NJ SCHOOL PERFORMANCE REPORT

MILDRED B. MOSS ELEMENTARY SCHOOL
(23-3120-090)
Grades Offered: PK-KG
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	METUCHEN BORO
Principal Name	MR. COHEN
Address	16 SIMPSON PLACE METUCHEN, NJ 08840
Phone Number	(732)321-8700
Email Address	RCOHEN@METBOE.K12.NJ.US
Website	http://www.metuchenschools.org/metuchen/
Facebook	https://www.facebook.com/metuchenschools/
Twitter	https://twitter.com/MSD_Caputo

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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	50	40
KG	130	113	129
Total	181	163	169

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	42.0%	36.8%	44.4%
Male	58.0%	63.2%	55.6%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	27.1%	31.3%	28.4%
English Learners	1.1%	2.5%	4.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.6%	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	49.2%	49.1%	54.4%
Hispanic	12.2%	11.7%	11.2%
Black or African American	3.3%	5.5%	4.1%
Asian	28.7%	23.9%	17.8%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.6%	0.6%
Two or More Races	6.1%	8.6%	11.2%

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	48	48	40
PK - Full Day	3	2	0
KG - Half Day	120	104	113
KG - Full Day	10	9	16

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	79.3%
Chinese	5.9%
Spanish	2.4%
Albanian	1.8%
Gujarati	1.2%
Other Languages	9.5%

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English Language Progress to Proficiency

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

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

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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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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.

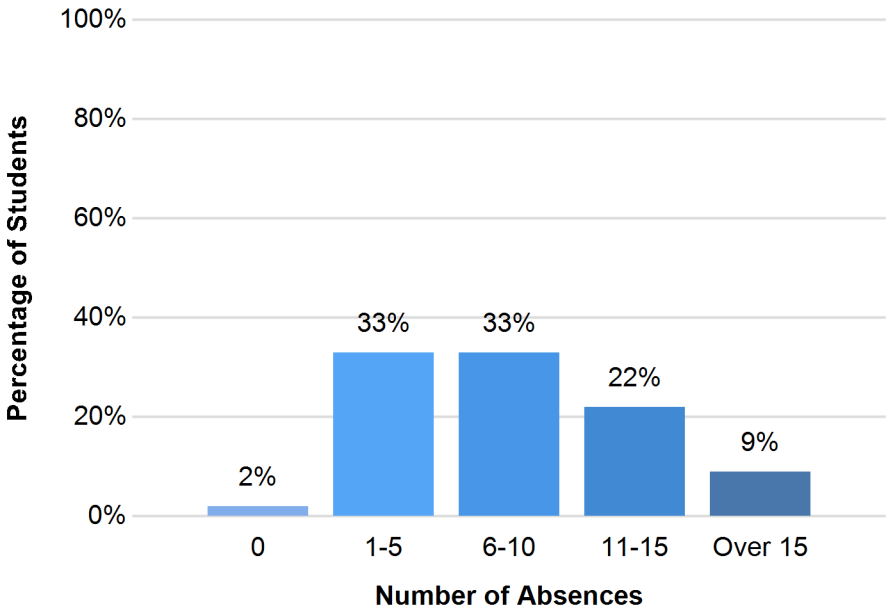
Chronic Absenteeism

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	5	3.9	13.0	Met
White	2	2.6	13.0	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	4.2	13.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	7.1	**	**
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	0	0	13.0	Met
English Learners	*	*	**	**

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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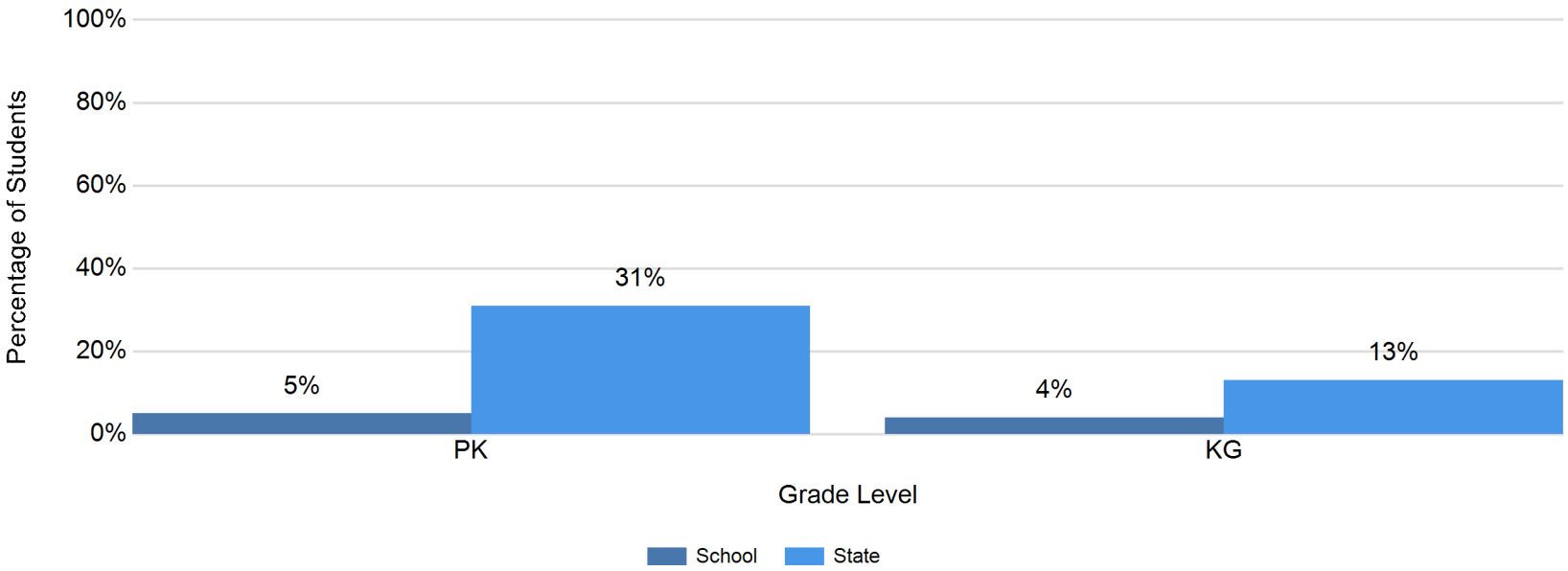
Chronic Absenteeism by Grade

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

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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

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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	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 5 Mins.

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)	$377	$13,660	$14,037

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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	13	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	7.7	10.7
Teachers in district for 4 or more years	53.8%	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	16	9,374
Average years experience in public schools	20.4	16.0
Average years experience in district	7.4	12.0
Administrators in district for 4 or more years	62.5%	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	13:1	12:1
Students to Administrators	169:1	142:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		755:1
Students to Nurses		567:1
Students to Counselors		378:1
Students to Child Study Team		283:1

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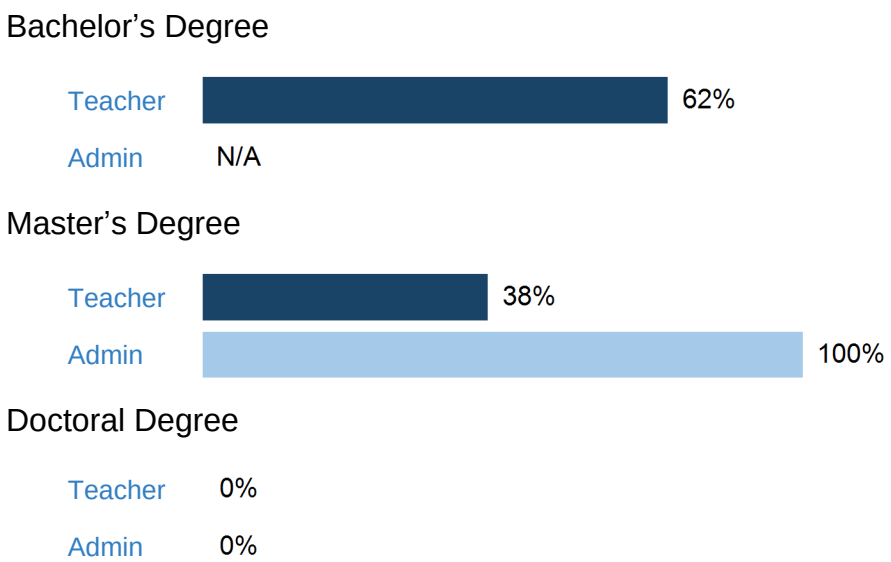
Teachers and Administrators - Level of Education

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	94.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	97.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	0.0%
Male	0.0%	100.0%
White	92.3%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	7.7%	0.0%

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School Narrative

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

Highlights:	• 1. Recipient of three School of Character Awards. “Teaching the Behaviors of Moss School Values” • Integrating SEL: Revised ELA and Math Curriculum To include NJ SEL Competency of Responsible Decision-Making, Self-Awareness, and Social Awareness • Two SEL Interns from Rutgers University
Mission, Vision, Theme:	Moss School houses high-quality kindergarten programming, special needs pre-school and an integrated pre-school program. Children at Moss School enjoy a safe environment where academic achievement and a cheerful atmosphere open the door to a successful launch to a Whole Child Education.
Awards, Recognition, Accomplishments:	2018-23 National School of Character, 2018 New Jersey School of Character, and 2018 National Winner Promising Practice in Character Education Moss School was published in NJEA’s Great Ideas column in April of 2014 for its innovative approach to teaching both academic and social problem solving at the same time.

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Courses, Curriculum, Instruction:	Moss School's curriculum was designed thoughtfully to develop all students as self-reflective and self-regulating individuals with high levels of academic, social and emotional intelligence. The curriculum was written by Moss teachers to teach students the habits of mind of intelligent thinking and problem solving across academic, social and emotional (SEL) contexts.

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Staff and Professional Learning:	Moss School PD goal for this year is promoting emotional recognition, emotional literacy and emotional regulation. Staff are receiving training on collaborative problem solving to model effective ways to stay calm and problem solve on. In addition, Moss works with Dr. Maurice Elias of Rutgers University and utilizes his research for both social problem solving and emotional intelligence in academics to guide curriculum development and best practices in embedding SEL. Finally, Moss works with Rutgers SEL interns to provide support for students struggling with these skills. The partnerships provides on the job and hands on professional learning for staff as the interns bring newest best practices and research in these areas of literacy.

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Student Supports and Services:	Moss School houses the Metuchen Intervention Pre-School Program (MIPP). This program is for children between the ages of 3 and 5 who have been identified as having specific needs which can be corrected or lessened when addressed at an early age. A half-day Resource Room is offered to children who have moved up to kindergarten from the MIPP program and need additional help in early learning foundations. If needed, students in MIPP and the Resource Room are provided with speech, occupational and physical therapy. Moss School provides regular education inclusion opportunities for its MIPP students. The school also offers an Integrated Pre-school class.
Student Health and Wellness:	The main focal points of the Health and Social Studies program are the Social Studies NJSLS standards in which students' develop their emotional health and wellness as well as social problem solving skills. This is accomplished through the teaching and learning of the common core problem solving approach which students internalize and attempt to apply to social situations and academic problems as well. This concept is further developed through the ongoing "Tuggles" program where games and stories highlight conflict resolution with Tuggles the Peacemaker Bear. Moss School also teaches all students the behaviors of Moss Schools' Values: Community, Empathy, Perseverance, Respect and Honesty.
Parent and Community Involvement:	The Metuchen community is involved in Moss School. The PTO plans a variety of assemblies which enrich our curriculum and their financial support enables us to purchase additional supplies and equipment for the classrooms, such as the school's iPads Lab. Class parents are regular visitors who assist in activities and celebrations in the classrooms. Giving all of our young students a nurturing environment and "A Great Place to Grow." is the focus of the combined efforts of our staff, students, parents, community members and community organizations to ensure that all students maximize their potential.

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Climate Surveys:	Each year, Moss School conducted ASCD's School Improvement Survey for staff and parents to provide their input on the school's climate. Moss utilizes this feedback each year to identify areas of strength and areas targeted for development to ensure that our climate is most conducive to Whole Child Education and constantly improving.
Facilities:	Although Moss School is a small school of only 150 students approximately, we are fortunate to provide the full school experience through our facilities. In addition to the 9 homerooms, Moss offers a gym, music and library. It is truly a great place for children to learn and grow.