	Not Met
English Learners	64	49	54	Exceeds Standard	64	52	51	Exceeds Standard

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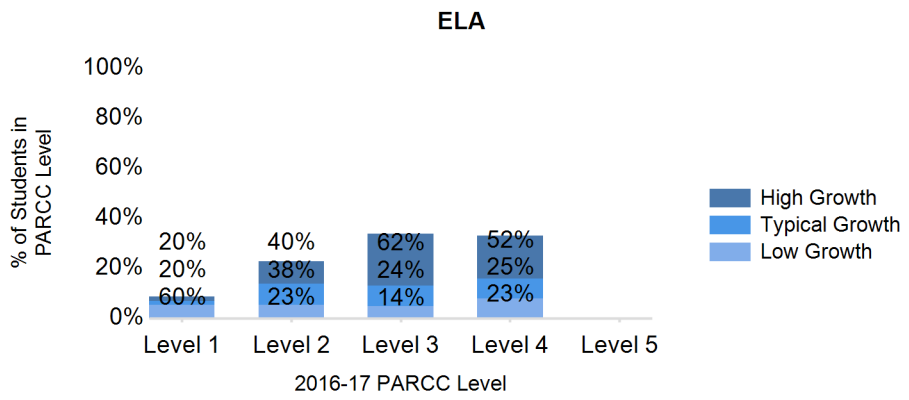
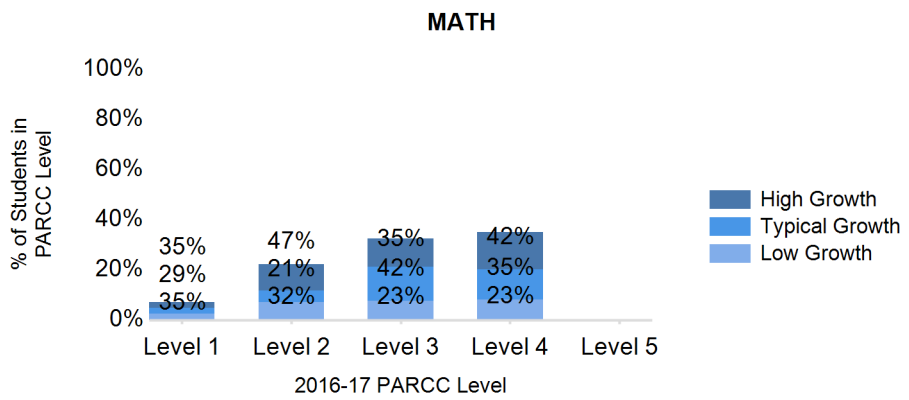
Student Growth by Performance Level

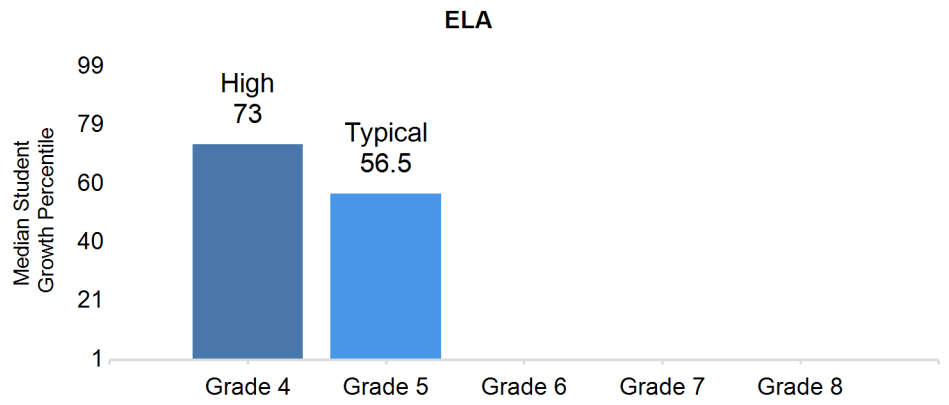
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

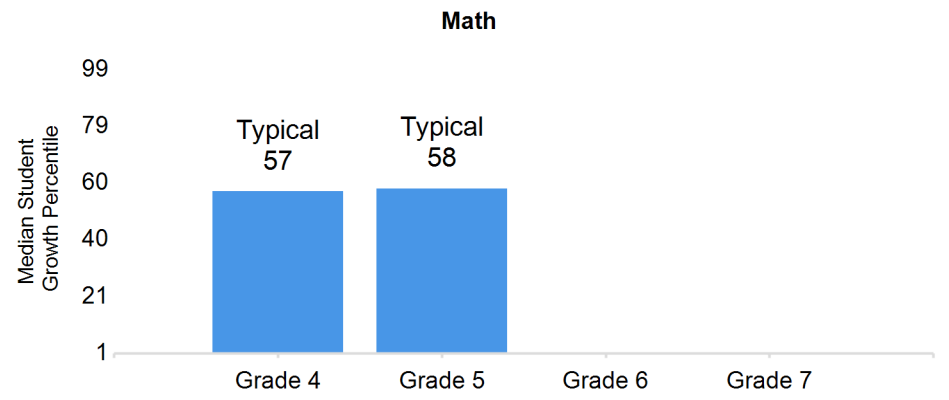




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	341	100.0	60.2	59.7	56.7	60.2	59.1	Met Target
White	68	100.0	70.6	71.1	65.6	70.6	62.2	Met Target
Hispanic	183	100.0	50.8	42.7	42.5	50.8	44.3	Met Target
Black or African American	34	100.0	58.8	56.8	37.3	58.8	61.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	100.0	78.3	*	82.3	78.3	79.4	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	10	100.0	80.0	*	63.4	80.0	**	**
Female	154	100.0	69.5	69.1	64.5	69.5		
Male	187	100.0	52.4	51.3	49.4	52.4		
Economically Disadvantaged Students	145	100.0	48.9	42.1	38.5	48.9	42.2	Met Target
Non-Economically Disadvantaged Students	196	100.0	68.4	69.4	67.5	68.4		
Students with Disabilities	59	100.0	30.5	23.9	21.6	30.5	37.9	Met Target†
Students without Disabilities	282	100.0	66.3	64.8	63.9	66.3		
English Learners	102	100.0	42.2	28.3	27.3	42.2	35	Met Target
Non-English Learners	239	100.0	67.8	67.0	59.4	67.8		
Homeless Students	N	N	N	18.2	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	35.3	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	756	753	750	*	*	27%	*	*	57%	52%
White	21	770	766	759	0%	*	*	*	*	71%	61%
Hispanic	38	745	733	736	*	*	29%	*	*	47%	38%
Black or African American	11	758	760	733	*	0%	*	*	*	55%	35%
Asian, Native Hawaiian, or Pacific Islander	11	765	*	777	0%	*	*	*	*	64%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	41	770	765	756	*	*	*	*	*	73%	57%
Male	43	743	741	744	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	29	745	736	733	*	*	38%	*	*	41%	34%
Non-Economically Disadvantaged Students	55	762	764	762	*	*	22%	*	*	65%	64%
Students with Disabilities	*	*	716	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	758	756	*	*	*	*	*	*	57%
English Learners	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	759	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	752	755	756	13%	13%	12%	50%	13%	63%	58%
White	22	765	762	764	*	0%	*	*	*	82%	68%
Hispanic	80	741	743	744	19%	18%	13%	*	*	51%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	786	*	782	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	49	756	760	762	*	*	*	*	*	67%	63%
Male	77	749	751	751	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	68	741	742	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	58	764	764	767	*	*	*	*	*	78%	70%
Students with Disabilities	19	711	*	726	*	*	*	*	*	16%	25%
Students without Disabilities	107	759	*	762	*	*	*	*	*	71%	64%
English Learners	33	719	722	720	*	*	*	33%	0%	33%	17%
Non-English Learners	93	763	759	759	*	*	*	56%	17%	73%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	750	752	755	*	11%	28%	*	*	57%	58%
White	21	746	763	763	*	*	*	62%	0%	62%	68%
Hispanic	62	744	740	743	*	*	34%	47%	0%	47%	43%
Black or African American	*	*	749	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	767	*	780	0%	*	*	*	*	78%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	765	763	*	*	*	*	*	*	65%
Female	61	755	756	762	*	*	21%	*	*	69%	66%
Male	59	744	749	749	*	*	34%	*	*	44%	51%
Economically Disadvantaged Students	41	741	739	739	*	*	34%	*	*	41%	39%
Non-Economically Disadvantaged Students	79	754	760	766	*	*	24%	*	*	65%	71%
Students with Disabilities	22	715	*	724	*	*	*	*	*	*	22%
Students without Disabilities	98	758	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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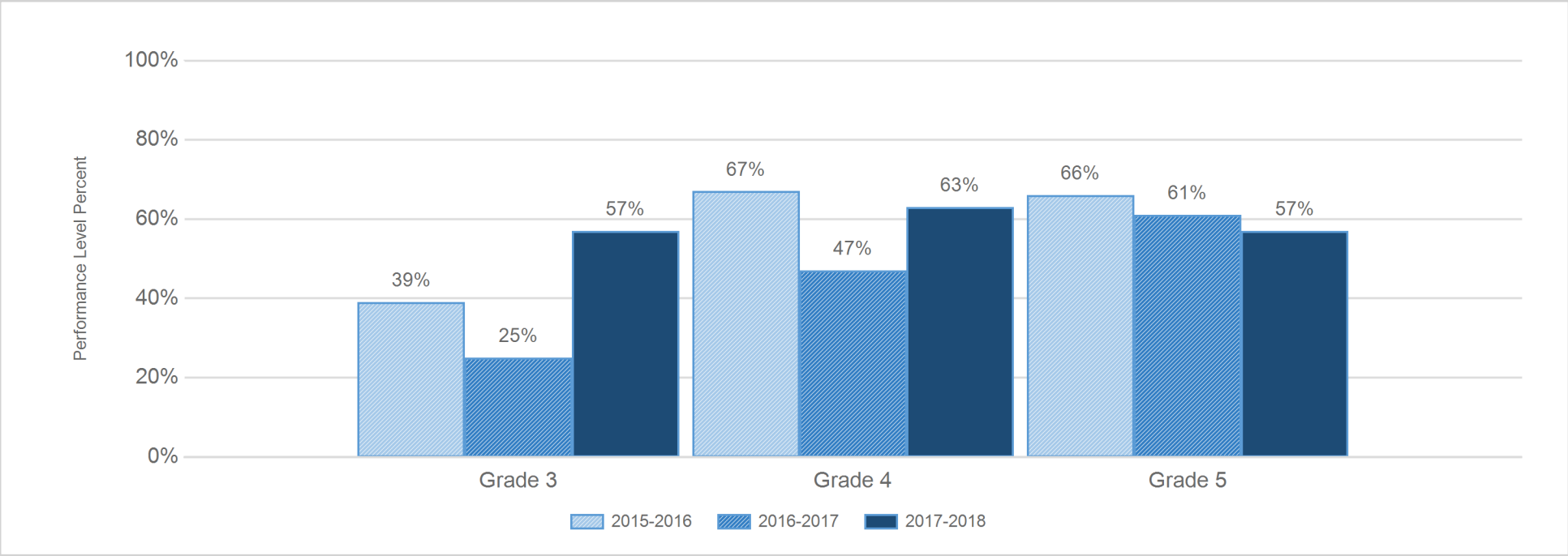
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	345	100.0	51.0	47.1	45.0	51.0	59.8	Not Met
White	68	100.0	61.8	57.8	54.1	61.8	58.8	Met Target
Hispanic	186	100.0	35.5	29.3	29.2	35.5	44.6	Not Met
Black or African American	34	100.0	70.6	41.1	23.4	70.6	55.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	100.0	78.7	*	77.0	78.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	10	100.0	70.0	*	53.0	70.0	**	**
Female	156	100.0	55.8	48.4	46.0	55.8		
Male	189	100.0	47.1	45.9	43.9	47.1		
Economically Disadvantaged Students	148	100.0	38.6	29.3	26.6	38.6	42.2	Met Target†
Non-Economically Disadvantaged Students	197	100.0	60.4	57.2	55.9	60.4		
Students with Disabilities	59	100.0	33.9	17.4	17.1	33.9	39.6	Met Target†
Students without Disabilities	286	100.0	54.6	51.4	50.5	54.6		
English Learners	106	100.0	34.0	22.7	24.6	34.0	41.7	Not Met
Non-English Learners	239	100.0	58.6	53.1	46.9	58.6		
Homeless Students	N	N	N	15.4	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	35.3	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	762	759	752	*	*	15%	51%	19%	69%	53%
White	21	775	769	760	0%	*	*	*	*	81%	64%
Hispanic	38	752	743	739	*	*	*	*	*	58%	38%
Black or African American	11	762	759	734	0%	0%	*	*	*	82%	32%
Asian, Native Hawaiian, or Pacific Islander	12	769	*	780	0%	*	*	*	*	75%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	41	764	764	752	*	*	*	*	*	76%	53%
Male	44	759	754	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	30	751	745	736	*	*	*	*	*	60%	35%
Non-Economically Disadvantaged Students	55	768	768	762	*	*	*	*	*	75%	66%
Students with Disabilities	*	*	723	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	57%
English Learners	10	736	736	726	*	*	*	*	*	40%	23%
Non-English Learners	75	765	763	754	*	*	*	*	*	73%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

PERRY L. DREW ELEMENTARY SCHOOL
(21-1245-075)
Grades Offered: KG-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	739	750	748	9%	22%	35%	*	*	35%	49%
White	22	751	760	755	0%	0%	55%	45%	0%	45%	60%
Hispanic	84	728	736	737	14%	32%	33%	*	*	20%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	16	771	*	774	0%	0%	*	*	*	81%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	52	742	751	748	*	*	35%	*	*	40%	50%
Male	78	737	749	748	*	*	35%	*	*	31%	49%
Economically Disadvantaged Students	71	732	739	733	*	24%	38%	*	*	24%	30%
Non-Economically Disadvantaged Students	59	747	757	758	*	19%	31%	*	*	47%	62%
Students with Disabilities	19	714	*	725	*	*	*	*	*	*	22%
Students without Disabilities	111	743	*	753	*	*	*	*	*	*	55%
English Learners	37	712	716	722	*	49%	*	*	*	11%	16%
Non-English Learners	93	750	754	750	*	11%	*	*	*	44%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PERRY L. DREW ELEMENTARY SCHOOL
(21-1245-075)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	748	751	748	*	13%	33%	*	*	51%	49%
White	21	749	762	756	0%	*	*	*	*	57%	60%
Hispanic	62	742	738	736	*	*	48%	*	*	37%	32%
Black or African American	*	*	741	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	18	770	*	777	0%	*	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	755	754	*	*	*	*	*	*	55%
Female	61	752	751	749	*	*	36%	*	*	54%	50%
Male	59	744	751	747	*	*	29%	*	*	47%	48%
Economically Disadvantaged Students	41	740	737	733	*	*	44%	*	*	37%	29%
Non-Economically Disadvantaged Students	79	753	759	758	*	*	27%	*	*	58%	62%
Students with Disabilities	22	720	*	726	*	*	*	*	*	14%	20%
Students without Disabilities	98	754	*	752	*	*	*	*	*	59%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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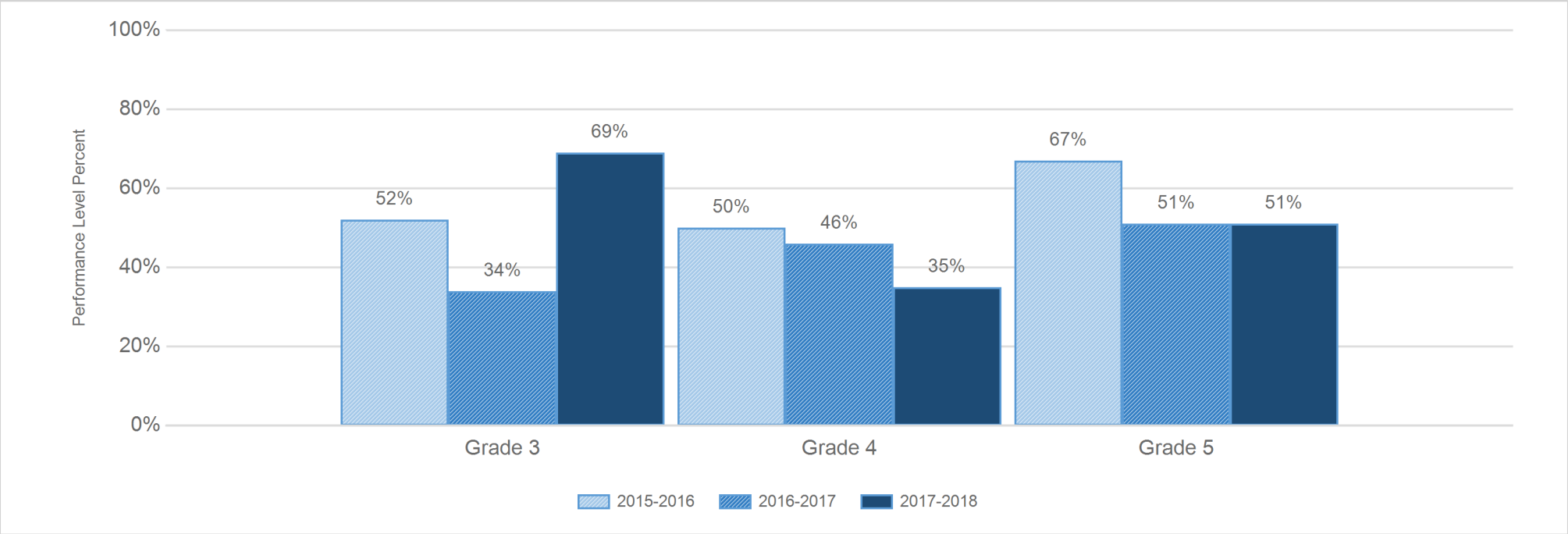
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	60.4%	60.7%	Met Target†

† 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	41	*	*
3-4	47	74.5%	25.5%
5 or more	27	66.7%	33.3%

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

NJASK Science Assessment Information

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

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

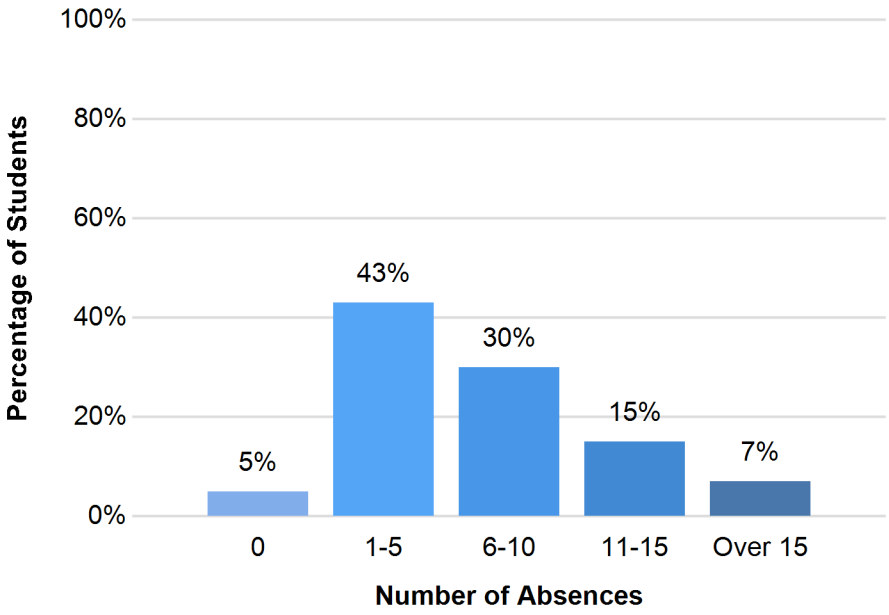
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	29	4.4	8.9	Met
White	4	2.7	8.9	Met
Hispanic	8	2.4	8.9	Met
Black or African American	5	8.6	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	11	11.3	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Economically Disadvantaged Students	12	4.1	8.9	Met
Students with Disabilities	6	6.1	8.9	Met
English Learners	5	4.2	8.9	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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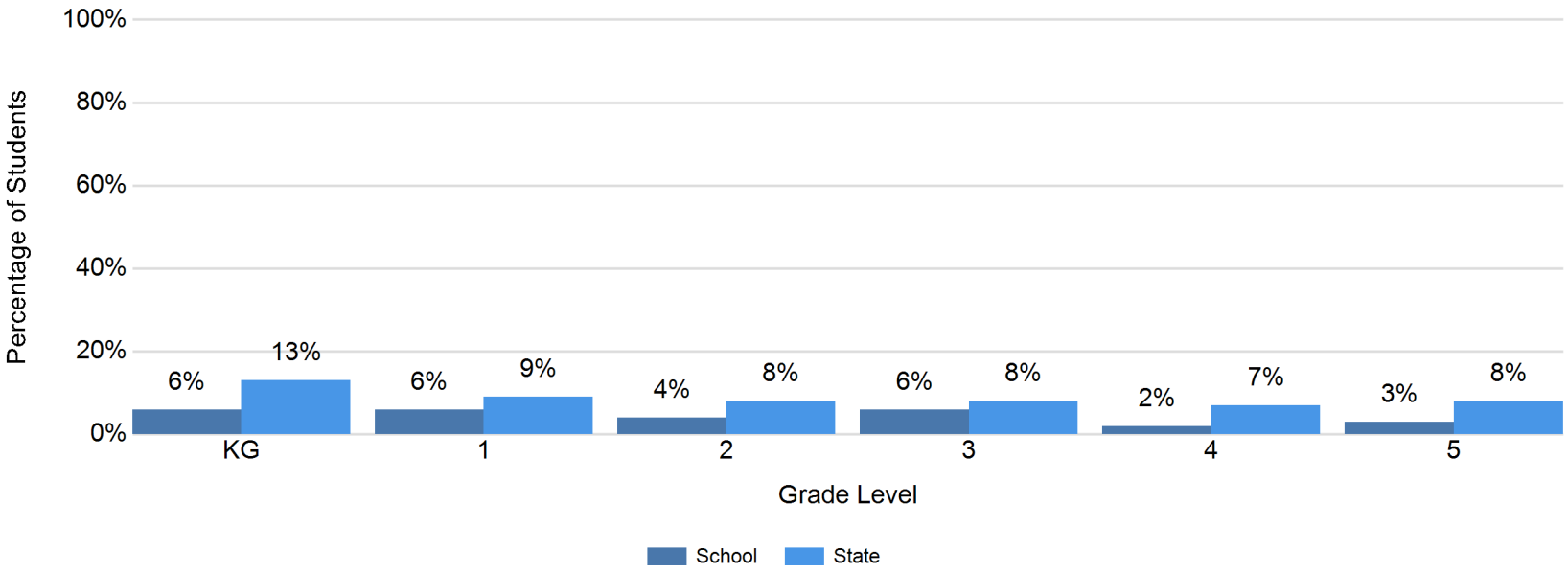
Chronic Absenteeism by Grade

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	11
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.13

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	9	2	11
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	23	3.5%
Out-of-School Suspensions	*	*
Any Suspension	24	3.7%
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	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$431	$13,684	$14,115

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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	55	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	74.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	50.0%	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	12:1	12:1
Students to Administrators	329:1	151:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1281:1
Students to Nurses		641:1
Students to Counselors		320:1
Students to Child Study Team		301:1

NJ SCHOOL PERFORMANCE REPORT

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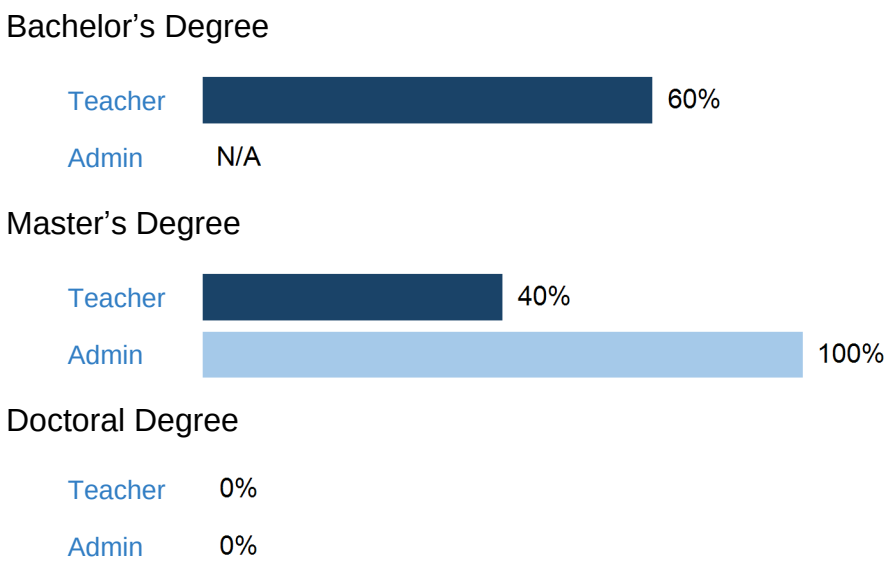
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	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	95.7%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.9%	50.0%
Male	9.1%	50.0%
White	81.8%	0.0%
Hispanic	14.5%	50.0%
Black or African American	3.6%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

PERRY L. DREW ELEMENTARY SCHOOL
(21-1245-075)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	58.00	15.0%
Mathematics Proficiency	63.39	15.0%
English Language Arts Growth	87.56	20.0%
Mathematics Growth	72.23	20.0%
Progress Towards English Language Proficiency	65.11	20.0%
Chronic Absenteeism	73.50	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	70.54	n/a
Summative Rating: Percentile Rank of Summative Score	80.09	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target†	Met	No
White	75.19	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	74.73	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	50.61	14.08	No	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	85.51	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	52.29	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	77.69	14.08	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Teachers are encouraged to differentiate in all academic areas. Students are challenged academically with learning centers and instruction at their level of learning.

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Courses, Curriculum, Instruction:	All core academic subjects are supported with the district curriculum provided. Journeys is used to support LA. Go Math series for Math. Science & Social Studies are taught weekly.
Clubs and Activities:	At Drew we have a 3-5 Chorus and 5th grade band. The students participate in two shows during the year. There is also an active Art Club, Stacking Group and a Computer Technology Club. In Stacking, the students work with a highly recognized PE teacher on the practice of cup stacking. At the end of the year, a Stacking Tournament is completed. The Drew News Club uses technology to produce a school newscast.

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Before and After School Programs:	Before and after care is emphasized at Drew where we provide a whole rounded educational experience and provide extended care, which helps the parent community who have unique and individual life schedules. The Kid Care district program provides AM/PM tutoring and general child support. For a portion of the year the school extends its hours by providing an AM tutoring program. Students are selected based on their academic needs in LA.
Staff and Professional Learning:	The district provides the main portions of professional development for the staff. However some professional development does take place in the school. Teachers are supported with a common professional learning plan and work as grade level teams on similar learning goals. Staff meetings review best practices and teachers are allowed to attend annual professional development conferences of their choice.

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Student Supports and Services:	We have a teacher who assists English language learners daily. The school also has bilingual classes in grades 1, 2 and 4. Pupils are tiered by their level of English language skills. Teachers differentiate the lessons to meet each student and their individual learning level.
Student Health and Wellness:	Physical Education classes are taught weekly. The students also have 30 minutes of outdoor recess. The district implemented a Social Emotional Learning program to support the students in this area of need. Planned lessons are shared with the students to provide support in the area of social emotional learning.
Parent and Community Involvement:	We have an active PTO which supports the school through fundraising projects. All raised funds go directly to programs that support literacy and anti-bullying. They have two book fairs and anti-bullying shows. Funds are raised through family events, which creates a strong rapport with the community. They also provide support for the expenses of class trips.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers A survey was completed two years ago. The school ScIP community reviewed the data and planned out areas to improve and expand the school's climate. A survey will be distributed in the future.
Facilities:	Although over 40 years old the school has many modern facilities. It has seen a variety of changes the latest of which took place many years ago when the building moved from an open space to single classroom units. The school has an active gym, which is also an assembly area. Other areas are dedicated to band, vocal music, computers and art. Students have access to all subjects through the fine arts rotation.

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Other Information:	The Perry L. Drew Elementary located on a 22-acre site on Twin Rivers Drive in East Windsor is named in honor of a much loved former school bus driver, truant officer and custodian. Mr. Drew served our district's children for over 30 years until his retirement in 1973. Approximately 677 students in grades K through 5 attend our school, which was first occupied in 1975. Since that time the Drew School has had several additions including in 1976 the completion of the first annex and in 2003 a third/fourth grade wing comprising of ten additional classrooms was completed along with enclosing the "open Space" area of the original building with classrooms. The school's mascot is Drew the Dragon. The philosophy of the Drew School is that children learn best when instruction is presented in a manner that helps them make meaningful connections to everyday life. Our students are active learners. As a regular practice, differentiation is emphasized in classes. Our goal is for all students to become lifelong learners.