NJ SCHOOL PERFORMANCE REPORT

**VILLAGE SCHOOL**
(25-2230-080)
Grades Offered: PK-03
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
**†** 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 | MONMOUTH |
| District | HOLMDEL TWP |
| Principal Name | MR. HOWARD |
| Address | 67 MCCAMPBELL ROAD HOLMDEL, NJ 07733-2299 |
| Phone Number | (732)946-1820 |
| Email Address | ahoward@holmdelschools.org |
| Website | https://www.holmdelschools.org/schools/village-school-p-3 |

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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 | 51 | 53 | 63 |
| KG | 148 | 147 | 129 |
| 1 | 203 | 177 | 184 |
| 2 | 217 | 223 | 200 |
| 3 | 216 | 232 | 236 |
| Total | 835 | 832 | 812 |

## Enrollment Trends by Student Group

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

| Student Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Female | 45.4% | 44.8% | 46.7% |
| Male | 54.6% | 55.2% | 53.3% |
| Economically Disadvantaged Students | 2.5% | 1.3% | 1.4% |
| Students with Disabilities | 15.3% | 15.4% | 17.7% |
| English Learners | 1.9% | 2.4% | 2.1% |
| Homeless Students | | 0.0% | 0.0% |
| Students in Foster Care | | 0.1% | 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 | 75.1% | 72.2% | 71.2% |
| Hispanic | 3.5% | 4.8% | 5.7% |
| Black or African American | 1.3% | 0.8% | 1.0% |
| Asian | 16.9% | 17.4% | 15.9% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.1% | 0.0% | 0.0% |
| Two or More Races | 3.1% | 4.7% | 6.3% |

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

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

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| PK - Half Day | 32 | 49 | 33 |
| PK - Full Day | 19 | 4 | 30 |
| KG - Half Day | 132 | 139 | 128 |
| KG - Full Day | 16 | 8 | 1 |

## Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

| Home Language | % of Students |
|---|---|
| English | 96.1% |
| Chinese | 2.0% |
| Other Languages | 2.0% |

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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 | 234 | 99.6 | 79.1 | 81.8 | 56.7 | 79.1 | 77 | Met Target |
| White | 177 | 99.4 | 78.6 | 79.6 | 65.6 | 78.6 | 74.4 | Met Target |
| Hispanic | * | * | * | 70.8 | 42.5 | * | ** | ** |
| Black or African American | * | * | * | * | 37.3 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 37 | 100.0 | 83.8 | 91.0 | 82.3 | 83.8 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 52.7 | N | ** | ** |
| Two or More Races | * | * | * | 87.3 | 63.4 | * | ** | ** |
| Female | 106 | 100.0 | 83.0 | 90.0 | 64.5 | 83.0 | | |
| Male | 128 | 99.2 | 75.8 | 74.2 | 49.4 | 75.8 | | |
| Economically Disadvantaged Students | * | * | * | * | 38.5 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.5 | * | | |
| Students with Disabilities | 41 | 97.6 | 46.4 | 32.2 | 21.6 | 46.4 | 49.3 | Met Target† |
| Students without Disabilities | 193 | 100.0 | 86.0 | 89.1 | 63.9 | 86.0 | | |
| English Learners | * | * | * | 42.1 | 27.3 | * | ** | ** |
| Non-English Learners | * | * | * | 82.2 | 59.4 | * | | |
| Homeless Students | N | 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 | | |

† Target was met within a confidence interval.

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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** | 229 | 774 | 774 | 750 | * | * | 12% | 65% | 15% | 80% | 52% |
| White | 174 | 771 | 771 | 759 | * | * | 13% | 66% | 13% | 79% | 61% |
| Hispanic | * | * | * | 736 | * | * | * | * | * | * | 38% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 785 | 785 | 777 | 0% | * | * | * | * | 83% | 77% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 58% |
| Female | 105 | 780 | 780 | 756 | * | * | 11% | 66% | 18% | 84% | 57% |
| Male | 124 | 769 | 769 | 744 | * | * | 13% | 65% | 12% | 77% | 46% |
| Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Students with Disabilities | 36 | 743 | 743 | 719 | * | * | * | 47% | 0% | 47% | 24% |
| Students without Disabilities | 193 | 780 | 780 | 756 | * | * | * | 68% | 18% | 86% | 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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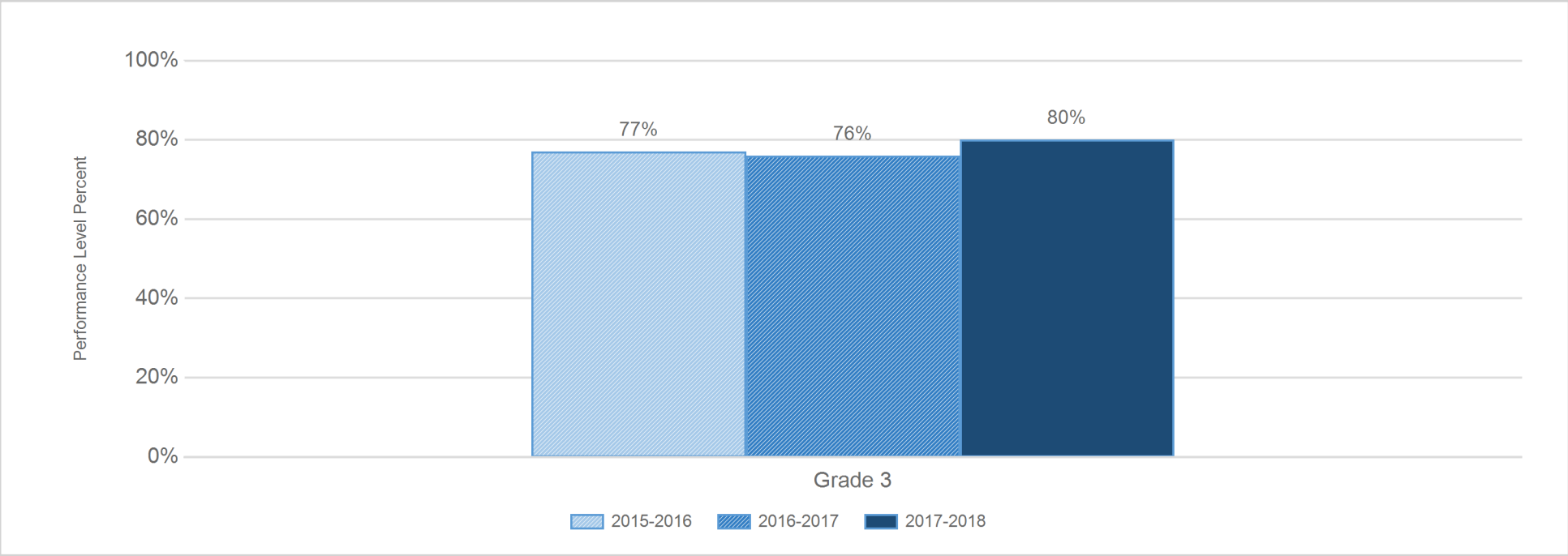
## English Language Arts/Literacy Assessment - Performance Trends

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 | 235 | 99.6 | 77.8 | 70.0 | 45.0 | 77.8 | 79.7 | Met Target† |
| White | 177 | 99.4 | 76.2 | 64.8 | 54.1 | 76.2 | 76.6 | Met Target† |
| Hispanic | * | * | * | 45.4 | 29.2 | * | ** | ** |
| Black or African American | * | * | * | * | 23.4 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 38 | 100.0 | 92.1 | 91.1 | 77.0 | 92.1 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.5 | N | ** | ** |
| Two or More Races | * | * | * | 83.5 | 53.0 | * | ** | ** |
| Female | 106 | 100.0 | 79.3 | 72.2 | 46.0 | 79.3 | | |
| Male | 129 | 99.2 | 76.8 | 67.9 | 43.9 | 76.8 | | |
| Economically Disadvantaged Students | * | * | * | * | 26.6 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 55.9 | * | | |
| Students with Disabilities | 41 | 97.6 | 36.6 | 19.0 | 17.1 | 36.6 | 49.3 | Not Met |
| Students without Disabilities | 194 | 100.0 | 86.6 | 77.2 | 50.5 | 86.6 | | |
| English Learners | * | * | * | 59.1 | 24.6 | * | ** | ** |
| Non-English Learners | * | * | * | 70.1 | 46.9 | * | | |
| Homeless Students | N | 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 | | |

† Target was met within a confidence interval.

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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** | 230 | 775 | 775 | 752 | * | * | 14% | 44% | 34% | 78% | 53% |
| White | 174 | 772 | 772 | 760 | * | * | 16% | 47% | 30% | 76% | 64% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Black or African American | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 37 | 795 | 795 | 780 | 0% | * | * | 35% | 57% | 92% | 83% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 105 | 775 | 775 | 752 | * | * | 14% | 47% | 32% | 79% | 53% |
| Male | 125 | 775 | 775 | 751 | * | * | 14% | 42% | 35% | 78% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 66% |
| Students with Disabilities | 36 | 742 | 742 | 730 | * | * | * | * | * | 33% | 29% |
| Students without Disabilities | 194 | 781 | 781 | 756 | * | * | * | * | * | 87% | 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% |

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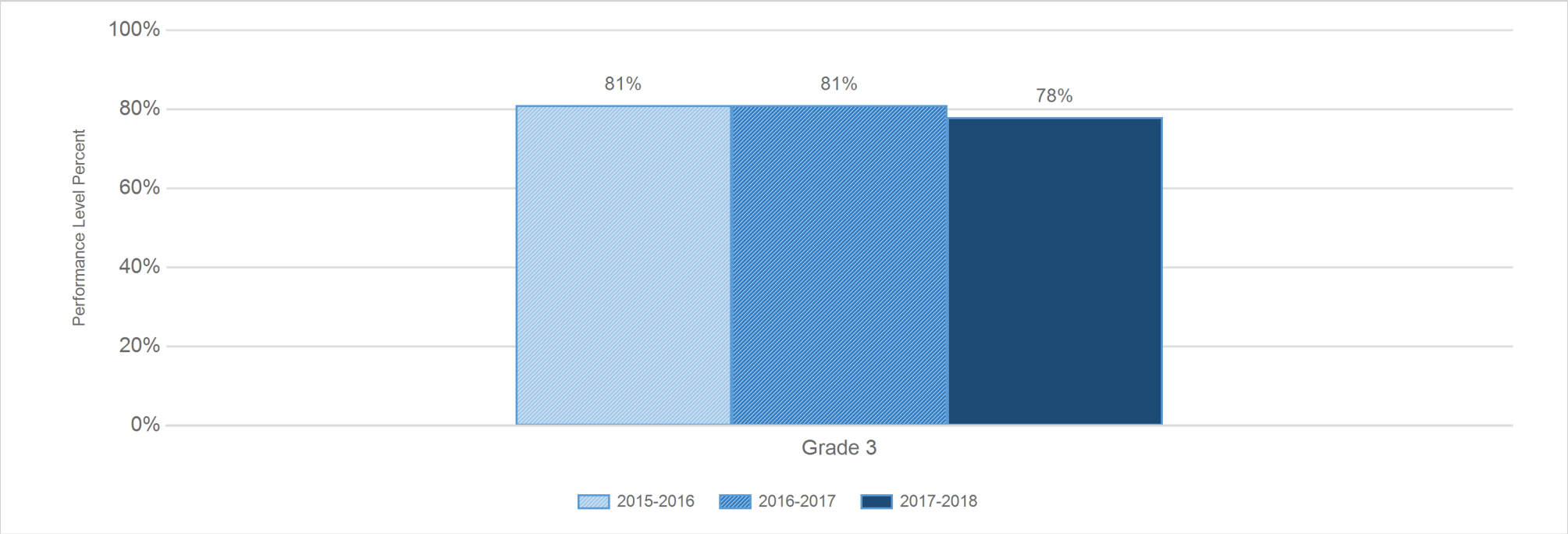
## Mathematics Assessment – Performance Trends

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 | * | * |

## 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 | 100.0% | ** | ** |

† 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 | 15 | 60.0% | 40.0% |
| 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.

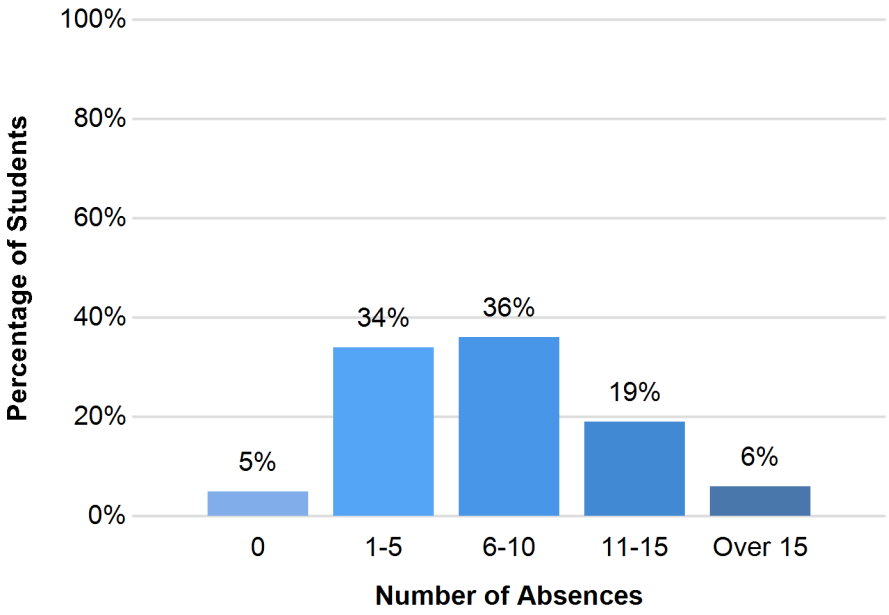
## Chronic Absenteeism

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 | 29 | 3.9 | 9.6 | Met |
| White | 23 | 4.3 | 9.6 | Met |
| Hispanic | * | * | 9.6 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 4 | 3.2 | 9.6 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 1 | 2.3 | 9.6 | Met |
| Economically Disadvantaged Students | 0 | 0 | ** | ** |
| Students with Disabilities | 2 | 1.8 | 9.6 | Met |
| English Learners | 4 | 23.5 | ** | ** |

## 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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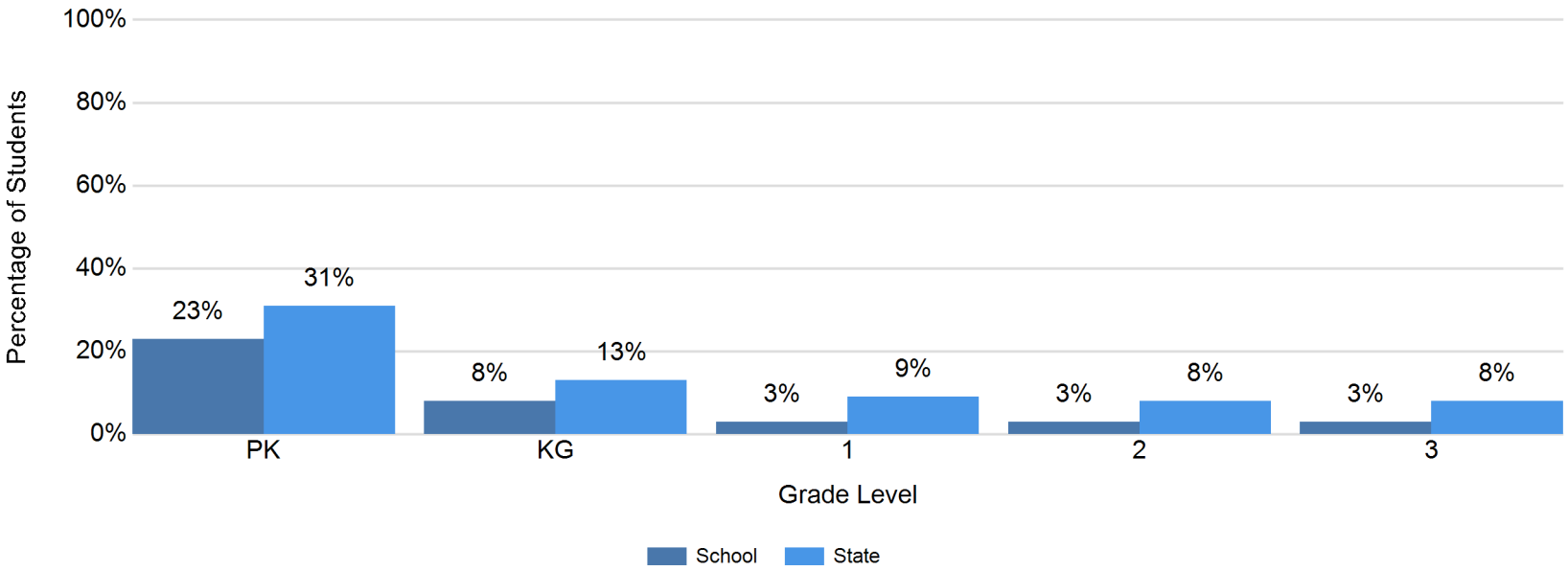
## Chronic Absenteeism by Grade

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

**VILLAGE SCHOOL**
(25-2230-080)
Grades Offered: PK-03
2017-2018

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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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(25-2230-080)
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2017-2018

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## School Day

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

| Category | School |
|---|---|
| Typical Start Time | 9:05 AM |
| Typical End Time | 3:35 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs 20 Mins |
| Shared Time - Instructional Time | 6 Hrs. 20 Mins. |

## 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) | $346 | $16,571 | $16,917 |

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 – 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 | 71 | 117,464 |
| Average years experience in public schools | 9.8 | 12.0 |
| Average years experience in district | 9.8 | 10.7 |
| Teachers in district for 4 or more years | 70.4% | 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 | 20 | 9,374 |
| Average years experience in public schools | 10.8 | 16.0 |
| Average years experience in district | 10.8 | 12.0 |
| Administrators in district for 4 or more years | 70.0% | 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 | 11:1 |
| Students to Administrators | 406:1 | 151:1 |
| Teachers to Administrators | 36:1 | 13:1 |
| Students to Librarians/Media Specialists | | 603:1 |
| Students to Nurses | | 753:1 |
| Students to Counselors | | 377:1 |
| Students to Child Study Team | | 274:1 |

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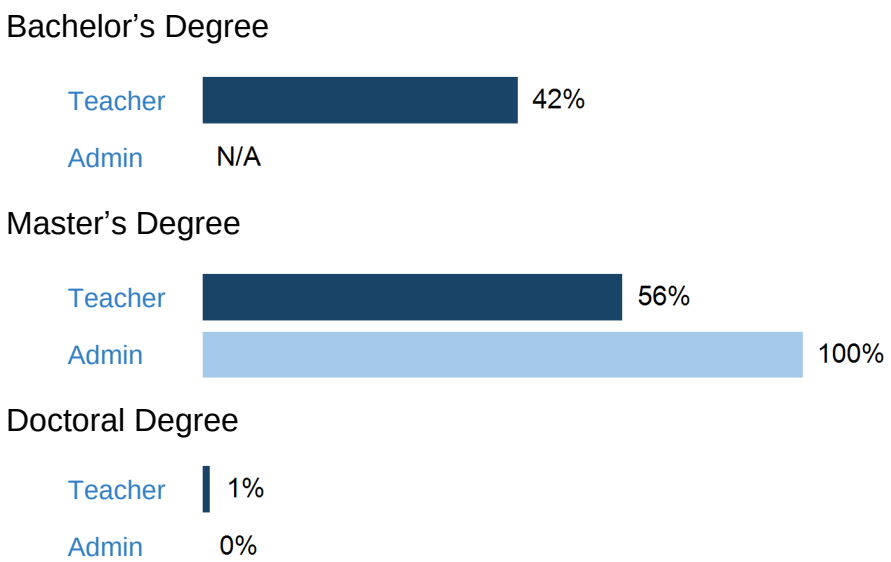
## Teachers and Administrators - Level of Education

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 | 93.9% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 89.5% | 86.2% |

## Faculty Attendance

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

| School Year | % Days Present |
|---|---|
| 2017-18 | 97.1% |

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

## Teachers and Administrators – Demographics

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

| Category | Teachers | Administrators |
|---|---|---|
| Female | 94.4% | 50.0% |
| Male | 5.6% | 50.0% |
| White | 97.2% | 100.0% |
| Hispanic | 1.4% | 0.0% |
| Black or African American | 0.0% | 0.0% |
| Asian | 1.4% | 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% |

NJ SCHOOL PERFORMANCE REPORT

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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 |
|---|---|---|
| N | N | N |

## 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 | N | N | N |
| White | N | | |
| Hispanic | N | | |
| Black or African American | N | | |
| Asian, Native Hawaiian, or Pacific Islander | N | | |
| American Indian or Alaska Native | N | | |
| Two or More Races | N | | |
| Economically Disadvantaged Students | N | | |
| Students with Disabilities | N | | |
| English Learners | N | | |

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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 | N | N |
| Mathematics Proficiency | N | N |
| Progress Towards English Language Proficiency | N | N |
| Chronic Absenteeism | N | N |
| **Summative Score:** Sum of all indicator scores multiplied by indicator weights | N | n/a |
| **Summative Rating:** Percentile Rank of Summative Score | N | n/a |
| **Requires Comprehensive Support:** Summative Rating is less than or equal to 5th percentile | N | 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 | No |
| White | N | N | No | Met Target | Met Target† | ** | ** | n/a | Met | No |
| Hispanic | N | N | No | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | N | N | No | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | N | N | No | Met Goal | Met Goal | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | N | N | No | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | N | N | No | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | N | N | No | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | N | N | No | Met Target† | Not Met | ** | ** | n/a | Met | No |
| English Learners | N | N | 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: | • Certified as a "Future Ready" school |
| Mission, Vision, Theme: | The mission of the Holmdel Township Public Schools is to provide a comprehensive and caring educational environment that will develop the potential of every pupil into achievement. In partnership with our community, the school district will support all our pupils' efforts to meet and exceed the New Jersey Student Learning Standards, and to become responsible and resourceful citizens and life-long learners. |

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| | |
|---|---|
| Courses, Curriculum, Instruction: | Village students are presented with a program of study that includes instruction in mathematics, language arts, science, and social studies. Fine arts and health are addressed through art, music, health, and physical education courses. World language is taught in grades 1-3. Learning experiences are enhanced and enriched through field trips, assemblies, special programs, and technology. |
| Clubs and Activities: | There are several after school clubs offered at Village. We host Lego Camp, Chess Club, a Soccer Club, and a Unified Sports Club which includes different inclusive camps focused on basketball, soccer, and track and field. Our 2nd and 3rd grade students also compete in both the Continental Math and LA Olympiad assessments. |

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| | |
|---|---|
| Before and After School Programs: | We offer a before school and after school program for children in grades K-3 called Primetime. This program is available for our school community to assist working families, as well as to offer children a social environment to engage with friends and work on homework assignments in the afternoon. There is a coordinator of our Enterprise Programs who oversees Primetime. |
| Staff and Professional Learning: | Staff development remains a strong focus. Staff members participated in a variety of in-district courses, out-of-district professional workshops, Professional Learning Teams, and graduate programs. A strong emphasis continued to be placed on technology, differentiated instruction, and social/emotional learning. We have been fortunate to offer many workshop opportunities to our staff through our own staff members. There are a number of teacher leaders at Village School who share their expertise during grade-level/staff meetings and during staff development days. |

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| | |
|---|---|
| Student Supports and Services: | Our I&RS Committee meets regularly to determine strategies for students who struggle during the day. This may result in actions plans that tie in best practices in teaching, as well as offering our children a basic skills program (Achieve). We offer special services programs based on student needs. Our programs run from our least restrictive environment intervention of a full day in-class support model to self-contained settings for students requiring a more intensive program to meet their needs. We have an ELL teacher who works with students, families, and teachers across our two elementary schools. We also offer a gifted and talented program (Voyagers) that provides these children with enrichment opportunities in and out of their classrooms. |
| Student Health and Wellness: | Our students have the opportunity to engage in physical education classes throughout the week. The children also have a daily recess period that promotes getting our students outside and engaging in physical activity. Our grade 1-3 students also have health as part of their program through the year. This allows our PE teachers the opportunity to promote health and wellness in a more structured way. |
| Parent and Community Involvement: | Parent involvement is a key component to Village School's success. In addition to the annual Back-To-School nights and parent teacher conferences, the Village parents run the school store, host after-school activities, serve as chaperones on field trips, and sponsor cultural arts programs for the students. Fundraising from major events enables the PSA to purchase many items to enhance student learning and add to our wonderful school environment. |

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| | |
|---|---|
| School Safety: | The safety of all school community members is critically important. All students and staff comply with safety procedures at all times. Classrooms have established procedures and protocols in place. Safety/Security drills are conducted monthly to ensure the effectiveness of protocols in place in the event of an emergency. |

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| | |
|---|---|
| Other Information: | Village School offers a comprehensive program to its PK-3 students by providing educational experiences in partnership with the school community. The goal is to ensure our students acquire knowledge, skills, and attitudes necessary to become productive and responsible citizens. We have worked with many stakeholder groups to complete 1:1 technology goals and character education initiatives. We pride ourselves on fostering academically, socially, and emotionally well-rounded children. |