NJ SCHOOL PERFORMANCE REPORT

CATHERINE A DWYER ELEMENTARY SCHOOL
(27-4490-019)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	ROCKAWAY TWP
Principal Name	MR. MCGOVERN
Address	665 MT HOPE AVENUE WHARTON, NJ 07885
Phone Number	(973)361-7450
Email Address	MMCGOVERN@ROCKTWP.ORG
Website	https://cad.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/DwyerMustangs

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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	54	52	46
1	54	51	52
2	58	52	47
3	47	51	53
4	56	51	54
5	59	54	50
Total	328	311	302

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	54.0%	51.1%	49.0%
Male	46.0%	48.9%	51.0%
Economically Disadvantaged Students	18.9%	16.7%	13.2%
Students with Disabilities	14.3%	11.9%	10.9%
English Learners	6.7%	5.8%	6.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	68.0%	67.8%	63.2%
Hispanic	21.3%	22.5%	23.8%
Black or African American	0.6%	1.6%	1.7%
Asian	7.3%	4.2%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.6%	0.3%
Two or More Races	2.4%	3.2%	5.0%

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	0	0	0
KG - Full Day	54	52	46

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	84.4%
Spanish	10.9%
Japanese	1.0%
Other Languages	3.6%

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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	51	56.5	50	Met Standard	48	38	50	Met Standard
White	50	54	50	Met Standard	35.5	36	51	Not Met
Hispanic	62	57.5	49	Exceeds Standard	57.5	36	48	Met Standard
Black or African American	*	54.5	44	**	*	33	44	**
Asian, Native Hawaiian, or Pacific Islander	*	67	61	**	*	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	56	49	**	*	49.5	51	**
Economically Disadvantaged	67	55	48	**	53	33	47	**
Students with Disabilities	64.5	50	41	**	48	39	43	**
English Learners	*	38	54	**	*	42	51	**

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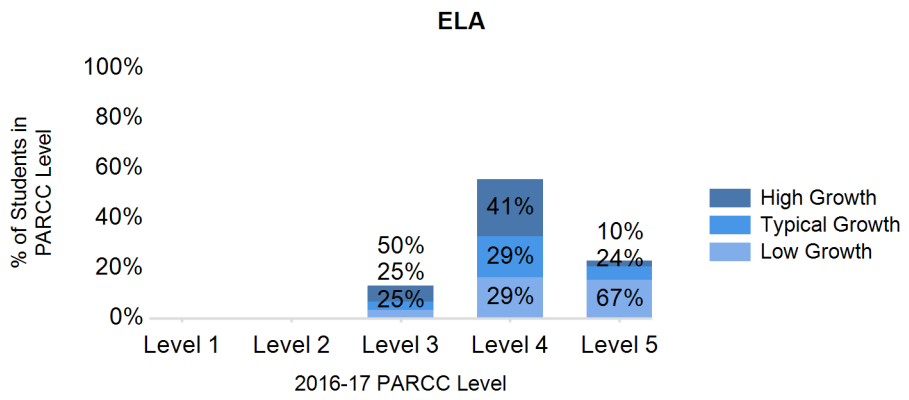
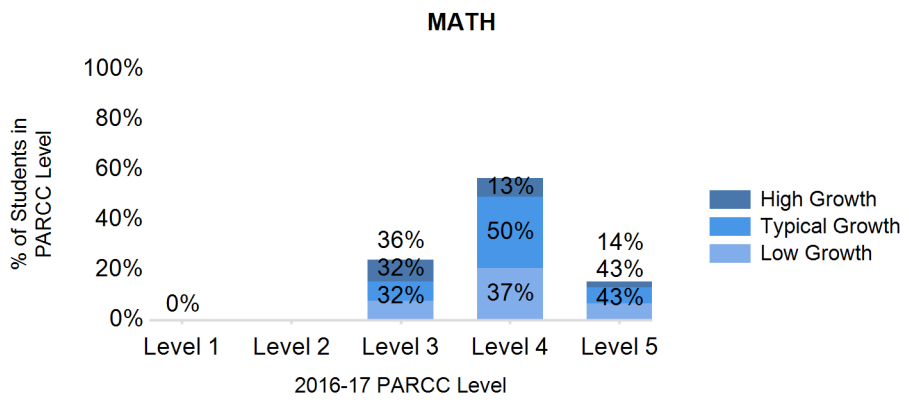
Student Growth by Performance Level

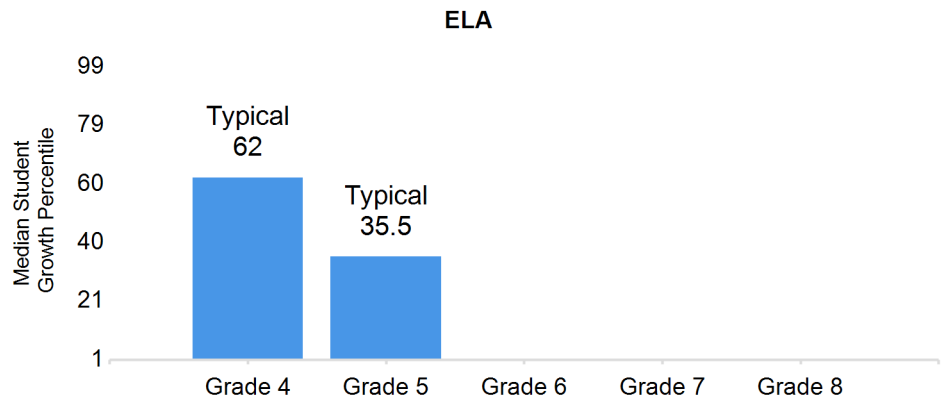
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

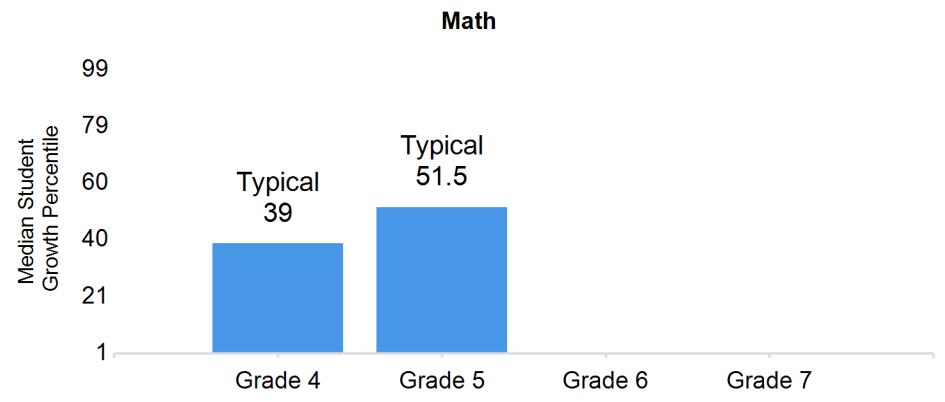




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	147	94.9	73.5	65.4	56.7	73.3	68.5	Met Target
White	93	93.0	76.3	68.1	65.6	74.7	72.1	Met Target
Hispanic	33	97.1	51.6	51.7	42.5	51.6	47.2	Met Target
Black or African American	*	*	*	51.8	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.7	80.9	82.3	91.7	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	70	91.0	78.6	72.5	64.5	75.1		
Male	77	98.7	68.8	59.1	49.4	68.8		
Economically Disadvantaged Students	17	100.0	47.1	37.6	38.5	*	**	**
Non-Economically Disadvantaged Students	130	94.2	76.9	69.2	67.5	*		
Students with Disabilities	17	89.5	58.8	24.2	21.6	55.3	**	**
Students without Disabilities	130	95.6	75.4	75.4	63.9	75.4		
English Learners	16	100.0	25.1	32.4	27.3	25.1	**	**
Non-English Learners	131	94.3	79.4	66.3	59.4	78.8		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	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	48	752	749	750	*	*	21%	*	*	54%	52%
White	31	757	753	759	*	*	*	*	*	58%	61%
Hispanic	10	718	*	736	*	*	*	*	*	10%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	17	766	754	756	*	*	*	*	*	71%	57%
Male	31	745	746	744	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	*	*	725	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	752	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	720	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	774	766	756	0%	0%	21%	47%	32%	79%	58%
White	40	775	768	764	0%	0%	*	*	*	83%	68%
Hispanic	*	*	757	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	31	779	771	762	0%	0%	*	*	*	81%	63%
Male	22	767	761	751	0%	0%	*	*	*	77%	53%
Economically Disadvantaged Students	*	*	747	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	768	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	53	774	766	759	0%	0%	21%	47%	32%	79%	61%
Homeless Students	N	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	45	767	763	755	*	*	*	*	*	87%	58%
White	21	767	760	763	0%	0%	*	*	*	90%	68%
Hispanic	13	760	754	743	0%	*	*	*	*	77%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	23	765	769	762	*	*	*	*	*	83%	66%
Male	22	768	756	749	*	*	*	*	*	91%	51%
Economically Disadvantaged Students	*	*	750	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	771	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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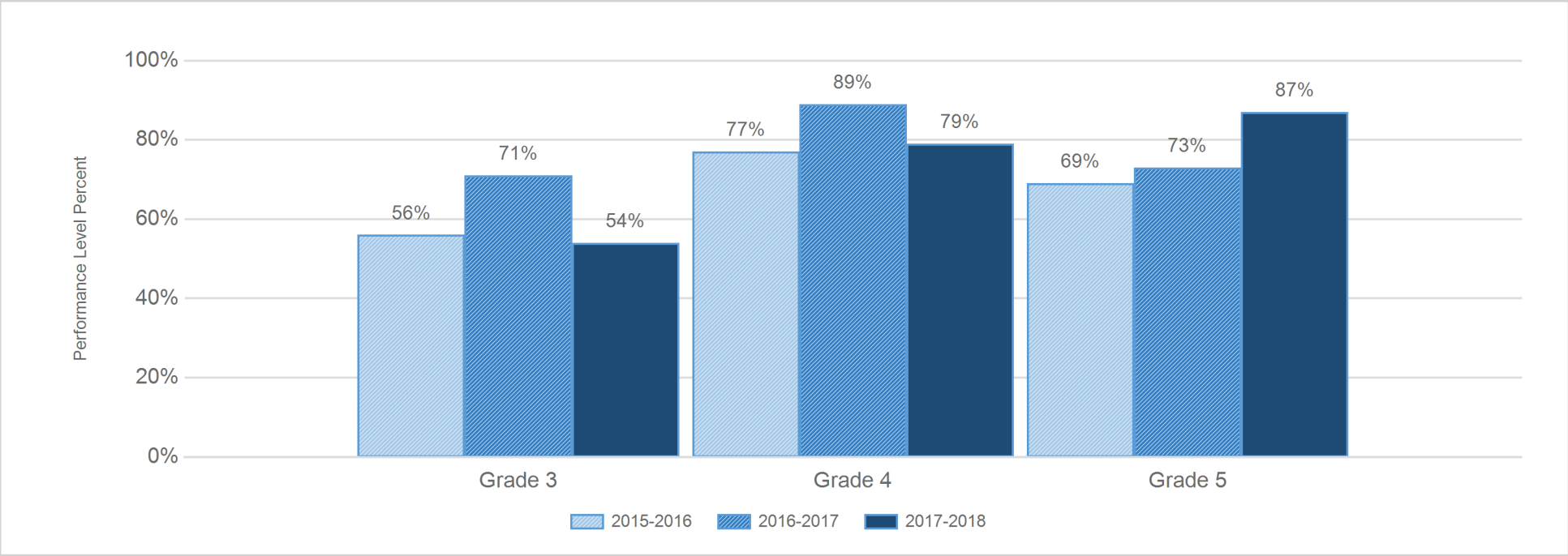
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	150	95.0	68.7	49.0	45.0	68.7	62.1	Met Target
White	93	93.0	73.2	50.9	54.1	71.5	65.9	Met Target
Hispanic	35	97.2	45.8	34.2	29.2	45.8	37.4	Met Target
Black or African American	*	*	*	28.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	72.0	77.0	76.9	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	70	91.0	71.4	50.8	46.0	68.3		
Male	80	98.8	66.3	47.5	43.9	66.3		
Economically Disadvantaged Students	19	100.0	47.4	24.7	26.6	*	N	N
Non-Economically Disadvantaged Students	131	94.2	71.7	52.4	55.9	*		
Students with Disabilities	17	89.5	35.3	*	17.1	33.1	**	**
Students without Disabilities	133	95.7	72.9	*	50.5	72.9		
English Learners	19	100.0	36.8	25.6	24.6	36.8	**	**
Non-English Learners	131	94.3	73.2	49.7	46.9	72.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	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	49	762	753	752	*	*	*	45%	24%	69%	53%
White	31	770	756	760	0%	*	*	42%	32%	74%	64%
Hispanic	11	733	*	739	*	*	*	*	*	36%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	17	766	752	752	*	*	*	*	*	76%	53%
Male	32	760	754	751	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	*	*	735	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	755	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	729	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CATHERINE A DWYER ELEMENTARY SCHOOL
(27-4490-019)
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
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	754	751	748	0%	*	31%	*	*	62%	49%
White	40	756	753	755	0%	*	28%	*	*	68%	60%
Hispanic	*	*	744	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	31	757	751	748	0%	*	*	*	*	68%	50%
Male	24	751	752	748	0%	*	*	*	*	54%	49%
Economically Disadvantaged Students	*	*	734	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	754	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	756	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	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

CATHERINE A DWYER ELEMENTARY SCHOOL
(27-4490-019)
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	45	765	753	748	0%	*	*	*	*	78%	49%
White	21	768	752	756	0%	0%	*	*	*	86%	60%
Hispanic	13	754	743	736	0%	*	*	*	*	54%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	23	763	755	749	0%	*	*	*	*	74%	50%
Male	22	767	751	747	0%	*	*	*	*	82%	48%
Economically Disadvantaged Students	*	*	740	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	756	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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(27-4490-019)
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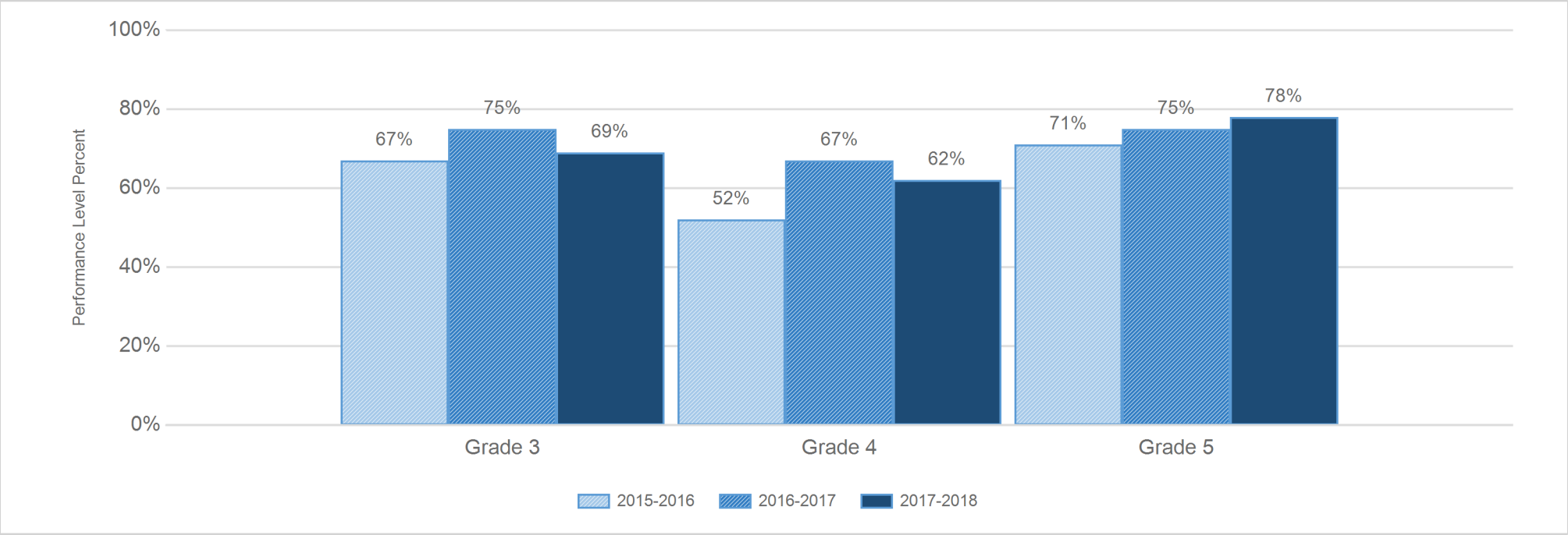
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	16	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

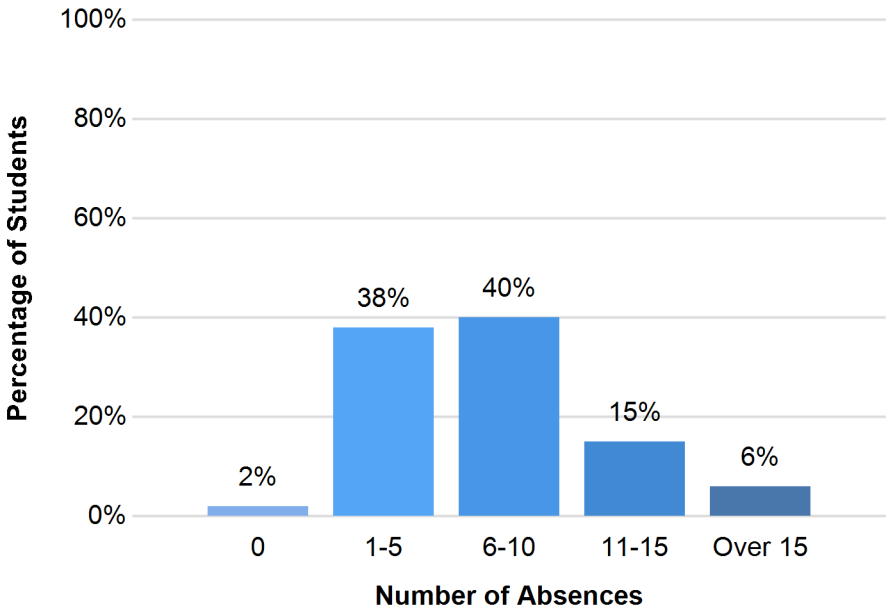
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	12	4.0	8.9	Met
White	6	3.1	8.9	Met
Hispanic	4	5.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	5.6	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Economically Disadvantaged Students	3	7.9	8.9	Met
Students with Disabilities	2	5.9	8.9	Met
English Learners	2	10.0	8.9	Not Met

Days Absent

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



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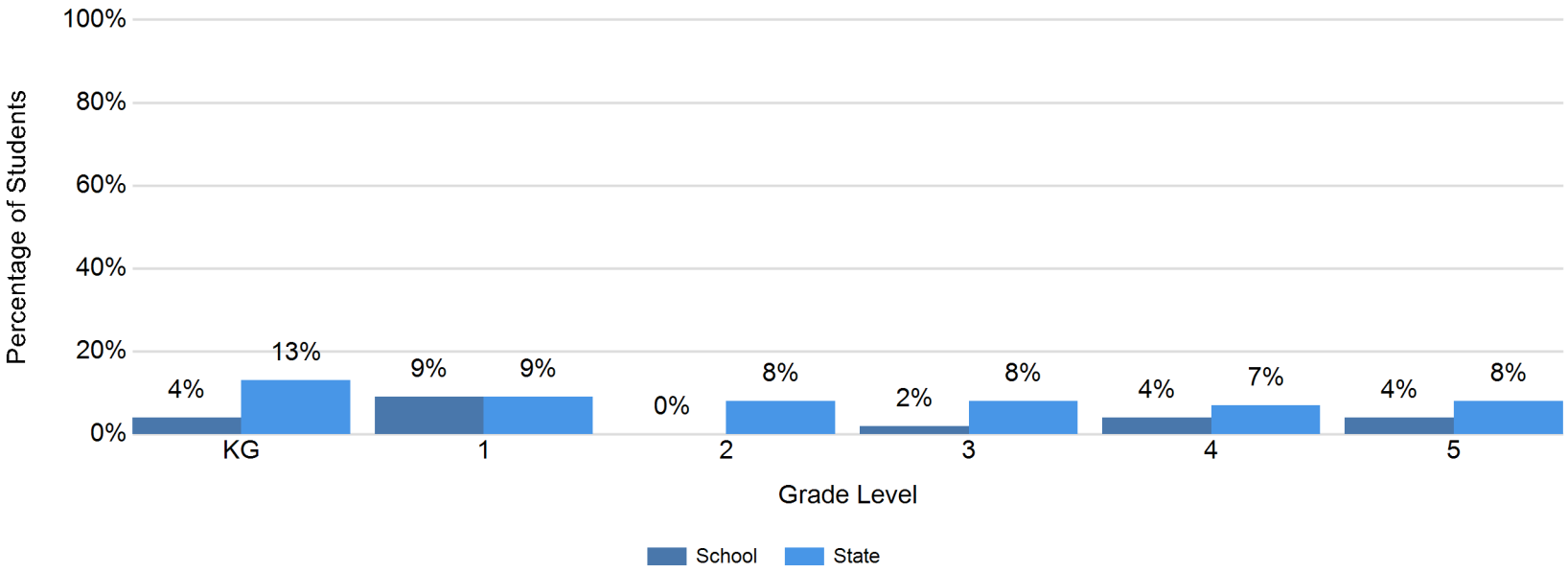
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

NJ SCHOOL PERFORMANCE REPORT

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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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 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)	$314	$17,423	$17,737

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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	30	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	83.3%	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	12	9,374
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Administrators in district for 4 or more years	41.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	302:1	194:1
Teachers to Administrators	30:1	19:1
Students to Librarians/Media Specialists		466:1
Students to Nurses		389:1
Students to Counselors		291:1
Students to Child Study Team		167:1

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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.

Bachelor's Degree

Master's Degree

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 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	86.7%	90.2%
2016-17 Administrators: Same district 2017-18	81.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.9%

NJ SCHOOL PERFORMANCE REPORT

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	93.3%	0.0%
Male	6.7%	100.0%
White	93.3%	100.0%
Hispanic	6.7%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

CATHERINE A DWYER ELEMENTARY SCHOOL
(27-4490-019)
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	70.32	17.5%
Mathematics Proficiency	81.58	17.5%
English Language Arts Growth	61.85	25.0%
Mathematics Growth	35.79	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	78.24	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	62.73	n/a
Summative Rating: Percentile Rank of Summative Score	70.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	53.59	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	78.15	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	N	**	**	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Catherine A. Dwyer continues innovative approaches with technology to ensure 21st Century Learners! This year, we have piloted the use of Alexa into a classroom to assist both students and teacher. • The Dwyer Family raised money for Smile Train. Smile Train provides free corrective cleft surgery in 87 countries, training local doctors and providing hospital funding for the procedures. • Dwyer has collaborated with Character.org to apply for two Promising Practices, which define several core value programs we are working on of paying it forward and giving back to our community.
Mission, Vision, Theme:	The Dwyer Family Goal is to engage and inspire our students to become independent thinkers equipped with 21st Century skills and a respect for all. It is our belief that every child can and will learn, this is the daily focus of our building and within our grade level common planning time, meetings, and building committees. Our focus is on creating a safe and challenging environment in which students of all academic and cultural diversities are secure.
Awards, Recognition, Accomplishments:	Recipient of the 4 MSUNER Incentive Grants in literature, flexible seating, technology, and STEAM. Our staff received two Study Research Grants, 3 teachers named to the MSUNER Leadership Associates and 21 members of our staff are Clinical Faculty Members at Montclair State University. Dwyer has also been named a grief sensitive school.

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Courses, Curriculum, Instruction:	At Catherine A. Dwyer we offer instruction in Math, Language Arts, Science, and Social Studies. In addition, students participate weekly in Special areas such as Physical Education, Library, Computer Literacy, Art, and Music. Finally, students have the opportunity to participate in instrumental music, band, gifted and talented, Art studio, and STEAM activities plus more.
Clubs and Activities:	Our students can also participate in activities that are both academic and service orientated such as; student government, Art Studio, which challenges their artistic flair with, collaborate with another district school in community choir, band, participate in local Spelling Bees and service learning projects.

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Before and After School Programs:	The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.
Staff and Professional Learning:	The Dwyer Family Staff continually seeks opportunities for professional development and growth from various sources such as peer to peer reviews each marking period, in-house workshops, professional learning communities, and through partnerships with universities in the area. Our focus in professional learning is targeted at the whole child and each teacher. Our staff is a highly dedicated team that seek out professional opportunities, grants and ways to improve in order to better themselves and the school community.

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Student Supports and Services:	The Dwyer Family is home to the district's English as a Second Language Program (ESL). In this program, students are exposed to coursework designed to help students who need assistance in learning English as their second language. These programs hire teachers that are often bilingual who are there to help students to develop their: speaking, writing, reading, and mathematical skills. Our Family also provides programs for all students in: academic intervention, response to intervention, occupational and physical therapy, speech, child study team, and school counselor, all ready to support and guide our children.
Student Health and Wellness:	Our staff takes the social and physical health of our students very seriously through two periods weekly of physical education, health classes, recess, and many other school and PTA sponsored physical activities such as walk-a-thons, family hockey and volleyball night.
Parent and Community Involvement:	Our PTA is a tremendous asset to our school family! The PTA breaks up into many committees to create an additional supportive layer for our students to succeed! Some of their programs include raising funds for school assemblies, walk-a-thons, literacy night, Veteran's Day Recognition, Halloween Bash, the Welcome Home Picnic, one of my favorites, at the beginning of the year, and much more. The saying states it takes a village, with the support of our PTA, we like to say it takes a family! Our webpage, twitter feed and parent portal gives families access to their child's academic progress, and the exciting things happening in and around our school.

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Climate Surveys:	A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.
Facilities:	Catherine A. Dwyer Elementary was constructed in 1972 as an open school, meaning no stationary walls separating classrooms, which makes it a truly unique, collaborative and collegial experience. Over the past several years, there has been many new upgrades to our facility making it a truly special environment in which to learn. Our school has added new and upgraded library, computer lab, and STEAM room. The physical building has seen upgrades to the HVAC, boiler, roof, and all new ceilings in the lower level.

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Other Information:	The CAD school family is comprised of approximately 305 Kindergarten through Fifth Grade students who are challenged daily with interdisciplinary, cooperative, and differentiated instruction, along with multisensory and experiential learning experiences. Our teachers are charged with using technology as an asset and tool for student growth, better preparing them for the rigors of middle school and beyond. Our motto is, No Walls…No Limits! It is within this statement our students, staff, and administration have inspired and promoted self-awareness in becoming the best we can possibly be on a day to day basis within our school. But, again no family can truly survive without the undying support of parents willing to go the extra mile for students and school community! Like Dorothy says in the Wizard of Oz, “There is no place like home” in our Dwyer Family!