NJ SCHOOL PERFORMANCE REPORT

CLARENCE B. LAMB ELEMENTARY SCHOOL
(05-3650-040)
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

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. MOROLDA
Address	46 SCHOOLHOUSE ROAD WRIGHTSTOWN, NJ 08562
Phone Number	(609)738-2630
Email Address	DMOROLDA@NHANOVER.COM
Website	https://cbl.nhanover.com
Facebook	https://www.facebook.com/North-Hanover-Township-School-District-1643538702575478/
Twitter	https://twitter.com/@cblamb_school

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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	46	33	41
2	48	50	34
3	164	130	130
4	141	155	129
Total	399	368	334

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	47.1%	45.7%	50.0%
Male	52.9%	54.3%	50.0%
Economically Disadvantaged Students	35.1%	35.1%	39.2%
Students with Disabilities	12.8%	17.7%	19.5%
English Learners	3.5%	3.8%	3.0%
Homeless Students		1.1%	1.2%
Students in Foster Care		0.8%	0.3%
Military-Connected Students		54.6%	48.8%
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	61.9%	61.1%	57.2%
Hispanic	19.0%	18.2%	21.0%
Black or African American	11.5%	12.0%	11.1%
Asian	1.0%	1.1%	0.6%
Native Hawaiian or Pacific Islander	0.5%	0.5%	1.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.0%	7.1%	8.7%

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	90.4%
Spanish	8.4%
Other Languages	1.2%

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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	54.5	53	50	Met Standard	68	60	50	Exceeds Standard
White	54	54	50	Met Standard	71	58	51	Exceeds Standard
Hispanic	48	48	49	**	82	72	48	**
Black or African American	56	48	44	**	50	62	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	58	49	**	*	62	51	**
Economically Disadvantaged	48	48	48	Met Standard	62	60	47	Exceeds Standard
Students with Disabilities	41	47	41	**	64	66	43	**
English Learners	*	51.5	54	**	*	57	51	**

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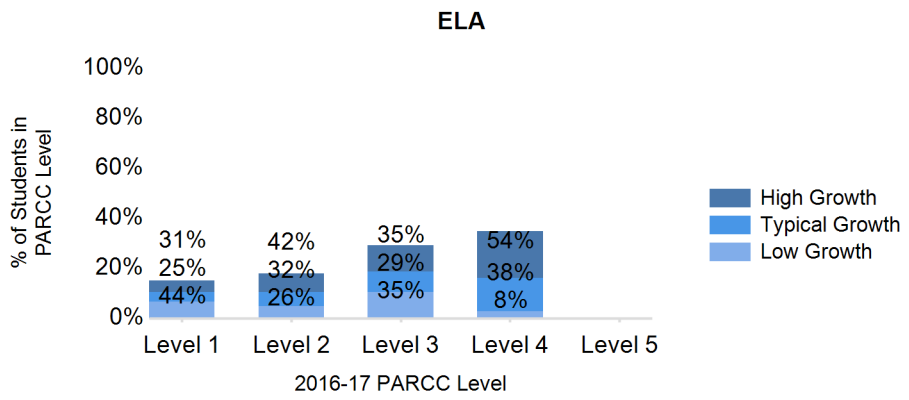
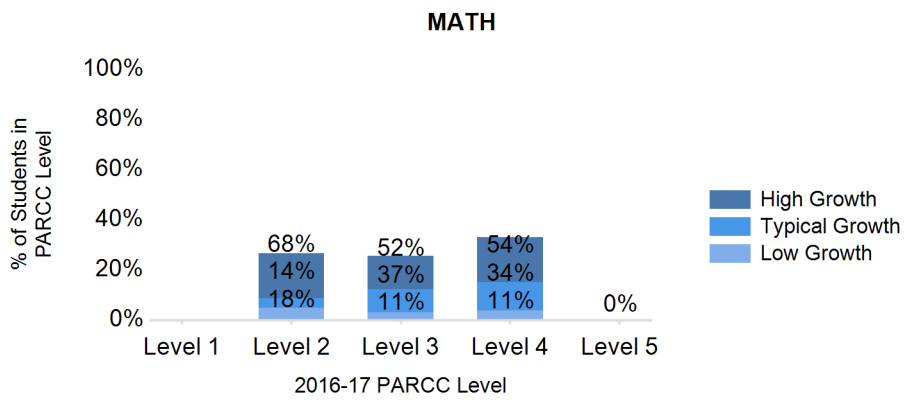
Student Growth by Performance Level

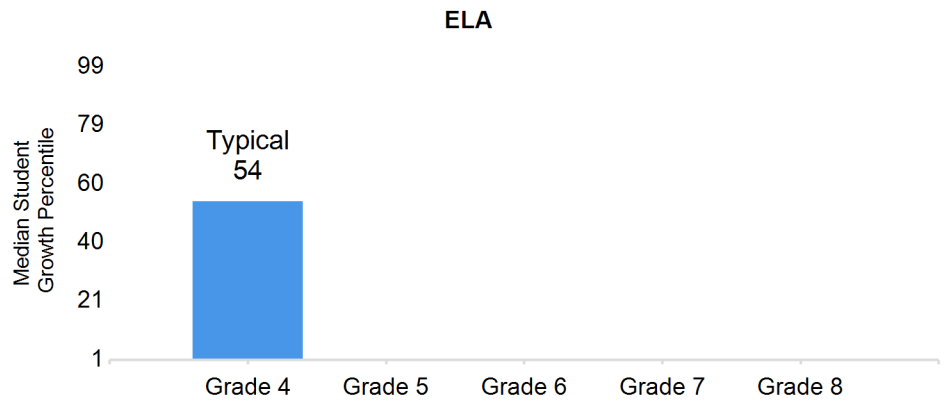
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

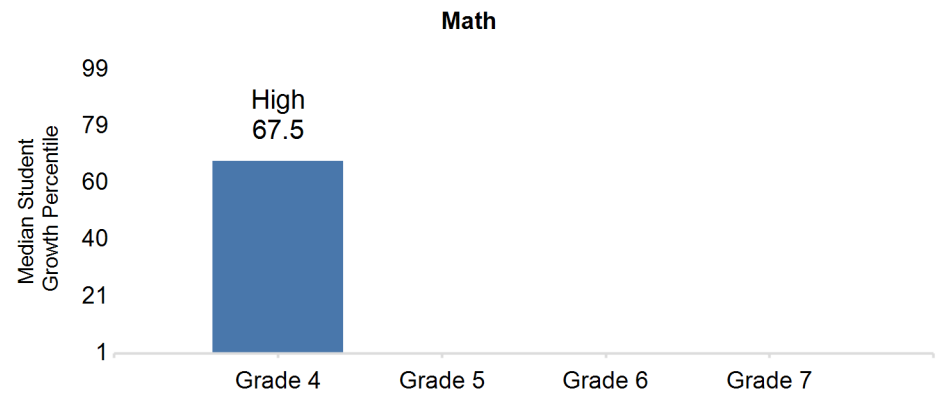




Student Growth by Grade

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	253	96.8	50.6	55.3	56.7	50.6	48.2	Met Target
White	144	95.0	58.3	60.9	65.6	58.3	49.8	Met Target
Hispanic	45	98.0	37.8	45.3	42.5	37.8	44.4	Met Target†
Black or African American	32	100.0	37.5	39.4	37.3	37.5	40.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.6	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	61.2	63.4	*	N	N
Female	125	98.5	56.0	62.0	64.5	56.0		
Male	128	95.0	45.3	49.2	49.4	45.3		
Economically Disadvantaged Students	88	97.9	37.5	42.8	38.5	37.5	35.4	Met Target
Non-Economically Disadvantaged Students	165	96.2	57.5	60.7	67.5	57.5		
Students with Disabilities	34	86.4	29.4	22.9	21.6	26.4	10.4	Met Target
Students without Disabilities	219	98.7	53.9	61.4	63.9	53.9		
English Learners	*	*	*	21.4	27.3	*	**	**
Non-English Learners	*	*	*	56.2	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	143	98.7	51.8	56.8	57.4	51.8		
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	127	745	745	750	8%	23%	24%	*	*	46%	52%
White	66	749	749	759	*	20%	21%	*	*	52%	61%
Hispanic	26	747	747	736	*	*	38%	*	*	38%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	17	742	742	758	*	*	*	*	*	47%	58%
Female	63	754	754	756	*	21%	19%	*	*	56%	57%
Male	64	736	736	744	*	25%	28%	*	*	36%	46%
Economically Disadvantaged Students	45	746	746	733	*	29%	24%	*	*	42%	34%
Non-Economically Disadvantaged Students	82	745	745	762	*	20%	23%	*	*	48%	64%
Students with Disabilities	10	715	715	719	*	*	*	*	*	20%	24%
Students without Disabilities	117	748	748	756	*	*	*	*	*	48%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	75	744	744	751	*	23%	25%	*	*	44%	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	135	753	753	756	7%	13%	27%	39%	14%	53%	58%
White	82	760	760	764	*	*	26%	44%	18%	62%	68%
Hispanic	23	744	744	744	*	*	*	*	*	43%	44%
Black or African American	20	738	738	739	*	*	*	*	*	35%	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	*	*	*	763	*	*	*	*	*	*	63%
Female	70	754	754	762	*	*	24%	*	*	54%	63%
Male	65	751	751	751	*	*	29%	*	*	52%	53%
Economically Disadvantaged Students	45	741	741	740	*	*	33%	*	*	36%	40%
Non-Economically Disadvantaged Students	90	759	759	767	*	*	23%	*	*	62%	70%
Students with Disabilities	21	726	726	726	*	*	*	*	*	29%	25%
Students without Disabilities	114	758	758	762	*	*	*	*	*	58%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	135	753	753	759	7%	13%	27%	39%	14%	53%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	74	757	757	757	*	*	32%	*	*	57%	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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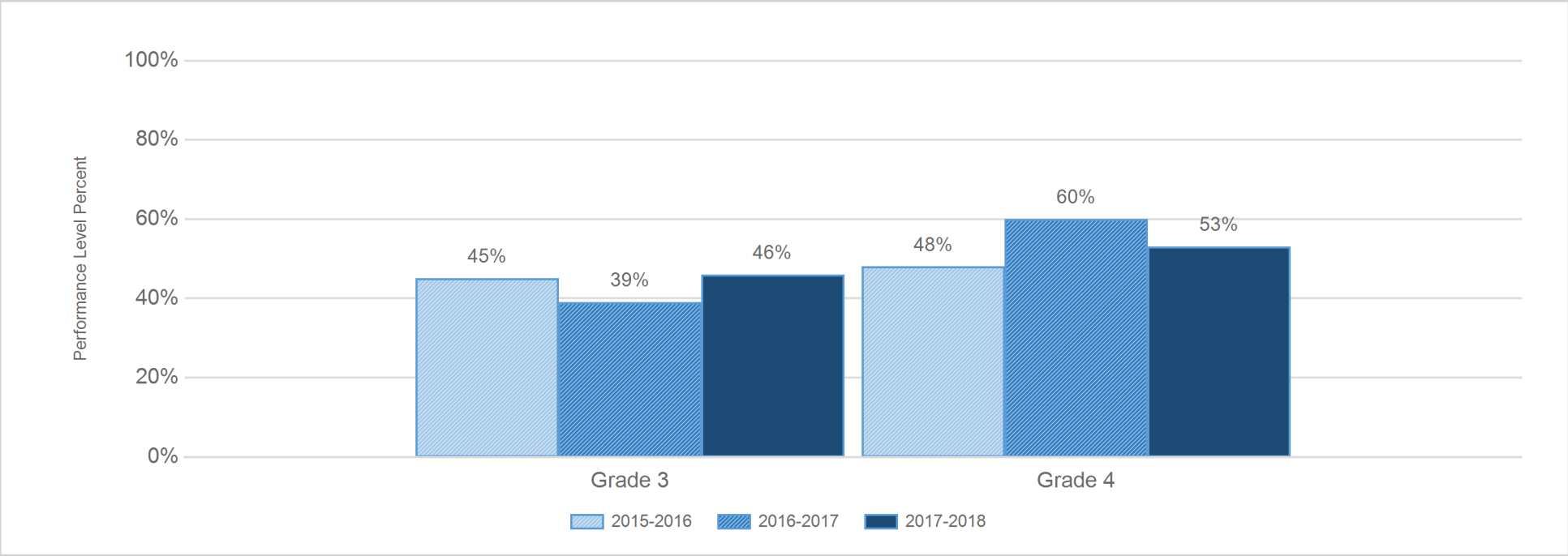
English Language Arts/Literacy Assessment - Performance Trends

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.

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	253	96.8	48.6	50.8	45.0	48.6	46.3	Met Target
White	144	95.0	58.3	56.9	54.1	58.3	49	Met Target
Hispanic	45	98.1	33.3	41.9	29.2	33.3	52	Not Met
Black or African American	32	100.0	31.2	39.4	23.4	31.2	29.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	42.8	53.0	*	N	N
Female	125	98.5	50.4	53.5	46.0	50.4		
Male	128	95.1	46.8	48.5	43.9	46.8		
Economically Disadvantaged Students	88	97.9	37.5	40.9	26.6	37.5	31.5	Met Target
Non-Economically Disadvantaged Students	165	96.2	54.6	55.2	55.9	54.6		
Students with Disabilities	34	86.4	20.5	16.9	17.1	18.4	22.6	Met Target†
Students without Disabilities	219	98.7	53.0	57.3	50.5	53.0		
English Learners	*	*	*	21.4	24.6	*	**	**
Non-English Learners	*	*	*	51.7	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	143	98.7	50.4	51.7	45.8	50.4		
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	127	747	747	752	*	16%	28%	*	*	49%	53%
White	66	751	751	760	*	15%	18%	*	*	59%	64%
Hispanic	26	745	745	739	*	*	46%	*	*	42%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	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	17	744	744	757	*	*	*	*	*	35%	59%
Female	63	750	750	752	*	*	29%	*	*	54%	53%
Male	64	745	745	751	*	*	28%	*	*	44%	53%
Economically Disadvantaged Students	45	743	743	736	*	*	33%	*	*	38%	35%
Non-Economically Disadvantaged Students	82	750	750	762	*	*	26%	*	*	55%	66%
Students with Disabilities	10	718	718	730	*	*	*	*	*	30%	29%
Students without Disabilities	117	750	750	756	*	*	*	*	*	50%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	75	746	746	753	*	16%	31%	*	*	47%	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	137	747	747	748	7%	13%	34%	*	*	46%	49%
White	83	752	752	755	*	13%	27%	*	*	55%	60%
Hispanic	24	735	735	737	*	*	50%	*	*	25%	34%
Black or African American	20	738	738	730	*	*	*	*	*	30%	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	*	*	*	752	*	*	*	*	*	*	55%
Female	70	746	746	748	*	*	37%	*	*	44%	50%
Male	67	748	748	748	*	*	30%	*	*	48%	49%
Economically Disadvantaged Students	46	739	739	733	*	*	30%	*	*	37%	30%
Non-Economically Disadvantaged Students	91	751	751	758	*	*	35%	*	*	51%	62%
Students with Disabilities	21	721	721	725	*	*	*	*	*	14%	22%
Students without Disabilities	116	751	751	753	*	*	*	*	*	52%	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	75	750	750	748	*	*	32%	*	*	51%	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

CLARENCE B. LAMB ELEMENTARY SCHOOL
(05-3650-040)
Grades Offered: 01-04
2017-2018

Report Key:
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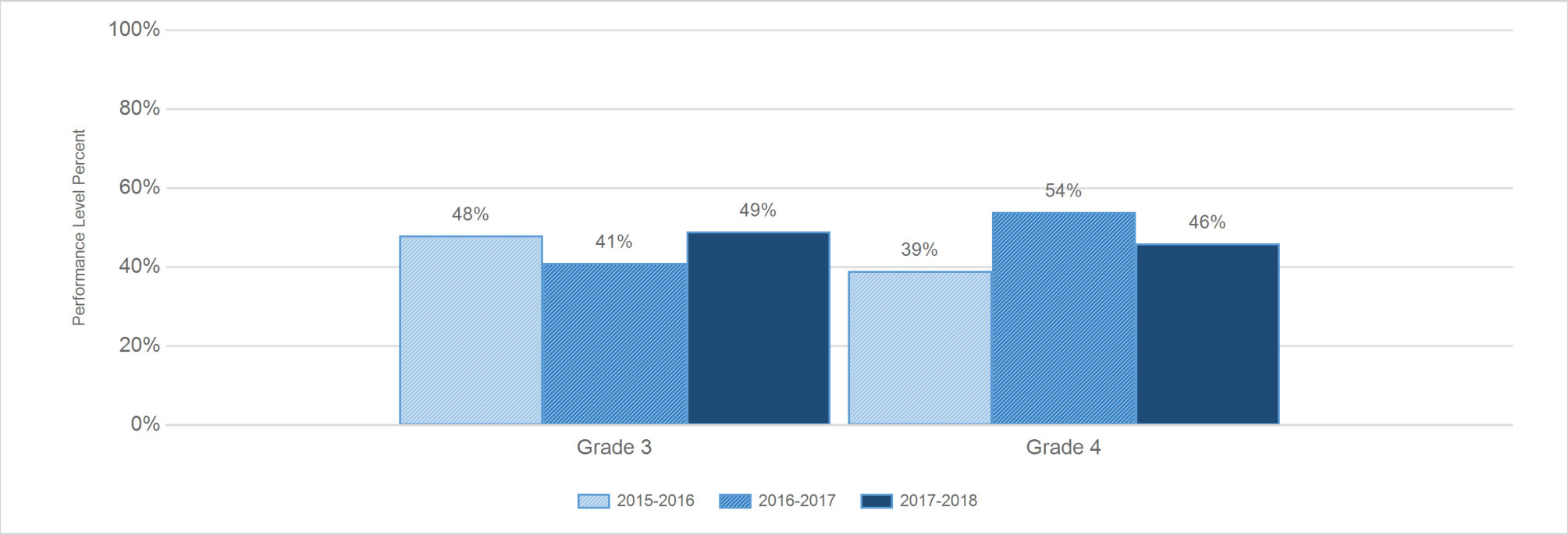
Mathematics Assessment – Performance Trends

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	*	*

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

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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.

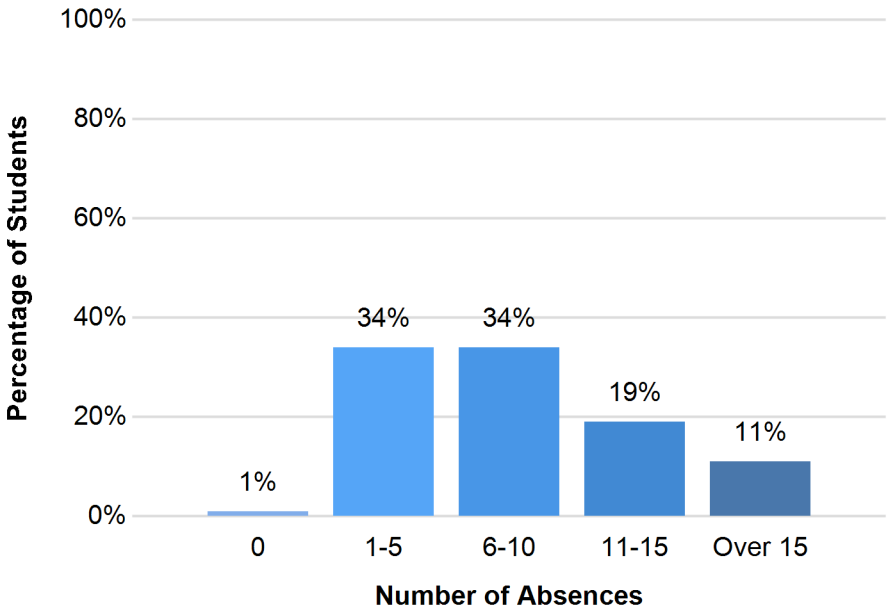
Chronic Absenteeism

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	26	7.8	8.2	Met
White	13	6.8	8.2	Met
Hispanic	5	7.1	8.2	Met
Black or African American	3	8.1	8.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.2	Not Met
Economically Disadvantaged Students	13	9.9	8.2	Not Met
Students with Disabilities	13	19.7	8.2	Not 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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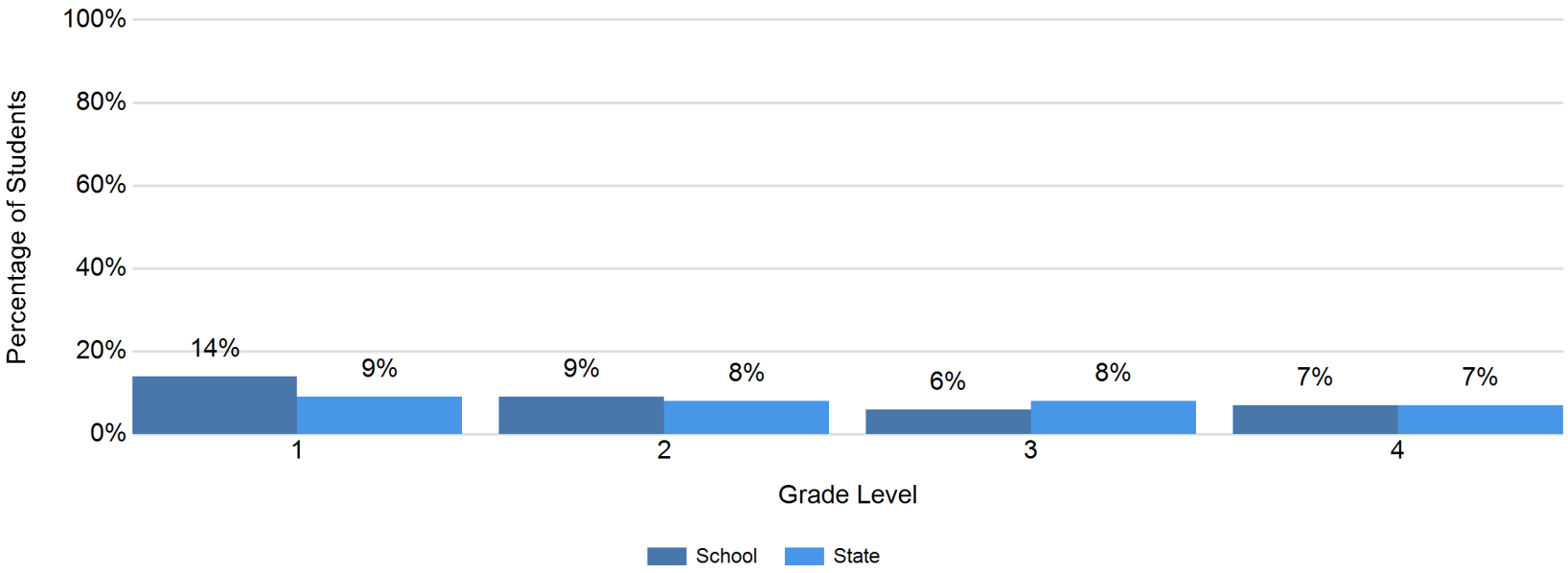
Chronic Absenteeism by Grade

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.90

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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	0	0	0
Other	3	1	4
No Identified Nature	1		1

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	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	*	*
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	2:55 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 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	3.5:1

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)	$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	45	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	71.1%	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	7:1	10:1
Students to Administrators	334:1	133:1
Teachers to Administrators	45:1	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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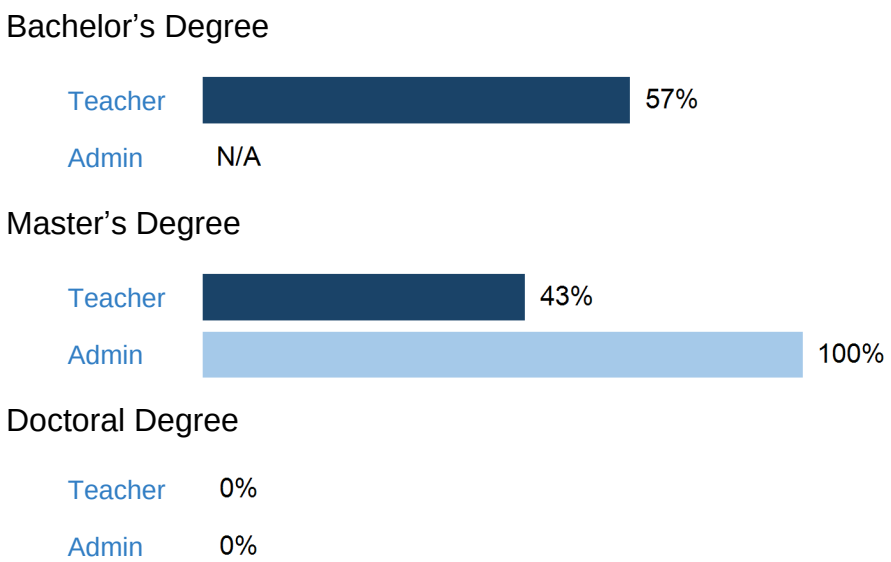
Teachers and Administrators - Level of Education

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	97.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	97.8%	0.0%
Male	2.2%	100.0%
White	91.1%	100.0%
Hispanic	4.4%	0.0%
Black or African American	2.2%	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	2.2%	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	31.69	17.5%
Mathematics Proficiency	46.39	17.5%
English Language Arts Growth	60.66	25.0%
Mathematics Growth	94.90	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.79	n/a
Summative Rating: Percentile Rank of Summative Score	63.86	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	Exceeds Standard	**	Met	No
White	60.66	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target	**	**	n/a	Met	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	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	66.69	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target†	**	**	n/a	Not 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:	• Responsive Classroom Implementation • Social Wellness for Academic Growth • Professional Learning Communities
Mission, Vision, Theme:	Our Mission is to ensure that all students are resilient, lifelong learners who achieve excellence and engage as twenty-first century citizens through effective instruction that is based on the New Jersey Student Learning Standards.
Awards, Recognition, Accomplishments:	CB Lamb was one of two schools in the district that received a Federal grant to implement a social wellness for academic growth (SWAG) program. The program focuses on teaching first and second grade students strategies to implement mindfulness techniques that assist in managing anxiety, anger, and emotional distraction in a prosocial manner.

NJ SCHOOL PERFORMANCE REPORT

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(05-3650-040)
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

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:	North Hanover Twp. Schools continuously strive to improve our programs and instruction. We teamed up with Columbia Teachers College to offer Reading and Writing Workshop for ELA instruction. We adopted Pearson Envisions Math 2.0 as a resource in our Math instruction, as well as First in Math and Study island to supplement. Our adoption of NGSS practices is asking students to lead in their own science learning with the support of our capable staff. We look forward to continued growth.
Clubs and Activities:	CB Lamb School understands the value of providing extra-curricular opportunities for our students. There is a Military Kids Club for students in third and fourth grades that meets weekly. This important club is service based provides a forum for students to share and discuss topics related to life as the child of a military family. Additionally, students may elect to participate in a computer club, book club, art club and music club during the school day.

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Staff and Professional Learning:	Professional Learning Communities meet on a weekly basis to exchange ideas on the teaching and learning process in the school. Teachers refine their teaching skills through professional development activities during the district's staff-development days and through teacher attendance at workshops outside of the school district.

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Student Supports and Services:	To effectively address the needs of all students at CB Lamb Elementary, the following supports and services are available: English as a Second Language, Intervention and Referral Services, Focused Intervention Team, What I Need (period in the schedule that allows for specific supports, Military Family Counseling, school based counseling.
Student Health and Wellness:	In addition to academic and social-emotional growth of students at CB Lamb, the school community recognizes the importance of student health and wellness. Students participate in daily morning meeting activities, have recess for 25 minutes each day and participate in physical education class weekly. Parents are provided information about the nutrition program offered by the school, including healthy options for students who wish to purchase breakfast or lunch in the school cafeteria.
Parent and Community Involvement:	CB Lamb School places a high priority on participation by parents. The Parent Teacher Organization (PTO) of the school is an active member of the entire educational community. The PTO supplements the learning activities of the school with strong school support, numerous educational assemblies, and parent volunteer activities throughout the school year. Parents are informed of school related events through multiple sources, such as the website, twitter, e-newsletters and the parent portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers School climate surveys were used to inform decisions made to improve the school community. Students, faculty and parents are surveyed regarding: school safety, environment, professional development and instructional practice. Results from the survey were shared with stakeholders and utilized to guide the direction of the school in future years.
Facilities:	CB Lamb School houses students in grade 1-4. It is located in the Jacobstown section of North Hanover Township. Starting as the Jacobstown School in 1907, the current school was rebuilt and opened in 1937. Since then it has undergone several additions and renovations. It has a capacity of 450 students.
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:	CB Lamb 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. Every classroom is equipped with a smartboard and several desktops computers. Ten Chrome carts, along with two computer labs make technology accessible to every student. Students also have regularly scheduled time in MakerSpace.

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Other Information:	At CB Lamb Elementary School, we believe that children need to be known. We understand the importance of building and nurturing a responsive educational community, while holding high academic standards in a caring atmosphere. The students, faculty, and administration understand that we are all part of a community in which differences are respected and celebrated. Knowing the unique intellectual, social, physical, and emotional needs of our students is as important as knowing the curriculum that we teach. To accomplish this, teachers participate in professional learning communities monitoring student growth and collaboratively looking at data to inform instruction. We strive to maintain a positive school community that promotes in-depth learning and enhances students' physical and emotional well-being.