NJ SCHOOL PERFORMANCE REPORT

ROBERT WATERS ELEMENTARY SCHOOL
(17-5240-130)
Grades Offered: PK-06
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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† 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	HUDSON
District	UNION CITY
Principal Name	MS. TIERI
Address	2800 SUMMIT AVE UNION CITY, NJ 07087-2323
Phone Number	(201)348-5925
Email Address	FTIERI@UNION-CITY.K12.NJ.US
Website	https://rws.ucboe.us/

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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	41	39	32
KG	116	119	112
1	183	166	165
2	163	170	166
3	181	158	159
4	178	181	152
5	164	180	170
6	133	150	176
Total	1,159	1,163	1,132

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	45.7%	44.8%	46.4%
Male	54.3%	55.2%	53.6%
Economically Disadvantaged Students	95.1%	91.7%	91.6%
Students with Disabilities	9.7%	10.4%	11.5%
English Learners	42.1%	40.0%	45.7%
Homeless Students		0.3%	0.1%
Students in Foster Care		0.1%	0.2%
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	0.7%	0.3%	0.4%
Hispanic	98.4%	98.9%	98.7%
Black or African American	0.4%	0.2%	0.2%
Asian	0.5%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	41	39	32
KG - Half Day	0	0	0
KG - Full Day	116	119	112

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
Spanish	83.3%
English	16.5%
Other Languages	0.2%

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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	61	50	Met Standard	54	54	50	Met Standard
White	*	67.5	50	**	*	58.5	51	**
Hispanic	59	60	49	Met Standard	54	54	48	Met Standard
Black or African American	*	56.5	44	**	*	40	44	**
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	52.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	58	60	48	Met Standard	55	54	47	Met Standard
Students with Disabilities	60	55	41	Exceeds Standard	55	47.5	43	Met Standard
English Learners	58	62	54	Met Standard	53	53	51	Met Standard

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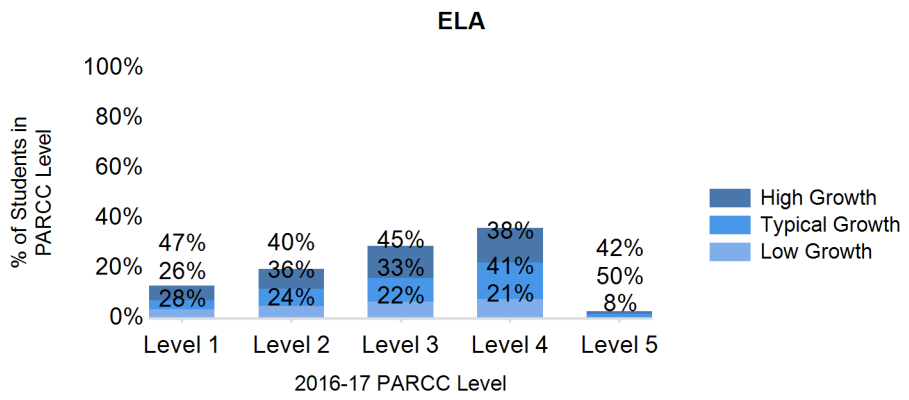
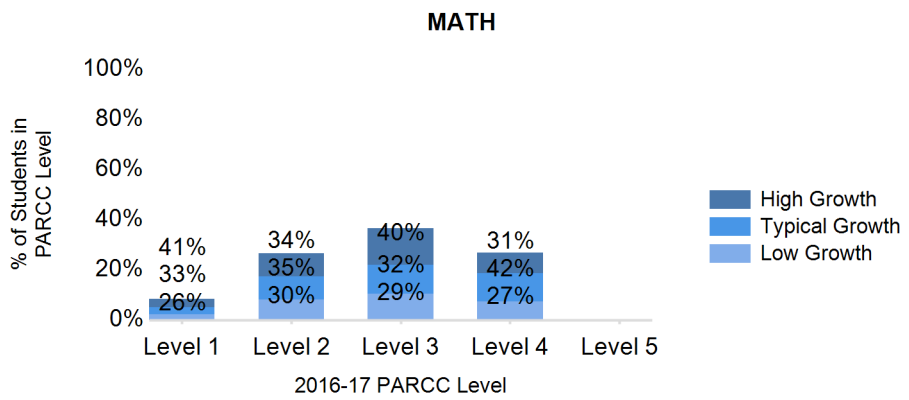
Student Growth by Performance Level

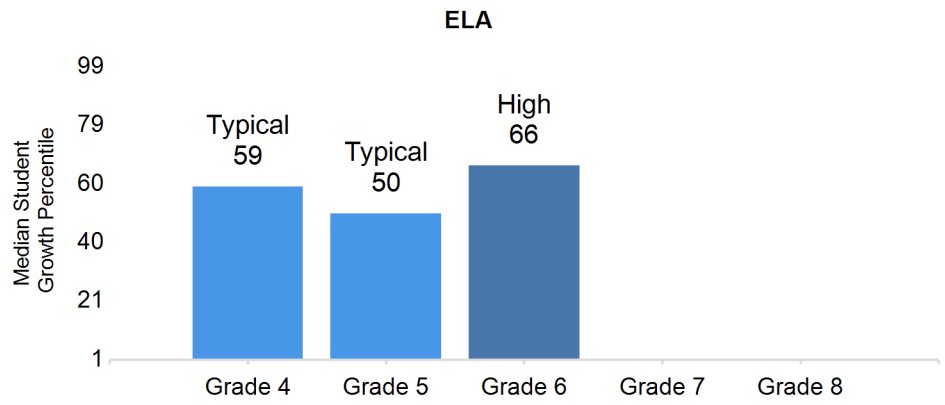
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

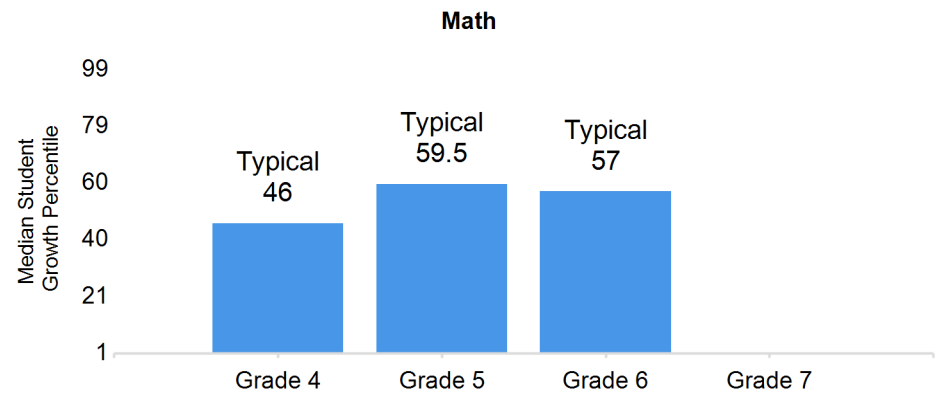




Student Growth by Grade

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	645	99.7	43.6	53.8	56.7	43.6	40.2	Met Target
White	*	*	*	64.8	65.6	*	**	**
Hispanic	635	99.7	43.2	*	42.5	43.2	39.5	Met Target
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	316	99.7	51.3	61.3	64.5	51.3		
Male	329	99.7	36.2	46.8	49.4	36.2		
Economically Disadvantaged Students	603	99.8	42.2	51.7	38.5	42.2	40	Met Target
Non-Economically Disadvantaged Students	42	97.7	61.9	71.8	67.5	61.9		
Students with Disabilities	80	97.6	15.1	16.9	21.6	15.1	19.9	Met Target†
Students without Disabilities	565	100.0	47.6	57.9	63.9	47.6		
English Learners	438	100.0	39.0	40.5	27.3	39.0	26.6	Met Target
Non-English Learners	207	99.1	53.1	63.4	59.4	53.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	20.0	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	151	732	747	750	26%	15%	23%	*	*	37%	52%
White	N	N	769	759	N	N	N	N	N	N	61%
Hispanic	*	*	745	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	77	738	751	756	19%	16%	25%	*	*	40%	57%
Male	74	725	742	744	32%	14%	20%	*	*	34%	46%
Economically Disadvantaged Students	*	*	744	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	768	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	57%
English Learners	91	721	*	712	*	*	22%	*	*	27%	15%
Non-English Learners	60	748	*	753	*	*	23%	*	*	52%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	744	752	756	16%	10%	25%	*	*	49%	58%
White	*	*	765	764	*	*	*	*	*	*	68%
Hispanic	139	743	*	744	17%	11%	26%	*	*	47%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	71	751	758	762	*	*	23%	*	*	61%	63%
Male	73	737	746	751	*	*	27%	*	*	37%	53%
Economically Disadvantaged Students	*	*	749	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	767	*	*	*	*	*	*	70%
Students with Disabilities	11	696	702	726	*	*	*	*	*	*	25%
Students without Disabilities	133	748	756	762	*	*	*	*	*	*	64%
English Learners	59	724	*	720	*	*	25%	*	*	27%	17%
Non-English Learners	85	757	*	759	*	*	25%	*	*	64%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	739	750	755	13%	23%	23%	*	*	41%	58%
White	*	*	745	763	*	*	*	*	*	*	68%
Hispanic	167	739	749	743	13%	23%	23%	*	*	41%	43%
Black or African American	N	N	750	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	89	745	759	762	*	22%	18%	*	*	51%	66%
Male	80	733	741	749	*	24%	29%	*	*	30%	51%
Economically Disadvantaged Students	157	738	747	739	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	12	759	772	766	*	*	*	*	*	58%	71%
Students with Disabilities	15	696	704	724	*	*	*	*	*	*	22%
Students without Disabilities	154	743	753	762	*	*	*	*	*	*	65%
English Learners	35	713	*	712	29%	49%	*	*	*	11%	11%
Non-English Learners	134	746	*	757	9%	16%	*	*	*	49%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	748	754	754	*	16%	32%	*	*	49%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	163	748	754	742	*	15%	32%	*	*	49%	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	80	753	759	761	*	*	33%	*	*	56%	64%
Male	85	744	750	748	*	*	31%	*	*	42%	48%
Economically Disadvantaged Students	151	747	*	739	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	14	762	*	764	*	*	*	*	*	64%	68%
Students with Disabilities	21	723	*	723	*	52%	*	*	*	14%	18%
Students without Disabilities	144	752	*	760	*	10%	*	*	*	54%	63%
English Learners	13	721	*	712	*	*	*	*	*	15%	*
Non-English Learners	152	750	*	755	*	*	*	*	*	52%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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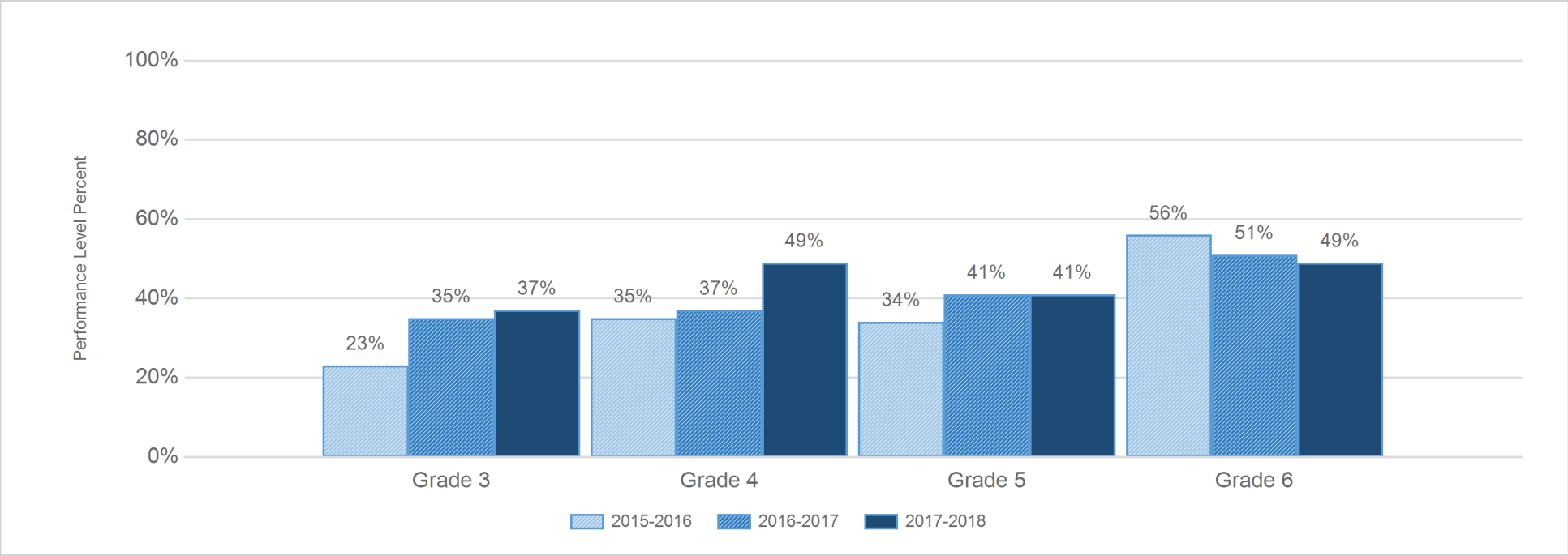
English Language Arts/Literacy Assessment - Performance Trends

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	646	99.4	32.1	33.7	45.0	32.1	33.3	Met Target†
White	*	*	*	43.2	54.1	*	**	**
Hispanic	636	99.4	31.9	*	29.2	31.9	32.8	Met Target†
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	318	99.7	32.1	34.7	46.0	32.1		
Male	328	99.1	32.0	32.9	43.9	32.0		
Economically Disadvantaged Students	604	99.5	31.2	32.0	26.6	31.2	33.2	Met Target†
Non-Economically Disadvantaged Students	42	97.8	42.9	49.2	55.9	42.9		
Students with Disabilities	79	97.6	12.7	*	17.1	12.7	21.2	Not Met
Students without Disabilities	567	99.7	34.7	*	50.5	34.7		
English Learners	440	99.6	27.7	27.3	24.6	27.7	22.7	Met Target
Non-English Learners	206	99.1	41.3	38.3	46.9	41.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ROBERT WATERS ELEMENTARY SCHOOL
(17-5240-130)
Grades Offered: PK-06
2017-2018

Report Key:
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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	153	734	745	752	12%	25%	35%	*	*	29%	53%
White	N	N	762	760	N	N	N	N	N	N	64%
Hispanic	*	*	744	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	77	737	745	752	*	22%	35%	*	*	32%	53%
Male	76	731	745	751	*	28%	34%	*	*	25%	53%
Economically Disadvantaged Students	*	*	743	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	758	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	738	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	745	756	*	*	*	*	*	*	57%
English Learners	93	730	732	726	*	28%	38%	*	*	22%	23%
Non-English Learners	60	741	752	754	*	20%	30%	*	*	40%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ROBERT WATERS ELEMENTARY SCHOOL
(17-5240-130)
Grades Offered: PK-06
2017-2018

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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	150	736	739	748	9%	26%	32%	33%	0%	33%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	145	735	*	737	10%	27%	32%	32%	0%	32%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	75	736	739	748	*	*	31%	32%	0%	32%	50%
Male	75	736	740	748	*	*	33%	33%	0%	33%	49%
Economically Disadvantaged Students	*	*	738	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	755	758	*	*	*	*	*	*	62%
Students with Disabilities	11	701	711	725	*	*	*	*	*	*	22%
Students without Disabilities	139	738	742	753	*	*	*	*	*	*	55%
English Learners	65	725	*	722	*	*	28%	*	*	15%	16%
Non-English Learners	85	744	*	750	*	*	35%	*	*	46%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	736	738	748	7%	30%	32%	*	*	32%	49%
White	*	*	742	756	*	*	*	*	*	*	60%
Hispanic	167	736	737	736	7%	30%	32%	*	*	32%	32%
Black or African American	N	N	731	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	90	734	740	749	*	30%	32%	*	*	30%	50%
Male	79	739	736	747	*	29%	32%	*	*	34%	48%
Economically Disadvantaged Students	157	735	736	733	7%	*	*	*	*	31%	29%
Non-Economically Disadvantaged Students	12	750	753	758	0%	*	*	*	*	50%	62%
Students with Disabilities	15	725	719	726	*	*	*	*	*	*	20%
Students without Disabilities	154	737	739	752	*	*	*	*	*	*	55%
English Learners	36	724	*	718	*	47%	31%	*	*	11%	13%
Non-English Learners	133	739	*	750	*	25%	32%	*	*	38%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	733	740	744	14%	26%	26%	*	*	34%	44%
White	*	*	745	751	*	*	*	*	*	*	54%
Hispanic	168	733	739	731	14%	26%	26%	*	*	34%	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	83	734	740	745	14%	27%	24%	*	*	35%	45%
Male	87	733	739	742	14%	25%	29%	*	*	32%	42%
Economically Disadvantaged Students	156	732	*	729	15%	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	14	745	*	753	0%	*	*	*	*	43%	56%
Students with Disabilities	20	715	*	717	*	*	*	*	*	10%	13%
Students without Disabilities	150	736	*	748	*	*	*	*	*	37%	49%
English Learners	19	713	*	713	*	*	*	*	*	11%	11%
Non-English Learners	151	736	*	745	*	*	*	*	*	36%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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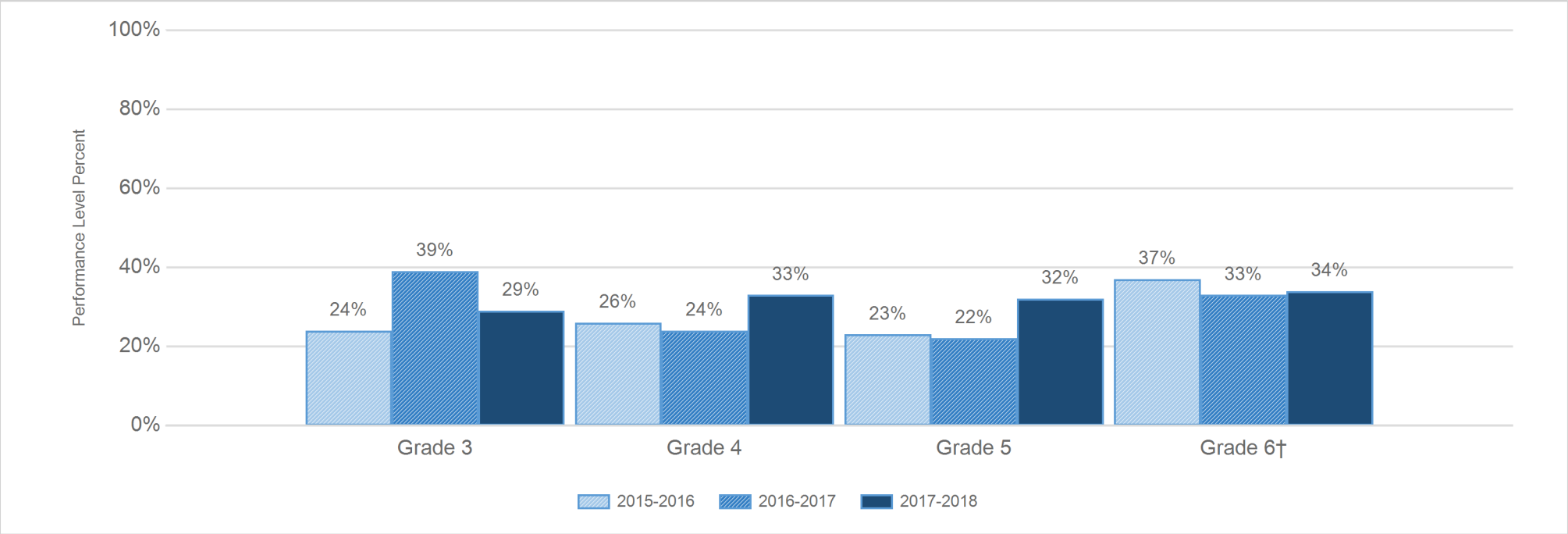
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

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	48.2%	46.8%	Met Target

† 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	111	*	*
3-4	180	83.9%	16.1%
5 or more	194	*	*

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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.

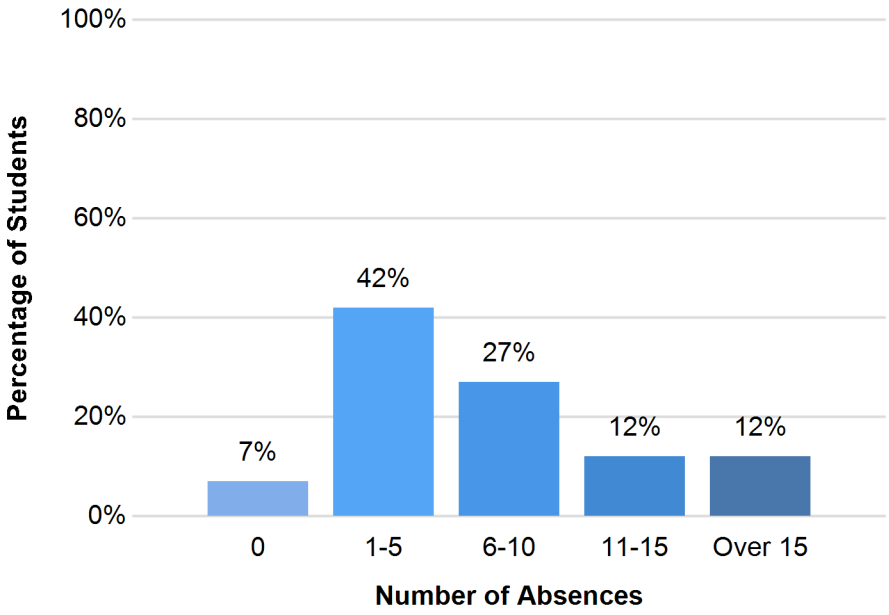
Chronic Absenteeism

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	105	9.4	8.9	Not Met
White	*	*	**	**
Hispanic	102	9.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	97	9.5	8.9	Not Met
Students with Disabilities	20	14.2	8.9	Not Met
English Learners	40	8.1	8.9	Met

Days Absent

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



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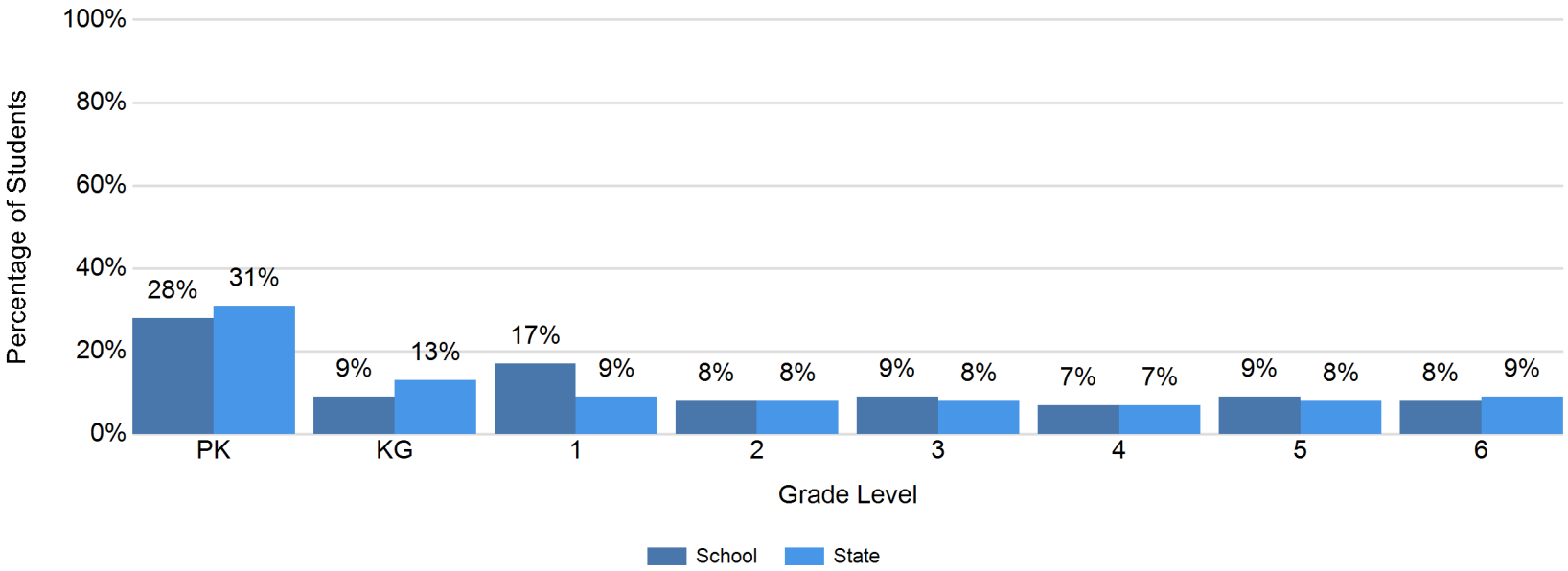
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,015	$14,981	$15,996

NJ SCHOOL PERFORMANCE REPORT

ROBERT WATERS ELEMENTARY SCHOOL
(17-5240-130)
Grades Offered: PK-06
2017-2018

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	81.8%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	283:1	183:1
Teachers to Administrators	19:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	90.4%

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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	89.6%	50.0%
Male	10.4%	50.0%
White	51.9%	50.0%
Hispanic	48.1%	50.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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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	30.09	15.0%
Mathematics Proficiency	26.95	15.0%
English Language Arts Growth	82.05	20.0%
Mathematics Growth	66.35	20.0%
Progress Towards English Language Proficiency	34.89	20.0%
Chronic Absenteeism	39.87	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.20	n/a
Summative Rating: Percentile Rank of Summative Score	47.75	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	60.97	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	70.31	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	62.70	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	57.29	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• STEM Program/ Maker Faire • Peer Mediator Program • Intervention Program
Mission, Vision, Theme:	The educational vision of our school program is to strengthen the capacity of all teachers in developing rigorous lessons aligned with the NJSLS, which are the basis of the PARCC assessment. Our vision utilizes current research based practice for meeting the diverse needs of all students in the general education program. Furthermore, we look to enhance the professional practice of teachers through examining the domains and elements of the "Union City Teacher Effectiveness Framework".
Awards, Recognition, Accomplishments:	Our special needs students are given the opportunity to participate in the New Jersey Special Olympics Program. These students practice and train for bowling competitions, as well as track and field events. This program allows students to learn, grow and know the joy of sports and healthy athletic competition.

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Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -6 in which all of the NJSLS are addressed and integrated.
Sports and Athletics:	Students took part in an afterschool School Fitness Program. Utilizing a tactile approach, students learned and developed sport fundamentals and fitness techniques. They developed fine motor and gross motor skills while working together in a collaborative environment. Fifth grade students participated in a Ballroom Program Residency through NJPAC. In Dancing Classrooms students in grades 5 learn essential life skills -- including teamwork, elegance, and respect -- through the practice of ballroom dancing. NFL Play 60 program encourages fitness and movement for 60 minutes a day. Fourth, fifth, and sixth grade students visit the NY Jets training facility where they practice football drills and participate in games of flag football.
Clubs and Activities:	Through our STEM program, Robert Waters pioneered the "Makers Faire", which afforded students the opportunity to attend a Saturday session to learn about Science, Technology, Engineering and Math. The "Collaborative Art Club" provided our students with the opportunity to showcase their artistic abilities, while working collaboratively with a staff member. Our "Peer Mediator Program" afforded students the opportunity to take a leadership role within our school and community. The Robert Waters Choir meets every day during lunch periods under the instruction of the music teacher. They develop their skills in preparation for their winter and spring performances.

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Before and After School Programs:	To better assist students who are in need of increased support services, our school has three after school programs: SES (Supplemental Educational Services) Program, Extended Day Program and a STEM program. All programs are geared towards strengthening those academic areas in which students need more support. Specifically, within our Extended Day Program, we have incorporated an Intervention Program which focuses on struggling readers in grades 1 to 3. This after school initiative, allows students to utilize 21st Century Skills.
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.

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Student Supports and Services:	The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.
Student Health and Wellness:	All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full students lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one (1) fruit side dish, and a choice of milk. Parents notify us if their child has a food related allergies or medical condition.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relation's director facilitate collaborative family/community activities. Families are made aware of our school's goals and expectations though the Parent Liasion and at Back-to-School Night, Parent's Night, monthly breakfasts and workshops, monthly calendars, district newsletters and school messenger.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents A climate survey is used at the school level and given to parents. In addition, the district distributes a School Report Card once a year to highlight and inform parents of district achievements. Our Parents are cooperative and active members of our school community. Robert Waters School has a strong relationship between its staff members and the community. Faculty members meet weekly during collaborative grade level meetings and monthly during faculty meetings. High teacher participation in collaborative and professional meetings and workshops, which are measured through participation and attendance sheets.
Facilities:	We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe.
School Safety:	Robert Waters maintains student safety as high priority. In addition, our newly formed Safety Patrol utilizes our upper grade students in assisting with dismissal and during lunchtime to ensure student safety. Our school conducts a variety of drills throughout the school year so that all students and teachers are trained in how to respond during emergency situations. These drills include, fire drill, evacuation drills, intruder alerts, bomb threats, and code blue drills. Several staff members in the building are trained in CPR and in utilizing an AED. Additionally, we offer training in EpiPen and Glucagon to teachers

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Technology and STEM:	There are various resources and technologies our school utilizes to support student achievement. These resources include: Online Subscriptions (Scholastic News and Story Works), Pearson Education, Study Island, ED Connect, iPads, SmartBoards, Smart Tables, Robots, Laptop Carts, DORA, Reading Eggs, Skoolbo, Edcite, Typing.com and Writer s Workshop. The purpose of the STEM program is to further enhance and develop 21st Century Skills and mastery of the New Jersey Student Learning Standards within a small group setting. Our STEM program will provide students with various opportunities to work hands-on with technology, while enhancing skills in the areas of math, science, language arts and technology (examples: Dash and Dot Robots, NOW Robot, Smart Table, iPads).
Early Childhood Education:	In order to provide a seamless transition throughout our Early Childhood Education program, our school utilizes Master Teachers to assist in our Pre-K and Kindergarten classrooms. These Master Teachers are utilized to assist in supporting our early childhood classrooms and curriculum.

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Other Information:	Union City daycares visit our PreK and Kindergarten classrooms by attending an orientation in the spring. Our 6th grade elementary students are transitioned into the middle school setting by also attending an orientation in the spring.