NJ SCHOOL PERFORMANCE REPORT

DISCOVERY ELEMENTARY SCHOOL
(05-3650-020)
Grades Offered: PK-KG
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	NORTH HANOVER TWP
Principal Name	MR. SCRANTON
Address	2 SCHOOL ROAD JOINT BASE MDL, NJ 08641
Phone Number	(609)738-2652
Email Address	RSCRANTON@NHANOVER.COM
Website	https://dis.nhanover.com
Facebook	https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/
Twitter	https://twitter.com/NHDiscovery

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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	154	139	122
KG	139	146	139
Total	293	285	261

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	46.8%	47.0%	51.7%
Male	53.2%	53.0%	48.3%
Economically Disadvantaged Students	23.9%	30.5%	25.3%
Students with Disabilities	14.3%	17.2%	17.2%
English Learners	2.4%	1.8%	1.1%
Homeless Students		0.4%	0.0%
Students in Foster Care		0.4%	1.1%
Military-Connected Students		71.6%	67.4%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	57.7%	58.6%	55.9%
Hispanic	19.1%	23.9%	20.7%
Black or African American	6.8%	4.9%	10.0%
Asian	1.7%	1.4%	1.9%
Native Hawaiian or Pacific Islander	0.3%	1.8%	1.9%
American Indian or Alaska Native	1.0%	0.4%	0.8%
Two or More Races	13.3%	9.1%	8.8%

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	136	118	102
PK - Full Day	18	21	20
KG - Half Day	0	0	0
KG - Full Day	139	146	139

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	90.0%
Spanish	7.3%
Other Languages	2.7%

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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

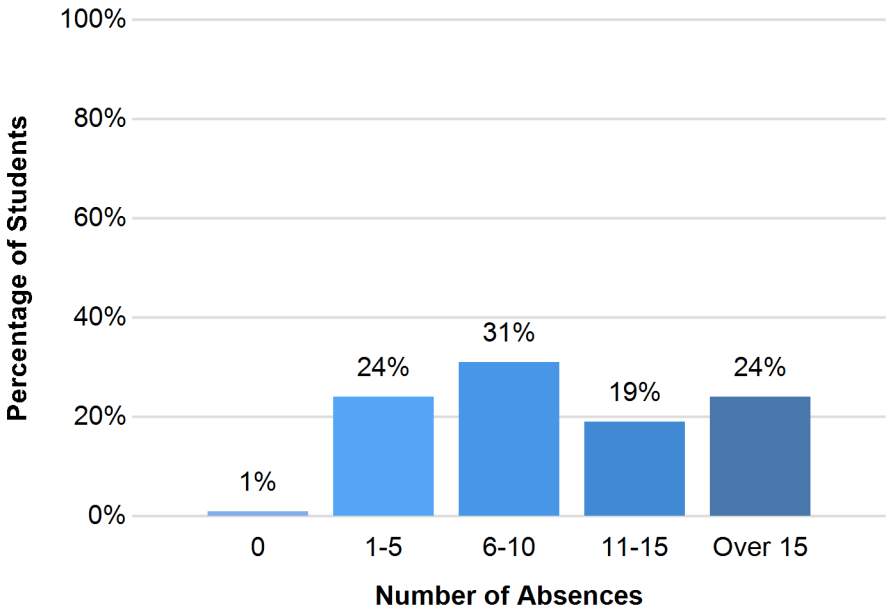
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	28	20.7	13.0	Not Met
White	14	17.9	13.0	Not Met
Hispanic	9	28.1	13.0	Not Met
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	9	20.9	13.0	Not Met
Students with Disabilities	5	26.3	**	**
English Learners	*	*	**	**

Days Absent

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



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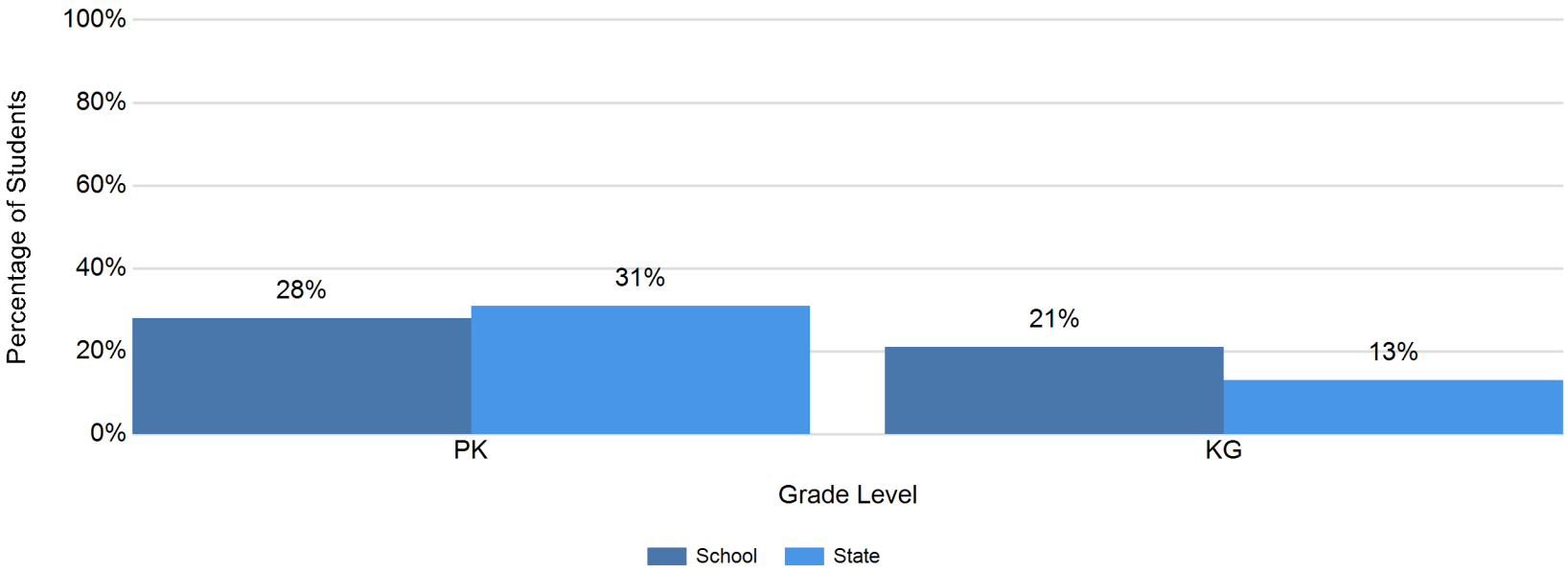
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

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)	$473	$15,545	$16,018

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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	24	117,464
Average years experience in public schools	15.5	12.0
Average years experience in district	13.8	10.7
Teachers in district for 4 or more years	79.2%	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	8	9,374
Average years experience in public schools	19.0	16.0
Average years experience in district	5.0	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	11:1	10:1
Students to Administrators	261:1	133:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		533:1
Students to Nurses		213:1
Students to Counselors		355:1
Students to Child Study Team		213:1

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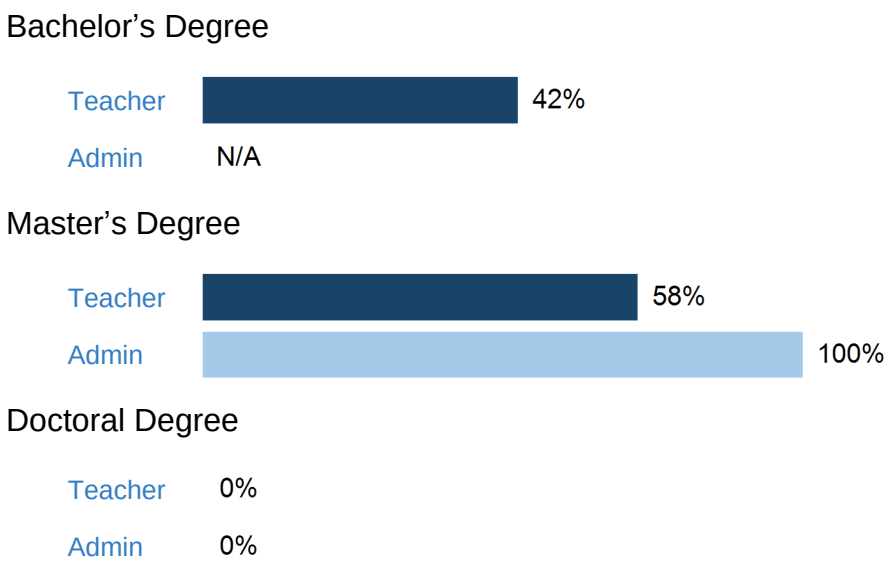
Teachers and Administrators - Level of Education

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	88.5%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.7%	0.0%
Male	8.3%	100.0%
White	87.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	8.3%	0.0%
Asian	4.2%	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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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:	• Implementation of the full day Preschool Program and the continued use of the Tools of the Mind Curriculum. • Positive and supportive school culture guided by Responsive Classroom practices and Bucket Filler program within the Kindergarten curriculum.
Mission, Vision, Theme:	Discovery Elementary School is a safe and supportive environment where all students are encouraged to strive for excellence academically, socially and emotionally in order to meet the challenges of a culturally diverse society.

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Courses, Curriculum, Instruction:	Preschool teachers provide a high quality preschool program that includes children learning through play by self-regulation and real life scenarios. Kindergarten teachers provide their students a high quality education through the workshop model in their Reading, Writing, and Math programs. They also provide meaningful inquiry and investigation experiences to support the Next Generation Science Standards (NGSS).
Clubs and Activities:	During the month of April, students and faculty participate in "The Month of the Military Child." Students participate in a coloring contest and learn about the places where other students have lived within the United States and abroad.

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Staff and Professional Learning:	During the second year of Tools of the Mind, the preschool teachers continued to learn more about the program. The preschool teachers learned more about strengthening their literacy large group to math small group settings. After returning from a Professional Learning Community (PLC) workshop, the Kindergarten teachers truly embraced the DuFour process of identifying the essential outcomes, assessment, and supporting all Kindergarten students.

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Student Supports and Services:	Discovery School has a Preschool Disabilities program and an integrated full day Preschool Program. Integrated In-class Resource Kindergarten programming is available, along with Kindergarten programs for students with multiple disabilities. Our preschool and kindergarten programs are staffed with highly trained teachers. Discovery School has an English as a Second Language (ESL) teacher who supports Kindergarten students during their Language Arts lesson. Discovery School also has a dedicated Focus Intervention Team (FIT) that provides support for our kindergarten students as they strengthen their reading and comprehension skills.
Student Health and Wellness:	The Kindergarten students are provided with a physical education program that promotes the objective that being active and working together as a team can be fun and rewarding. Our cafeteria staff makes sure that all students have nutritional options for both breakfast and lunch.
Parent and Community Involvement:	Discovery School has an active Parent Teacher Organization (PTO) that plans many activities throughout the school year. Our PTO gets parents involved with their child's education. Also, the district's Special Education Parent Advisory Group (SEPAG) plans events for parents whose children have IEP's. The group meets with parents to provide information and assistance when needed.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers At the beginning of the 2016 school year, a climate survey was given. Survey materials and other resources used were from the book, "School Culture Rewired." The faculty were strong in seeking ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge related to instructional practices.
Facilities:	Discovery School has a multi-sensory room for students with IEP's. The multi-sensory room is one tool used at our school to help improve student self-regulation. We have a fully stocked, age appropriate library for all preschool and kindergarten students. All classes visit the library on a weekly basis to take books out for enjoyment or learn more about their interests.
School Safety:	In collaboration with local law enforcement, stakeholders across the district meet regularly to discuss and monitor school safety issues. Each school has an established school safety committee consisting of local law enforcement, teacher representatives and parent representatives. All personnel participate in annual mandatory safety training. Monthly drills are conducted and assessed by local law enforcement.

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Technology and STEM:	Discovery School is committed to engaging students through the use of effective instruction paired with technology to ensure they are prepared for life in the 21st century. The Preschool Classrooms are provided with iPads for students to learn letter identification and sound to basic number recognition. The Kindergarten students have tablets for many reading and writing apps.

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Other Information:	A typical day here at Discovery School never stops. We offer free full day and half day sessions for the 3 and 4 year old Preschool students. The Preschool faculty is trained in the Tools of the Mind Curriculum. This allows typically developing 3 year olds to learn in a classroom along side other 3 year olds with special needs. We also offer full day Kindergarten for all students. The Kindergarten faculty provides a full day of reading and writing workshops; both having small and large group instruction, Fundations, guided reading groups, mathematics, and social sciences. The faculty take pride in differentiating their instruction. All classrooms have three computers and two iPads so students can use their technology skills to reinforce what they have learned. Each classroom is installed with a 3M interactive whiteboard. This tool brings learning to life. To inform the parents and outside community, Discovery updates their website of important information and dates. The Discovery Dish newsletter informs parents of future events and recaps past events. For those who qualify, we do offer those families Free and Reduced Breakfast and Lunch programs.