NJ SCHOOL PERFORMANCE REPORT

CAMPBELL ELEMENTARY SCHOOL
(23-3120-060)
Grades Offered: 01-04
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	METUCHEN BORO
Principal Name	MR. POROWSKI
Address	24 DURHAM AVENUE METUCHEN, NJ 08840
Phone Number	(732)321-8777
Email Address	EPOROWSKI@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
1	154	173	158
2	163	164	180
3	161	166	169
4	165	155	173
Total	643	658	680

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	47.3%	45.4%	44.6%
Male	52.7%	54.6%	55.4%
Economically Disadvantaged Students	8.2%	6.2%	6.5%
Students with Disabilities	16.0%	15.3%	15.4%
English Learners	0.9%	0.9%	2.1%
Homeless Students		0.3%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
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	59.3%	54.7%	50.1%
Hispanic	11.8%	13.1%	13.8%
Black or African American	2.8%	2.7%	4.0%
Asian	20.2%	20.4%	22.6%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	5.8%	9.0%	9.3%

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	79.6%
Chinese	4.3%
Spanish	2.1%
Korean	1.5%
Gujarati	1.2%
Other Languages	11.5%

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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	59	58	50	Met Standard	58	53	50	Met Standard
White	55	57	50	Met Standard	48.5	50	51	Met Standard
Hispanic	51.5	50	49	Met Standard	50	47	48	Met Standard
Black or African American	*	58.5	44	**	*	48	44	**
Asian, Native Hawaiian, or Pacific Islander	66	63	61	Exceeds Standard	68	57.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	73	62	49	**	64	64	51	**
Economically Disadvantaged	51.5	58	48	**	43	41	47	**
Students with Disabilities	51.5	50	41	Met Standard	31	57.5	43	Not Met
English Learners	*	70	54	**	*	71	51	**

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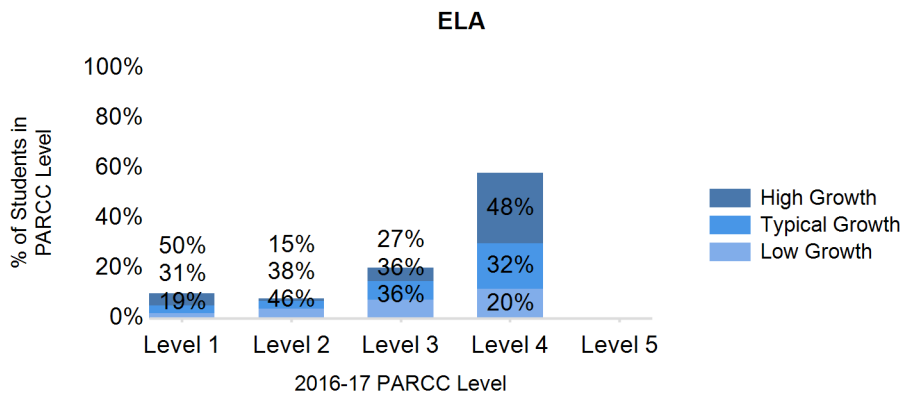
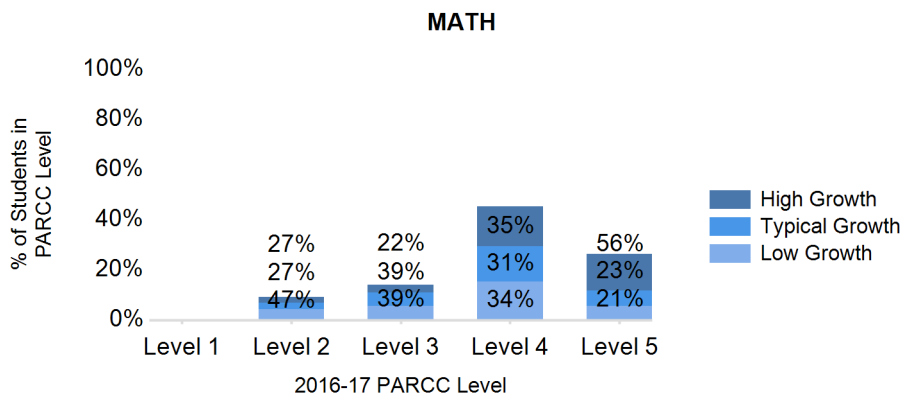
Student Growth by Performance Level

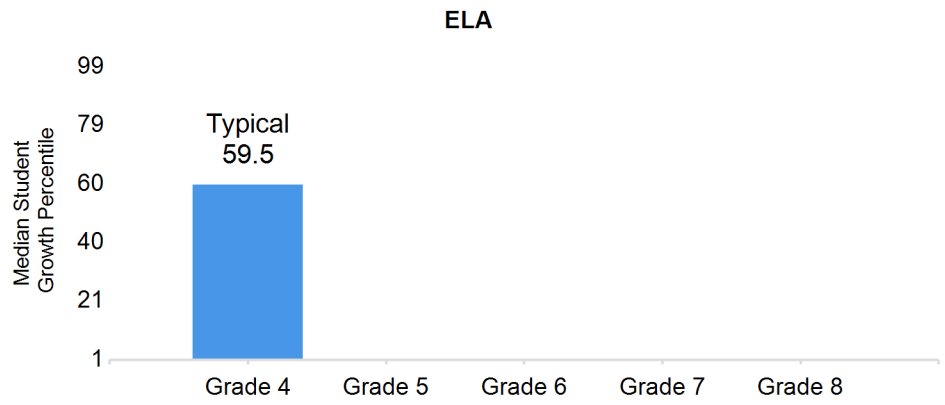
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

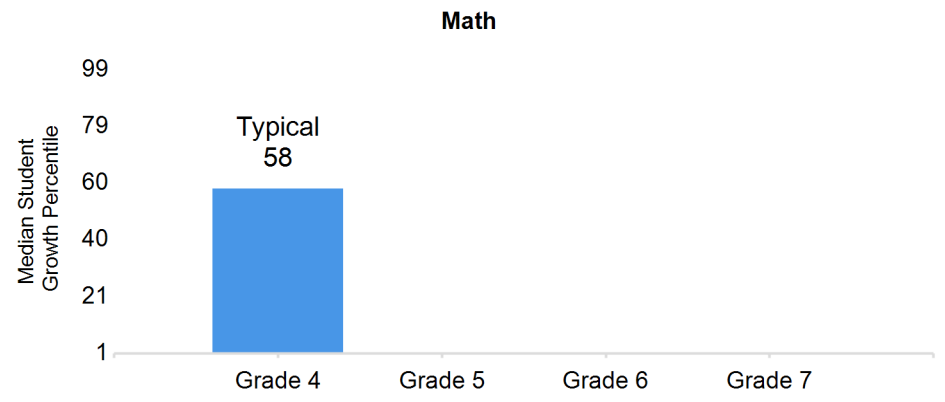




Student Growth by Grade

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	326	98.2	62.2	74.3	56.7	62.2	67	Not Met
White	179	98.4	58.1	72.7	65.6	58.1	63.4	Met Target†
Hispanic	38	97.4	52.7	68.9	42.5	52.7	65.1	Met Target†
Black or African American	10	92.3	30.0	*	37.3	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	68	100.0	80.9	85.7	82.3	80.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	31	96.9	67.8	*	63.4	67.8	80	Met Target†
Female	144	98.0	71.6	82.8	64.5	71.6		
Male	182	98.4	55.0	66.7	49.4	55.0		
Economically Disadvantaged Students	24	96.0	41.7	51.2	38.5	41.7	32.6	Met Target
Non-Economically Disadvantaged Students	302	98.4	64.0	75.8	67.5	64.0		
Students with Disabilities	54	93.3	20.4	31.6	21.6	19.9	33.5	Not Met
Students without Disabilities	272	99.3	70.6	81.6	63.9	70.6		
English Learners	*	*	*	43.8	27.3	*	**	**
Non-English Learners	*	*	*	74.6	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	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	165	751	751	750	7%	20%	18%	*	*	55%	52%
White	91	746	746	759	*	19%	24%	*	*	48%	61%
Hispanic	16	738	738	736	0%	*	*	*	*	44%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	39	771	771	777	*	*	*	*	*	74%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	76	759	759	756	*	*	24%	*	*	63%	57%
Male	89	744	744	744	*	*	13%	*	*	47%	46%
Economically Disadvantaged Students	10	724	724	733	*	*	*	*	*	20%	34%
Non-Economically Disadvantaged Students	155	753	753	762	*	*	*	*	*	57%	64%
Students with Disabilities	29	720	720	719	*	*	*	*	*	21%	24%
Students without Disabilities	136	757	757	756	*	*	*	*	*	62%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	765	765	756	*	*	15%	42%	27%	69%	58%
White	92	764	764	764	*	*	15%	41%	27%	68%	68%
Hispanic	22	753	753	744	*	*	*	*	*	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	32	779	779	782	*	*	*	44%	41%	84%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	71	774	774	762	*	*	*	48%	31%	79%	63%
Male	99	759	759	751	*	*	*	38%	24%	63%	53%
Economically Disadvantaged Students	14	746	746	740	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	156	767	767	767	*	*	*	*	*	71%	70%
Students with Disabilities	26	730	730	726	*	*	*	*	*	27%	25%
Students without Disabilities	144	771	771	762	*	*	*	*	*	77%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	170	765	765	759	*	*	15%	42%	27%	69%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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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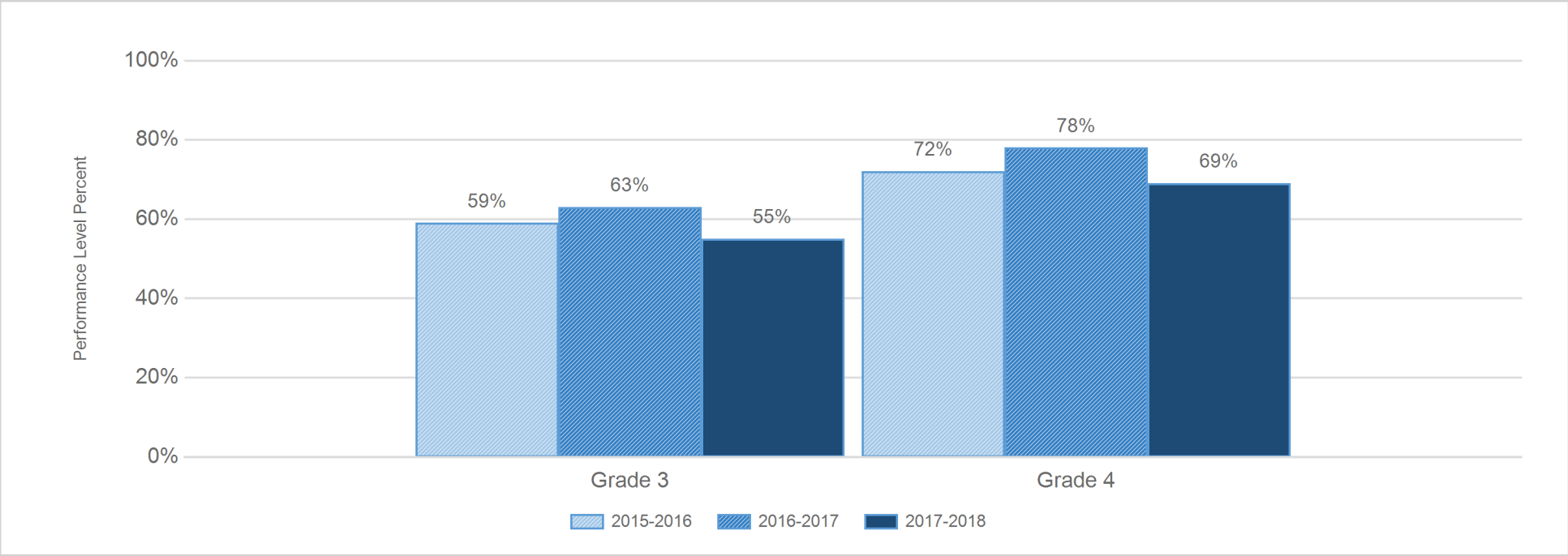
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	328	98.3	65.3	63.3	45.0	65.3	67.8	Met Target†
White	180	98.4	62.8	61.4	54.1	62.8	63.2	Met Target†
Hispanic	38	97.4	52.6	54.6	29.2	52.6	68	Not Met
Black or African American	10	92.3	30.0	*	23.4	28.5	**	**
Asian, Native Hawaiian, or Pacific Islander	69	100.0	85.5	79.8	77.0	85.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	31	96.9	61.3	*	53.0	61.3	80	Not Met
Female	145	98.0	69.7	65.8	46.0	69.7		
Male	183	98.4	61.7	61.1	43.9	61.7		
Economically Disadvantaged Students	24	96.0	33.4	35.3	26.6	33.4	39.3	Met Target†
Non-Economically Disadvantaged Students	304	98.4	67.8	65.3	55.9	67.8		
Students with Disabilities	54	93.3	27.8	26.9	17.1	27.2	33.5	Met Target†
Students without Disabilities	274	99.3	72.6	69.5	50.5	72.6		
English Learners	*	*	*	52.4	24.6	*	**	**
Non-English Learners	*	*	*	63.5	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	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	166	768	768	752	*	*	20%	41%	27%	68%	53%
White	92	763	763	760	*	*	27%	46%	18%	64%	64%
Hispanic	16	753	753	739	*	*	*	*	*	56%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	39	791	791	780	*	*	*	28%	59%	87%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	77	767	767	752	*	*	19%	44%	26%	70%	53%
Male	89	768	768	751	*	*	20%	38%	28%	66%	53%
Economically Disadvantaged Students	10	735	735	736	*	*	*	*	*	30%	35%
Non-Economically Disadvantaged Students	156	770	770	762	*	*	*	*	*	71%	66%
Students with Disabilities	29	742	742	730	*	*	*	*	*	34%	29%
Students without Disabilities	137	773	773	756	*	*	*	*	*	75%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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 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	171	761	761	748	*	*	20%	46%	18%	64%	49%
White	92	760	760	755	*	*	21%	46%	17%	63%	60%
Hispanic	22	747	747	737	*	*	*	50%	0%	50%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	33	777	777	774	*	0%	*	55%	30%	85%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	71	765	765	748	*	*	20%	51%	20%	70%	50%
Male	100	758	758	748	*	*	20%	42%	17%	59%	49%
Economically Disadvantaged Students	14	732	732	733	*	*	*	*	*	36%	30%
Non-Economically Disadvantaged Students	157	763	763	758	*	*	*	*	*	66%	62%
Students with Disabilities	26	724	724	725	*	*	*	*	*	27%	22%
Students without Disabilities	145	767	767	753	*	*	*	*	*	70%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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

CAMPBELL ELEMENTARY SCHOOL
(23-3120-060)
Grades Offered: 01-04
2017-2018

Report Key:
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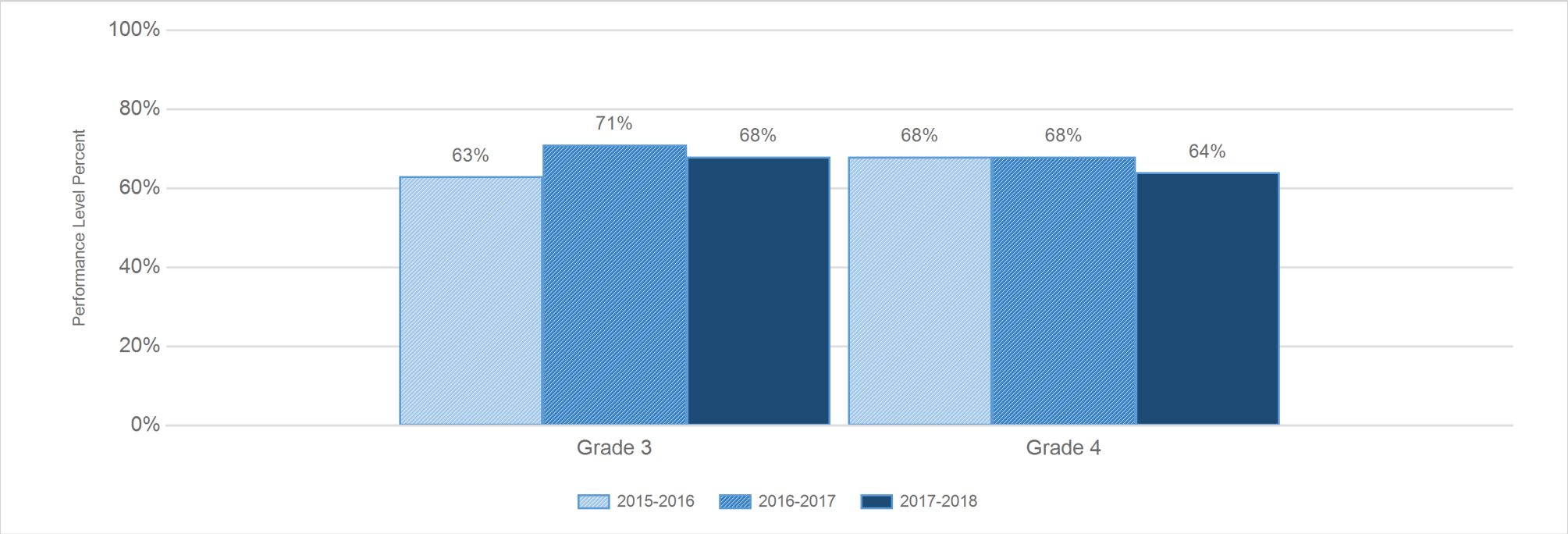
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	N	N
4	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	*	*
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.

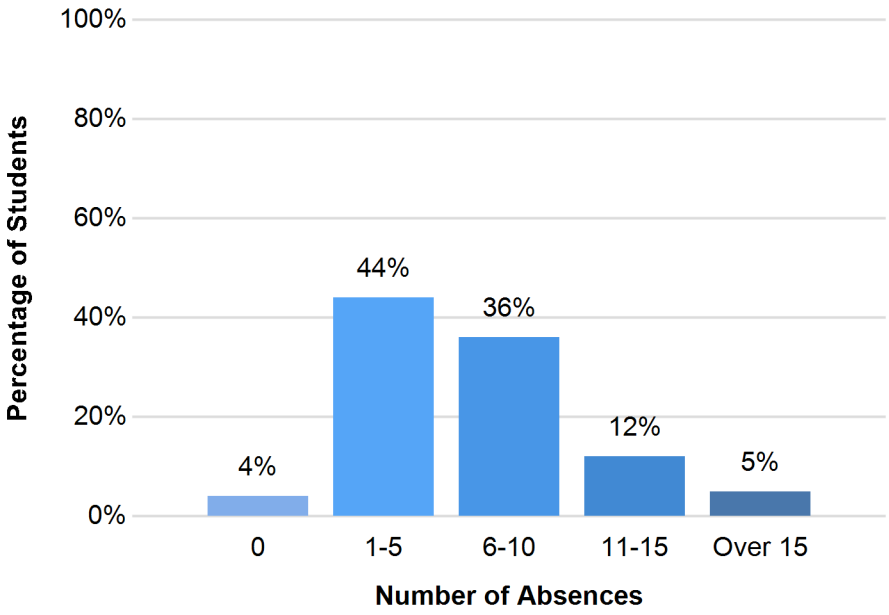
Chronic Absenteeism

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	23	3.4	8.2	Met
White	11	3.2	8.2	Met
Hispanic	2	2.1	8.2	Met
Black or African American	0	0	8.2	Met
Asian, Native Hawaiian, or Pacific Islander	4	2.6	8.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	9.5	8.2	Not Met
Economically Disadvantaged Students	2	4.5	8.2	Met
Students with Disabilities	5	4.6	8.2	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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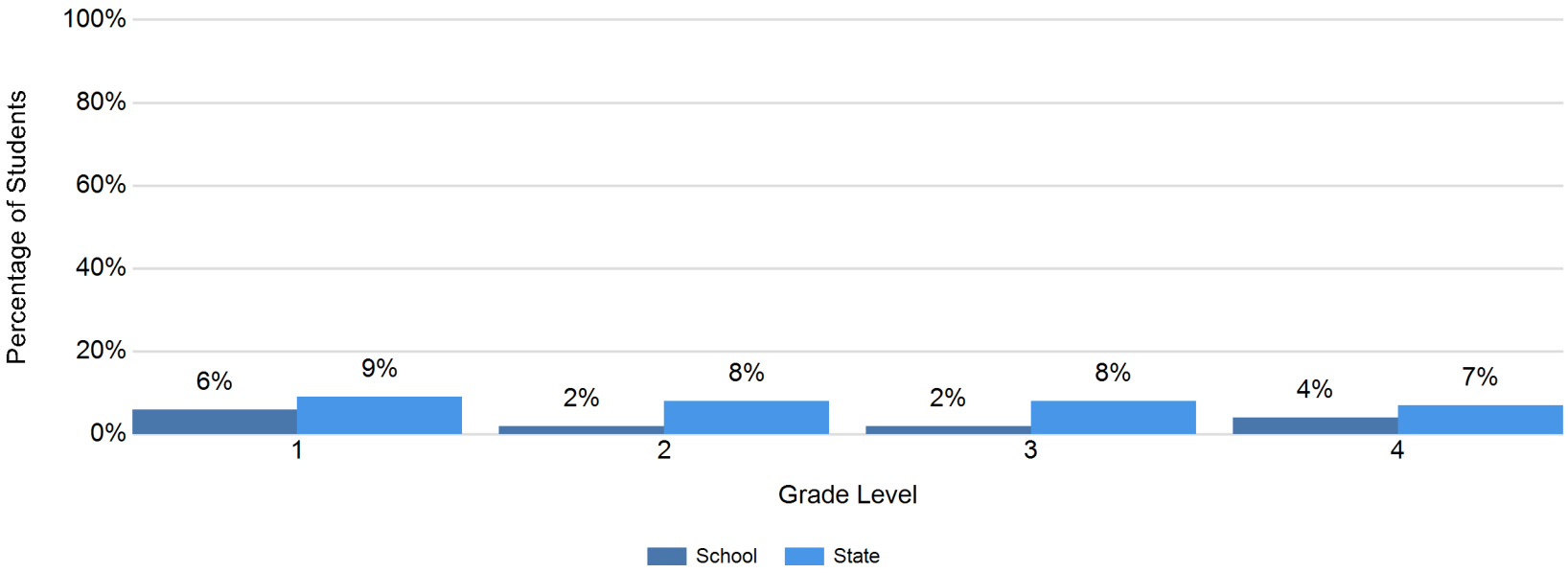
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

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	1	1
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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 35 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)	$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	53	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	75.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	340:1	142:1
Teachers to Administrators	27:1	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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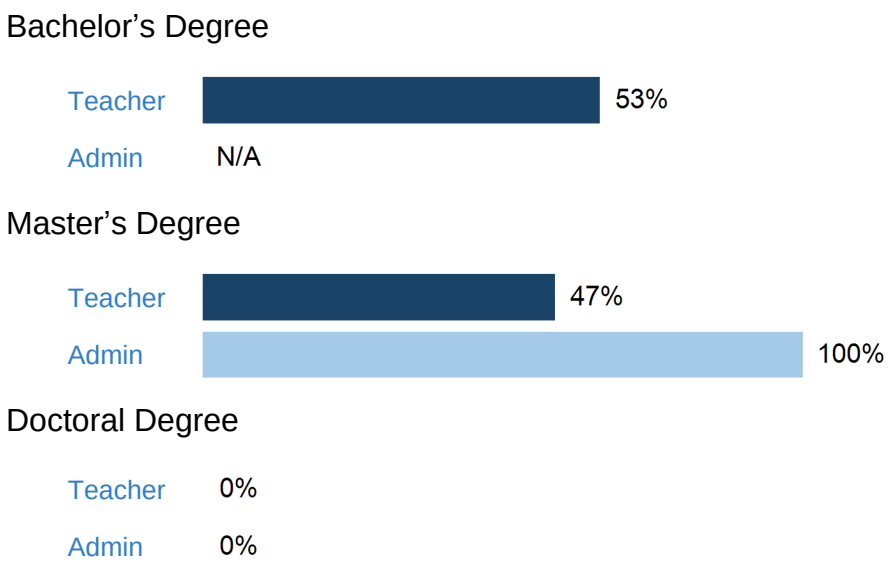
Teachers and Administrators - Level of Education

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	97.6%

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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	84.9%	50.0%
Male	15.1%	50.0%
White	88.7%	100.0%
Hispanic	3.8%	0.0%
Black or African American	1.9%	0.0%
Asian	1.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.8%	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		

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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	50.65	17.5%
Mathematics Proficiency	71.27	17.5%
English Language Arts Growth	74.53	25.0%
Mathematics Growth	59.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	87.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	68.00	n/a
Summative Rating: Percentile Rank of Summative Score	77.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Met Standard	Met Standard	**	Met	No
White	54.96	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	69.77	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	61.29	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Students with Disabilities	58.60	14.08	No	Not Met	Met Target†	Met Standard	Not Met	n/a	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:	• National School of Character • New Jersey School of Character • NJ Sustainable Schools Bronze Award Recipient
Mission, Vision, Theme:	The Campbell Family grows and thrives because we work together, learn together, and support one another. We empower each other with a rainbow of opportunities to make the seemingly impossible, possible by fostering risk-taking, problem solving, and creativity. Campbell educates the whole child by attending to the needs of the individual. Students experience success because we value the school climate, the vast learning experiences that will be encountered, and most importantly, the child.
Awards, Recognition, Accomplishments:	National School of Character New Jersey School of Character 2018 National Promising Practices Award Recipient for The Happiness Initiative 2018 National Promising Practices Award Recipient for Creating a Culturally Sensitive Community 2017 National Promising Practices Award Recipient for Identity Day 2017 New Jersey Safe Routes to School Gold Level Award Recipient 2016 New Jersey Safe Routes to School Bronze Level Award Recipient 2017-2020 New Jersey Sustainable Schools Bronze Level Award Recipient 2016-2019 New Jersey Sustainable Schools Bronze Level Award Recipient

NJ SCHOOL PERFORMANCE REPORT

CAMPBELL ELEMENTARY SCHOOL
(23-3120-060)
Grades Offered: 01-04
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

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.

Courses, Curriculum, Instruction:	All instruction is standards-based. Classes are heterogeneous, with the exception of math in Gr. 3&4. ELA & Math uses a workshop approach with both online and traditional learning experiences. Science and Social Studies is inquiry-based. Students participate in Enrichment, Art, Music, PE/Health, Library/research skills, Technology, and Spanish. Gr. 3&4 also engages in a science lab STEM-based class. Fourth graders can opt to participate in the instrumental strings or band program.
Sports and Athletics:	N/A
Clubs and Activities:	Several activities and clubs are offered to provide diverse experiences at Campbell. These include The Campbell Scoop (newspaper club), Chorus, Band, Orchestra, Physical Development Gym Club, Student Council, Chess Club, Mindfulness Club, the School Store, Drama Club, Art Club, Computers Club, and the Robotics/Lego Club. Outreach programs include Campbell's Breaking the Chain Club. Gr. 3&4 participates in a variety of competitions throughout the year.

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Before and After School Programs:	Campbell offers introductory Chinese Language & Culture classes to first graders after school. This program is supported by the district with collaboration with a local Chinese School. Better Than Broadway is a whole-school, grant supported, program that is open to all students and provides them with the opportunity to participate in a full-scale play over the course of a school week.
Staff and Professional Learning:	All staff members have the opportunity to self-select professional learning experiences based upon their assignment and interest. Campbell's Professional Development Plan supported professional learning goals through whole school trainings and PLCs focusing upon problem-solving methods, employment of mindfulness techniques, Social Emotional Learning, instructional technology, and realignment of math and science curriculum initiatives. Additional training was provided in the area of school safety.
Postsecondary Information:	N/A

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Student Supports and Services:	Campbell offers instruction for students in need of assistance or acceleration in the curriculum through a three-tiered Response to Intervention Program and Gifted & Talented Programming. The I&RS Committee supports identified students and assists with 504 Plan development. Programs are available for children with an IEP (Individual Education Plan), ESLS (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, In-Class Resource, and In-Class Support.
Student Health and Wellness:	Campbell provides all students with a 30-minute recess period, daily. The Walking Wednesdays initiative was instituted to reinforce walking/biking to school. A Bike Rodeo Event was held in June to aid in bike safety education practices. Wellness initiatives include guidelines for class parties, ensuring the focus on fun instead of food. Employment of Mindfulness and “Brain Breaks” throughout each day to support movement throughout the day. Social Emotional Learning is a focus for the school, through initiatives that are aligned to the NJ SEL Competencies and Sub-Competencies.
Parent and Community Involvement:	Campbell School is fortunate to have a very active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs. SEPAC is a district-level committee and is prevalent throughout all schools while also providing support for parents. The TOPS (Teaching Our Parents & Students) program provides parents with opportunities to be trained as teacher assistants and volunteer to assist in classrooms throughout the school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Two surveys were given during the school year – Campbell School Climate and District Whole Child Survey. The School Climate Survey gathered information regarding perceptions about student safety, extracurricular offerings, communication practices, teacher practices and expectations for learning, satisfaction in academic performance, student conduct, and staff responsiveness. The Whole Child Survey provided school and district level insight into strengths and areas for improvement.
Facilities:	The school opened in 1951. Since then, there have been two major construction/expansion projects. In 2014, Campbell continued its' expansion with two additional modular classrooms. Facilities include an instructional library, art room, science lab, gym/multipurpose room, and music room. The facilities also house two enclosed courtyards – one available for outdoor instruction and one available for gardening instruction. Campbell's fields include soccer, baseball, and playground space.
School Safety:	During the 2017-18 school year, Campbell Elementary School continued to implement research-based best practices for school safety. The Campbell Emergency Response Team focused their time and energy with trainings focusing upon first aid, AED & CPR, and tabletop exercises. An administrator was appointed as the School Safety Specialist for the Metuchen School District.

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Other Information:	During the 2017-2018 school year, Campbell housed 680 students in grades one through four. Campbell's schedule consists of daily instruction in English language arts, math, science, social studies, and health. Campbell functions on a six-day cycle for special area classes which include art, music, physical education, science lab (grades 3&4), Spanish, computer technology, enrichment, and library/research skills. Campbell School has increased the technology use within the classrooms over the past four years with additional laptop and Chromebook carts available for teacher use. Online instructional resources are readily available for students and staff. Campbell School believes that education should be provided in an environment where each child is afforded the chance to learn and grow to the best of his or her ability in a climate where caring and respect are shown by and for everyone. It is the goal of the school community to work together with shared expectations in an effort to create a safe, positive, nurturing, and cooperative learning environment dedicated to educating the whole child, thus making Campbell "A Great Place to Learn".