NJ SCHOOL PERFORMANCE REPORT

SOUTH AMBOY ELEMENTARY
(23-4830-060)
Grades Offered: PK-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	SOUTH AMBOY CITY
Principal Name	MR. DUNPHY
Address	249 JOHN STREET SOUTH AMBOY, NJ 08879-1741
Phone Number	(732)525-2118
Email Address	SDUNPHY@SAPUBLICSCHOOLS.COM
Website	http://es.sapublicschools.com/
Facebook	https://www.facebook.com/South-Amboy-Elementary-School-1958251840928043/
Twitter	https://twitter.com/SAES08879

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	27	36	60
KG	85	77	74
1	88	80	74
2	80	85	78
3	88	90	87
4	94	85	91
5	82	88	91
Total	544	541	555

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	49.8%	47.7%	48.3%
Male	50.2%	52.3%	51.7%
Economically Disadvantaged Students	46.3%	41.2%	40.9%
Students with Disabilities	21.1%	15.9%	14.8%
English Learners	2.8%	3.0%	2.2%
Homeless Students		0.4%	1.4%
Students in Foster Care		0.6%	0.5%
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	57.9%	54.7%	50.3%
Hispanic	24.3%	27.9%	31.7%
Black or African American	11.0%	11.3%	11.9%
Asian	6.1%	5.5%	4.9%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	0.0%	0.0%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	27	36	60
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	85	77	74

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	87.0%
Spanish	8.1%
Polish	1.6%
Arabic	1.3%
Other Languages	2.0%

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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	48	43	50	Met Standard	38	41	50	Not Met
White	47	45	50	Met Standard	36	44	51	Not Met
Hispanic	51	43	49	Met Standard	39.5	41	48	Not Met
Black or African American	41	41	44	Met Standard	43	34	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	30	22	61	**	32.5	39	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	50	41.5	48	Met Standard	34	40	47	Not Met
Students with Disabilities	33.5	29.5	41	Not Met	18	23	43	Not Met
English Learners	*	32.5	54	**	*	31.5	51	**

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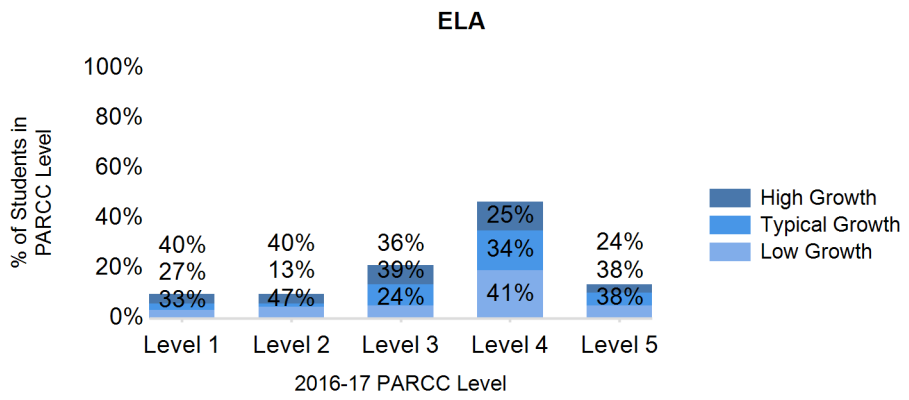
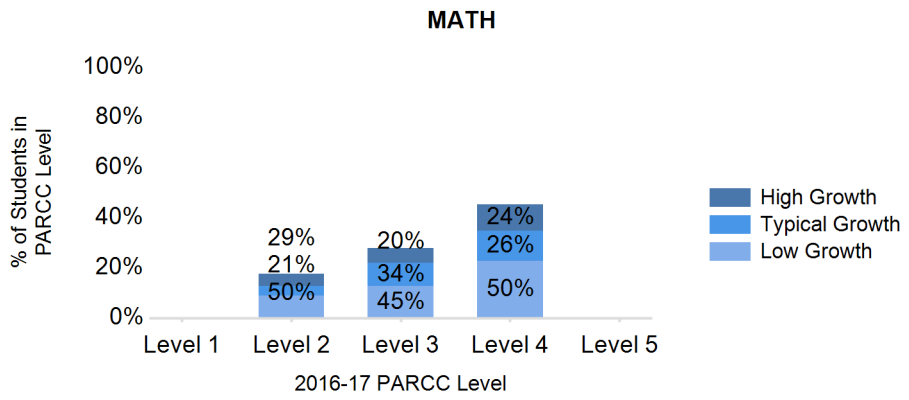
Student Growth by Performance Level

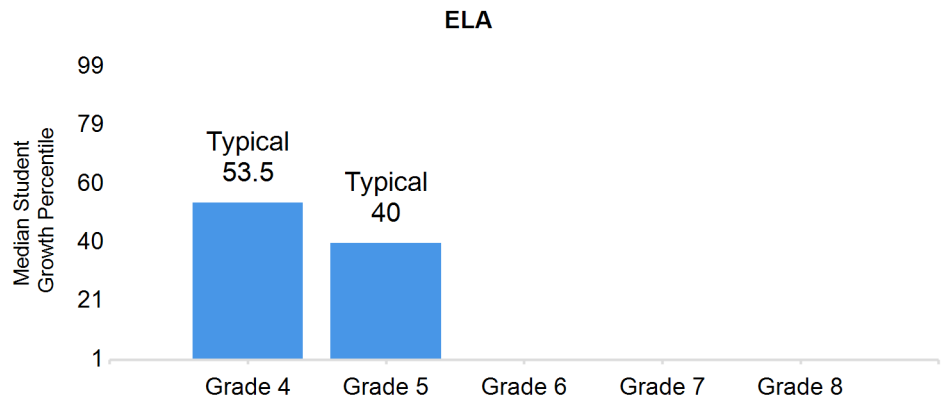
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

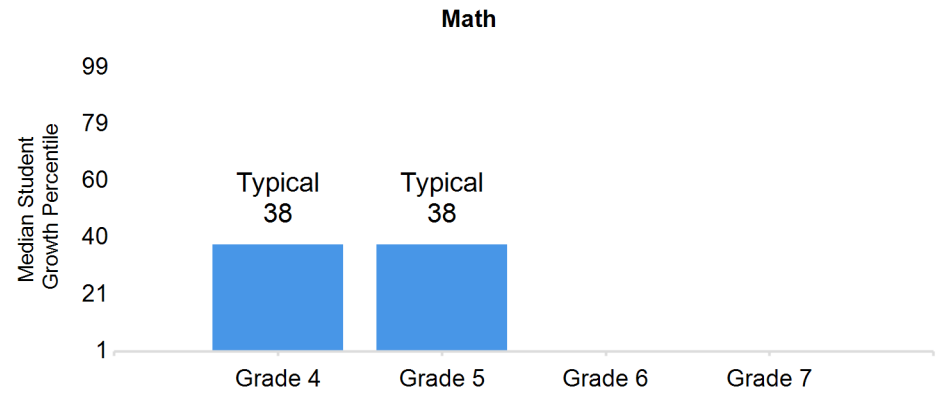




Student Growth by Grade

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	266	98.5	58.2	46.9	56.7	58.2	46.8	Met Target
White	141	98.0	61.7	50.3	65.6	61.7	46.6	Met Target
Hispanic	71	98.6	54.9	40.1	42.5	54.9	54.4	Met Target
Black or African American	37	100.0	51.3	44.9	37.3	51.3	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	58.9	*	82.3	58.9	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	120	98.4	65.9	53.2	64.5	65.9		
Male	146	98.7	52.0	41.0	49.4	52.0		
Economically Disadvantaged Students	111	98.3	52.2	42.2	38.5	52.2	48.2	Met Target
Non-Economically Disadvantaged Students	155	98.7	62.5	50.0	67.5	62.5		
Students with Disabilities	47	97.9	31.9	*	21.6	31.9	27.3	Met Target
Students without Disabilities	219	98.7	64.0	*	63.9	64.0		
English Learners	11	100.0	*	10.5	27.3	*	**	**
Non-English Learners	255	98.5	*	48.1	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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	89	745	745	750	11%	18%	26%	*	*	45%	52%
White	50	756	756	759	*	*	26%	*	*	52%	61%
Hispanic	24	736	736	736	*	*	*	*	*	38%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	40	752	752	756	*	*	*	*	*	48%	57%
Male	49	739	739	744	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	41	731	731	733	*	*	27%	*	*	32%	34%
Non-Economically Disadvantaged Students	48	757	757	762	*	*	25%	*	*	56%	64%
Students with Disabilities	16	705	705	719	*	*	*	*	*	13%	24%
Students without Disabilities	73	754	754	756	*	*	*	*	*	52%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	90	757	757	756	*	*	17%	52%	14%	67%	58%
White	45	758	758	764	*	*	*	*	*	69%	68%
Hispanic	29	760	760	744	*	*	*	*	*	66%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	34	762	762	762	*	*	*	*	*	71%	63%
Male	56	753	753	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	37	745	745	740	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	53	765	765	767	*	*	*	*	*	74%	70%
Students with Disabilities	12	718	718	726	*	*	*	*	*	33%	25%
Students without Disabilities	78	763	763	762	*	*	*	*	*	72%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	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	88	754	754	755	*	*	19%	*	*	65%	58%
White	46	755	755	763	*	*	22%	*	*	67%	68%
Hispanic	19	755	755	743	*	*	*	63%	0%	63%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	48	760	760	762	*	*	*	*	*	77%	66%
Male	40	748	748	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	34	755	755	739	*	*	*	*	*	71%	39%
Non-Economically Disadvantaged Students	54	754	754	766	*	*	*	*	*	61%	71%
Students with Disabilities	15	736	736	724	*	*	*	*	*	60%	22%
Students without Disabilities	73	758	758	762	*	*	*	*	*	66%	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	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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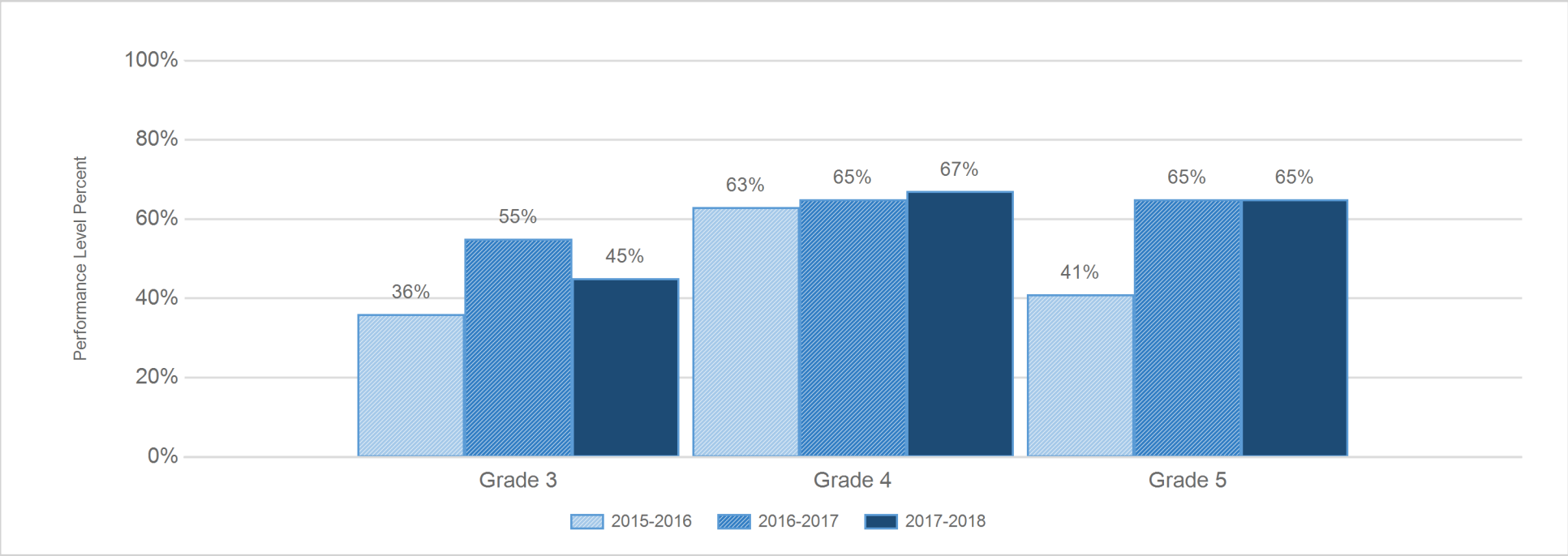
English Language Arts/Literacy Assessment - Performance Trends

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	267	98.6	46.0	35.3	45.0	46.0	44	Met Target
White	141	98.0	50.3	38.8	54.1	50.3	43.6	Met Target
Hispanic	72	98.7	40.3	27.2	29.2	40.3	39.6	Met Target
Black or African American	37	100.0	35.1	26.5	23.4	35.1	38	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	58.8	*	77.0	58.8	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	121	98.4	45.5	35.0	46.0	45.5		
Male	146	98.7	46.5	35.4	43.9	46.5		
Economically Disadvantaged Students	112	98.3	34.0	27.6	26.6	34.0	44.3	Not Met
Non-Economically Disadvantaged Students	155	98.7	54.9	40.1	55.9	54.9		
Students with Disabilities	47	97.9	14.9	*	17.1	14.9	28.6	Not Met
Students without Disabilities	220	98.7	52.7	*	50.5	52.7		
English Learners	12	100.0	*	*	24.6	*	**	**
Non-English Learners	255	98.5	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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	89	748	748	752	*	18%	26%	*	*	49%	53%
White	50	757	757	760	*	*	22%	*	*	62%	64%
Hispanic	24	739	739	739	*	*	42%	*	*	29%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	40	751	751	752	*	*	33%	*	*	48%	53%
Male	49	746	746	751	*	*	20%	*	*	51%	53%
Economically Disadvantaged Students	41	734	734	736	*	*	*	*	*	29%	35%
Non-Economically Disadvantaged Students	48	760	760	762	*	*	*	*	*	67%	66%
Students with Disabilities	16	716	716	730	*	*	*	*	*	25%	29%
Students without Disabilities	73	755	755	756	*	*	*	*	*	55%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

SOUTH AMBOY ELEMENTARY
(23-4830-060)
Grades Offered: PK-05
2017-2018

Report Key:
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****** 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	90	745	745	748	*	14%	26%	*	*	50%	49%
White	45	744	744	755	*	22%	22%	*	*	49%	60%
Hispanic	29	747	747	737	*	*	*	59%	0%	59%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	34	748	748	748	*	*	*	*	*	53%	50%
Male	56	743	743	748	*	*	*	*	*	48%	49%
Economically Disadvantaged Students	37	733	733	733	*	*	*	*	*	32%	30%
Non-Economically Disadvantaged Students	53	753	753	758	*	*	*	*	*	62%	62%
Students with Disabilities	12	711	711	725	*	*	*	*	*	*	22%
Students without Disabilities	78	750	750	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

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Grades Offered: PK-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	89	742	742	748	*	17%	36%	*	*	38%	49%
White	46	743	743	756	*	*	41%	*	*	39%	60%
Hispanic	20	735	735	736	*	*	*	*	*	25%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	49	742	742	749	*	*	39%	*	*	37%	50%
Male	40	742	742	747	*	*	33%	*	*	40%	48%
Economically Disadvantaged Students	35	741	741	733	*	*	29%	*	*	40%	29%
Non-Economically Disadvantaged Students	54	743	743	758	*	*	41%	*	*	37%	62%
Students with Disabilities	15	724	724	726	*	*	*	*	*	13%	20%
Students without Disabilities	74	746	746	752	*	*	*	*	*	43%	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	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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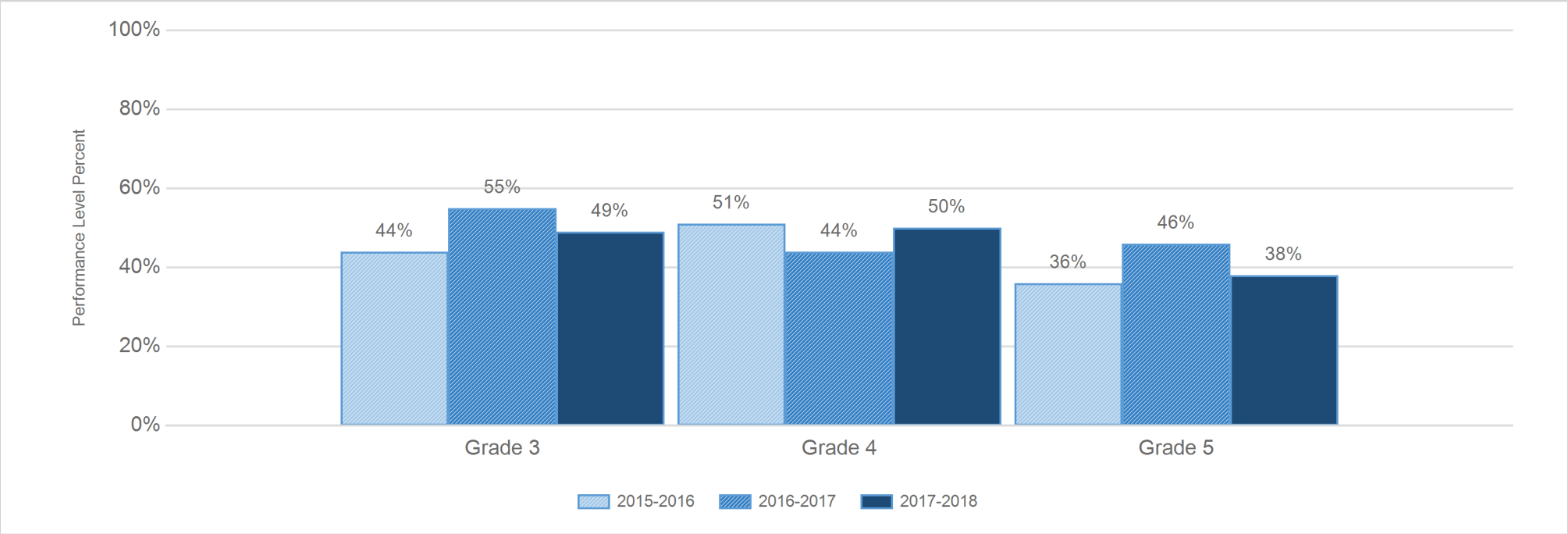
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
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	90.9%	**	**

† 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	10	80.0%	20.0%
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.

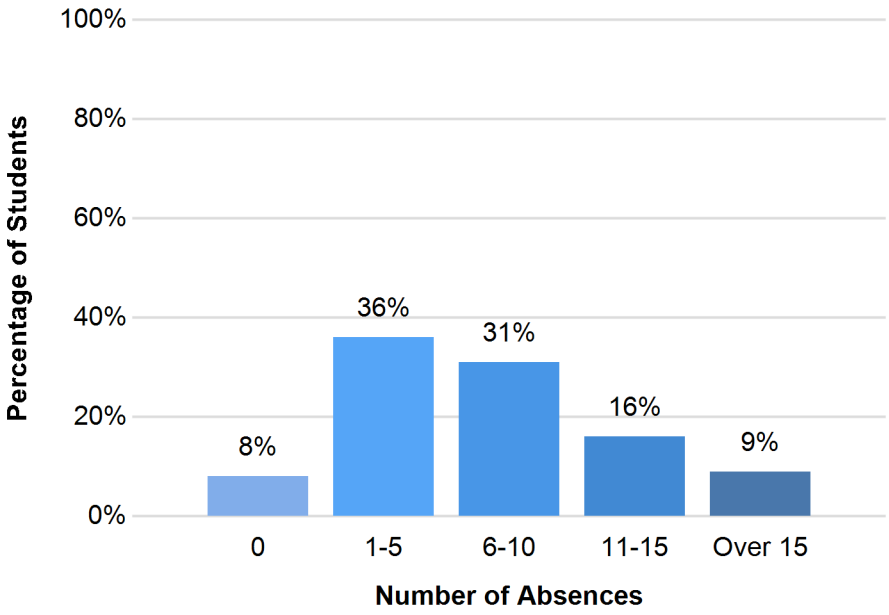
Chronic Absenteeism

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	39	7.7	8.9	Met
White	19	7.4	8.9	Met
Hispanic	14	9.1	8.9	Not Met
Black or African American	5	7.4	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	11.7	8.9	Not Met
Students with Disabilities	8	9.5	8.9	Not Met
English Learners	0	0	**	**

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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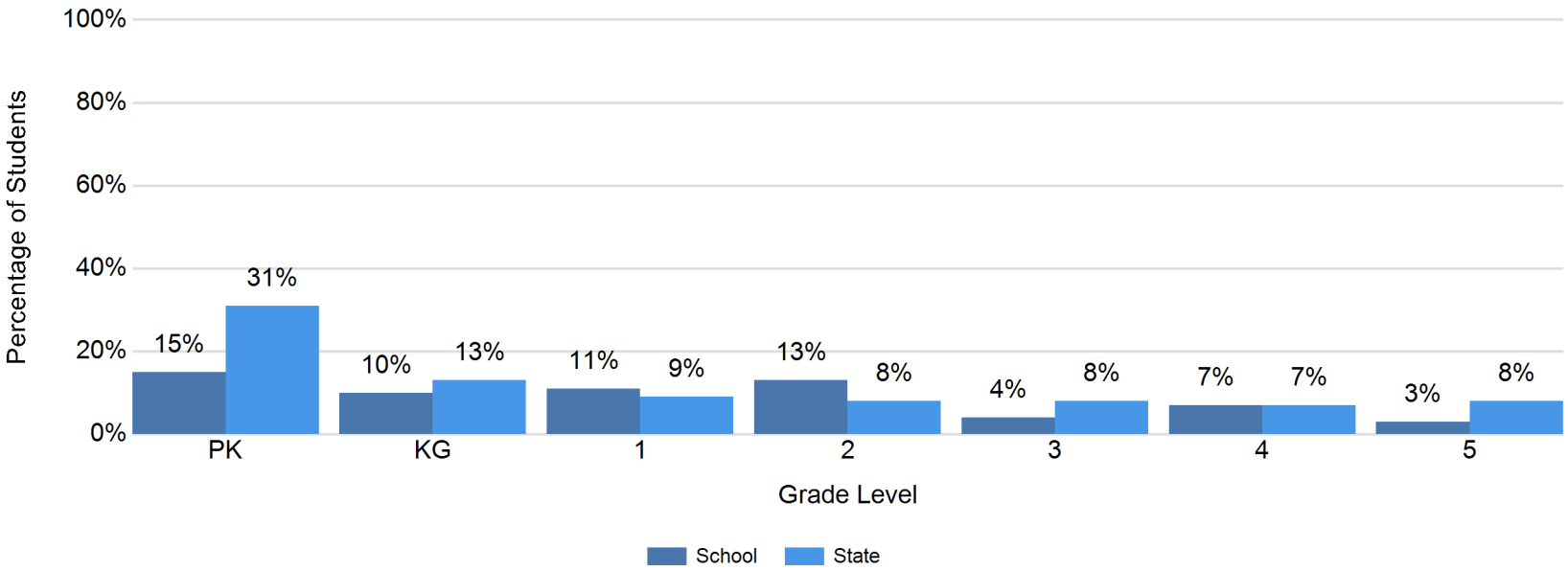
Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.70

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	1
Weapons	0
Vandalism	1
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	1	0	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	1	1	2
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	23	4.1%
Any Suspension	23	4.1%
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
57

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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 21 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	1.8:1

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)	$607	$12,689	$13,296

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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	49	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	79.6%	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	6	9,374
Average years experience in public schools	17.2	16.0
Average years experience in district	6.7	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	11:1	12:1
Students to Administrators	555:1	176:1
Teachers to Administrators	49:1	15:1
Students to Librarians/Media Specialists		1058:1
Students to Nurses		529:1
Students to Counselors		353:1
Students to Child Study Team		264:1

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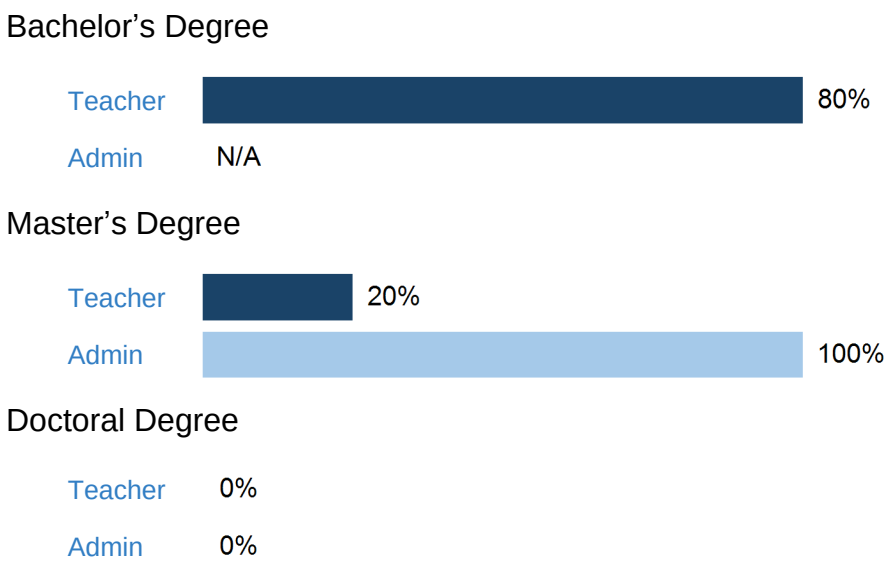
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.3%	90.2%
2016-17 Administrators: Same district 2017-18	57.1%	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	96.0%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.8%	0.0%
Male	8.2%	100.0%
White	98.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	2.0%	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

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(23-4830-060)
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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	56.58	17.5%
Mathematics Proficiency	45.91	17.5%
English Language Arts Growth	39.45	25.0%
Mathematics Growth	11.39	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.14	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.77	n/a
Summative Rating: Percentile Rank of Summative Score	31.28	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	Not Met	**	Met	No
White	28.90	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	51.69	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	60.93	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.91	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	36.81	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum includes a balanced literacy approach to English language arts and social studies • South Amboy Elementary School continued to use the Everyday Math curriculum in the 2017-18 school year, and developed a committee to adopt Ready Math for the 18-19 school year. • Grades 4 and 5 are departmentalized for Science/Math and English Language Arts/Social Studies
Mission, Vision, Theme:	South Amboy Elementary School and its outstanding educational programs achieve positive results for students with increasingly diverse and complex learning needs, and through the use of these programs we consistently surpass the State of New Jersey averages on standardized tests. These efforts involve strategies that unite special education, basic skills, other support programs, and general education to better serve our students and their families.

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Courses, Curriculum, Instruction:	The South Amboy Elementary School takes a humanities approach to our Language Arts curriculum and our Social Studies program. We use a balanced literacy program that is data driven in order to individualize the education for our students. We have been using the Everyday Math program for many years. Our science program is aligned to the NGSS, and we take a project-based learning approach to incorporate the standards into our curriculum.
Clubs and Activities:	We offer a number of clubs for our 4th and 5th graders. These clubs include: Student Government, Band, Chorus, RAK (Random Acts of Kindness), Intramural Basketball and Volleyball. We also offer a Homework Club for grades 3-5 to offer some extra assistance after school for students.

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Before and After School Programs:	We offer an after school program for struggling readers. During this program students meet with in small groups with interventionists twice a week in order to enhance their reading and comprehension skills.
Staff and Professional Learning:	Staff members plan and attend in-service workshops and obtain ongoing professional development to ensure continuous improvement in the knowledge and skills they employ to educate our students. The South Amboy School district is embracing a data driven approach to instruction, and our faculty and staff are analyzing data in order to form a more individualized educational plan for each and every one of our students. We utilize the Linkit! program to warehouse and analyze our data.

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Student Supports and Services:	Our school offers ELL services and a full range of special educational offerings ensuring the least restrictive environment for all of our students. We also offer guidance services, counseling, Intervention and Referral Services, as well as after school academic assistance. All the services support the learning and emotional growth of our students.
Student Health and Wellness:	The South Amboy Elementary School offers a breakfast program available to all students. We promote healthy living in our physical education classes, and during our recess time at lunchtime. We also take a proactive approach to anti-bullying by having multiple classroom meetings throughout the year following the Olweus Anti-Bullying Curriculum.
Parent and Community Involvement:	Parents are essential and equal partners in their children's education. Our open houses, Family Literacy Nights, and Family Math Nights provide unique opportunities to help our parents become active in their child's life while having fun with learning. The South Amboy PTO and the South Amboy Elementary School have a tremendous partnership that allows our students to grow through assemblies and donations to enhance the overall educational experience.

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Facilities:	The South Amboy Elementary School had major renovations 4 years ago, wherein central air conditioning was installed at the school, along with energy efficient utilities. We have implemented a research/media room where classes can sit in whole group or small groups in order to perform research based activities on Chromebooks.
School Safety:	The South Amboy Elementary School conducts safety drills on a monthly basis. Our school safety team evaluates our drills and makes reccomendations which are then forwarded to our staff in order to make our school the safest place possible. We have recently re-keyed all the doors to further protect our students and staff. Finally, we have put into place a safety measure where you have to be buzzed into the building in multiple areas in order to gain access to the building.

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Technology and STEM:	South Amboy Elementary School, currently has one Chromebook cart per grade level and also operates two different computer labs and a media room with 24 Chromebooks. We encourage students to utilize the media room during our indoor recess periods if they wish to work on their Math or LAL skills.
Early Childhood Education:	In 2017-18, the district received a grant for Preschool Expansion. With the additional funding, we were able to partner with the local head-start program to offer full day pre-k to more students in our district. The enrollment in our Pre-K program nearly doubled with the additional funding received. By partnering with the head-start program, we were able to offer additional services such as parent liaisons, a master teacher, and a summer program for incoming qualifying students.

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Other Information:	The South Amboy Elementary School prides itself on many aspects including: A Sense of Community: The sharing, participation, and fellowship that comes from a common vision, problem-solving teams and committees, paraprofessionals as partners, parents as partners, and teachers as partners, students as problem solvers, community members as volunteers, and a wide variety of services for students to help our children develop self-worth, pride in accomplishment, and mutual respect; Leadership: The administrative team is actively involved and shares responsibility with the entire school staff to plan and carry out strategies to make the school successful; High Standards: All students meet high levels of educational outcomes and performance that are appropriate to their needs. Levels of achievement, instructional content, and delivery of instruction all reflect students' individual needs; Collaboration and Cooperation: We encourage students and staff members to support each other through peer tutoring, cooperative learning, interdisciplinary teams, and teacher- student assistance teams (Response to Intervention), as well as other collaborative arrangements; Character Education: Staff members, in conjunction with parents, empower students to become competent and responsible members of their school and community by encouraging the development of ethics and values, integrity, self-esteem, social and civic responsibility, and an appreciation and respect for diversity. Our OLWEUS anti-bullying initiative is a nationally recognized model. Students and staff address current issues during our classroom anti-bullying sessions. Our school is also becoming more active on social media with our Instagram account and Twitter account both named @SAES08879.