NJ SCHOOL PERFORMANCE REPORT

ARTHUR M. JUDD
(23-3620-055)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	NORTH BRUNSWICK TWP
Principal Name	MR. SCHMIDT
Address	1595 ROOSEVELT AVENUE NORTH BRUNSWICK, NJ 08902
Phone Number	(732)289-3202
Email Address	JSCHMIDT@NBTSCHOOLS.ORG
Website	http://judd.nbtschools.org

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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	171	155	152
KG	128	100	107
1	132	136	102
2	104	128	126
3	123	110	137
4	124	130	101
5	138	124	142
Total	920	883	867

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	43.6%	44.4%	42.9%
Male	56.4%	55.6%	57.1%
Economically Disadvantaged Students	31.0%	33.9%	34.4%
Students with Disabilities	21.8%	20.5%	21.3%
English Learners	4.9%	4.3%	4.8%
Homeless Students		0.1%	0.6%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.2%	0.5%
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	26.5%	23.2%	23.0%
Hispanic	25.9%	27.0%	27.9%
Black or African American	22.7%	25.1%	25.5%
Asian	20.5%	20.2%	18.9%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.3%	0.5%
Two or More Races	4.0%	3.9%	3.9%

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	152	140	141
PK - Full Day	19	15	11
KG - Half Day	0	0	0
KG - Full Day	128	100	107

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	68.6%
Spanish	15.6%
Gujarati	2.1%
Arabic	1.6%
Telugu	1.5%
Other Languages	10.6%

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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	46.5	55	50	Met Standard	51.5	52	50	Met Standard
White	48.5	57	50	Met Standard	52.5	53.5	51	Met Standard
Hispanic	39	50	49	Not Met	42	51	48	Met Standard
Black or African American	50	52	44	Met Standard	59.5	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51	63	61	Met Standard	55	61	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	43	44	49	**	55.5	52	51	**
Economically Disadvantaged	48.5	50	48	Met Standard	51	51	47	Met Standard
Students with Disabilities	40.5	38	41	Met Standard	52	46	43	Met Standard
English Learners	50	52.5	54	**	51	48.5	51	Met Standard

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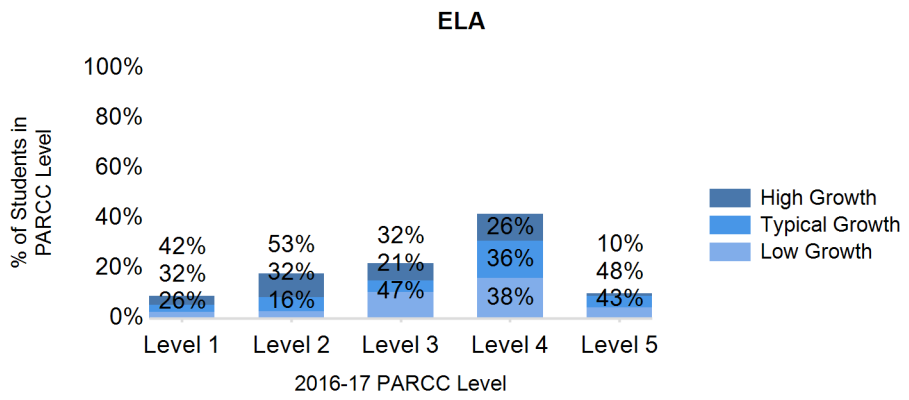
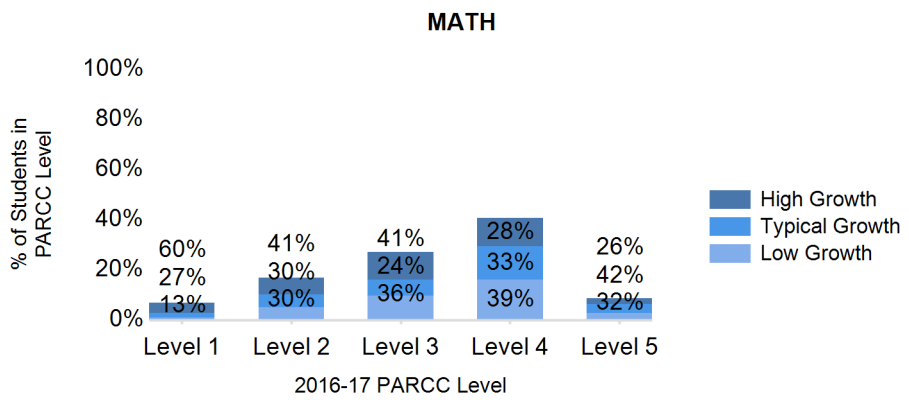
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

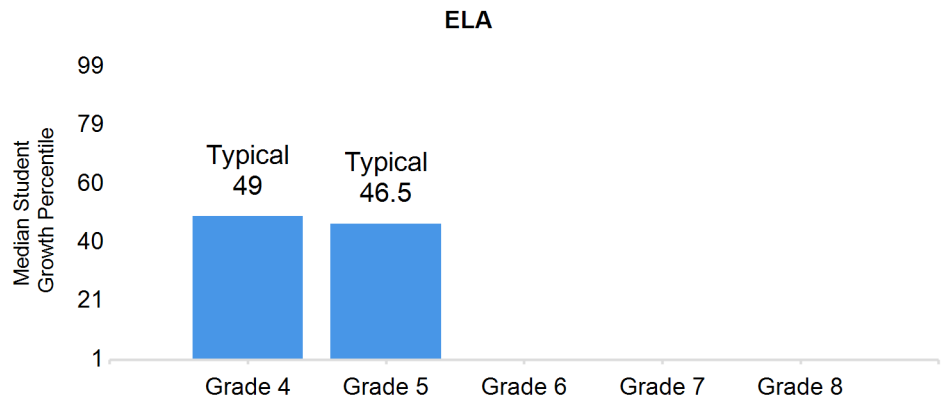
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

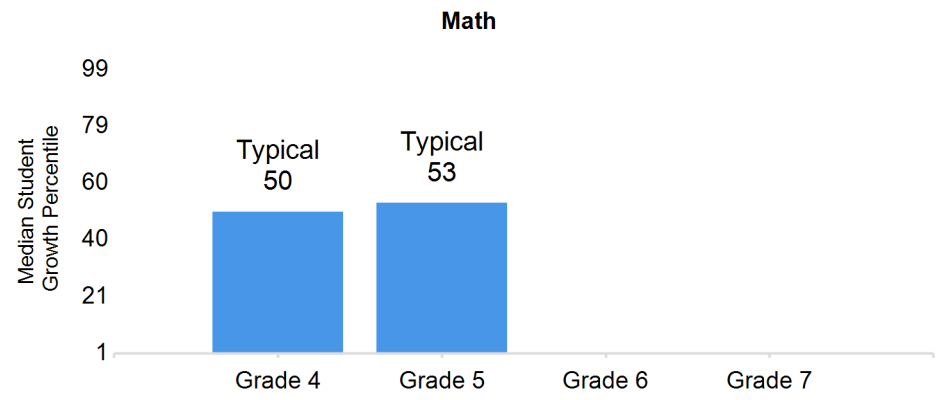




Student Growth by Grade

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	369	99.0	48.3	50.0	56.7	48.3	52.1	Met Target†
White	91	97.8	65.9	59.8	65.6	65.9	61.5	Met Target
Hispanic	100	99.0	37.0	33.9	42.5	37.0	44.4	Met Target†
Black or African American	101	99.0	34.7	37.3	37.3	34.7	36.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	56	100.0	62.5	78.7	82.3	62.5	65.1	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	167	99.4	56.3	58.4	64.5	56.3		
Male	202	98.6	41.6	42.0	49.4	41.6		
Economically Disadvantaged Students	147	98.7	36.7	31.5	38.5	36.7	35.6	Met Target
Non-Economically Disadvantaged Students	222	99.1	55.8	63.4	67.5	55.8		
Students with Disabilities	63	96.9	*	12.9	21.6	*	24.5	Not Met
Students without Disabilities	306	99.4	*	55.4	63.9	*		
English Learners	41	100.0	17.0	*	27.3	17.0	15.5	Met Target
Non-English Learners	328	98.8	52.1	*	59.4	52.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
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	132	748	741	750	13%	14%	23%	*	*	50%	52%
White	28	766	752	759	*	*	*	*	*	71%	61%
Hispanic	46	734	723	736	33%	*	*	*	*	41%	38%
Black or African American	35	740	737	733	0%	34%	34%	31%	0%	31%	35%
Asian, Native Hawaiian, or Pacific Islander	15	776	771	777	*	0%	*	*	*	73%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	57	752	745	756	*	*	*	*	*	58%	57%
Male	75	746	736	744	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	62	736	723	733	*	*	31%	*	*	37%	34%
Non-Economically Disadvantaged Students	70	760	758	762	*	*	17%	*	*	61%	64%
Students with Disabilities	12	708	697	719	*	*	*	*	*	*	24%
Students without Disabilities	120	753	746	756	*	*	*	*	*	*	57%
English Learners	*	*	697	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	744	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	747	747	756	12%	*	32%	*	*	47%	58%
White	27	760	755	764	0%	*	*	*	*	70%	68%
Hispanic	18	732	731	744	*	*	*	*	*	28%	44%
Black or African American	30	743	736	739	*	*	33%	*	*	40%	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	*	*	756	763	*	*	*	*	*	*	63%
Female	45	749	751	762	*	*	27%	*	*	53%	63%
Male	50	745	743	751	*	*	36%	*	*	42%	53%
Economically Disadvantaged Students	38	736	730	740	*	*	37%	*	*	34%	40%
Non-Economically Disadvantaged Students	57	755	758	767	*	*	28%	*	*	56%	70%
Students with Disabilities	14	708	705	726	*	*	*	*	*	*	25%
Students without Disabilities	81	754	754	762	*	*	*	*	*	*	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	759	*	*	*	*	*	*	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	*	*	*	757	*	*	*	*	*	*	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	135	751	746	755	*	12%	31%	*	*	51%	58%
White	33	763	753	763	0%	*	30%	*	*	64%	68%
Hispanic	38	739	731	743	*	*	34%	34%	0%	34%	43%
Black or African American	34	739	*	738	*	*	38%	41%	0%	41%	38%
Asian, Native Hawaiian, or Pacific Islander	22	768	770	780	*	0%	*	*	*	73%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	66	756	752	762	*	*	27%	*	*	59%	66%
Male	69	746	740	749	*	*	35%	*	*	43%	51%
Economically Disadvantaged Students	50	737	731	739	*	*	30%	*	*	38%	39%
Non-Economically Disadvantaged Students	85	759	757	766	*	*	32%	*	*	59%	71%
Students with Disabilities	20	724	711	724	*	*	*	*	*	10%	22%
Students without Disabilities	115	756	751	762	*	*	*	*	*	58%	65%
English Learners	*	*	710	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	747	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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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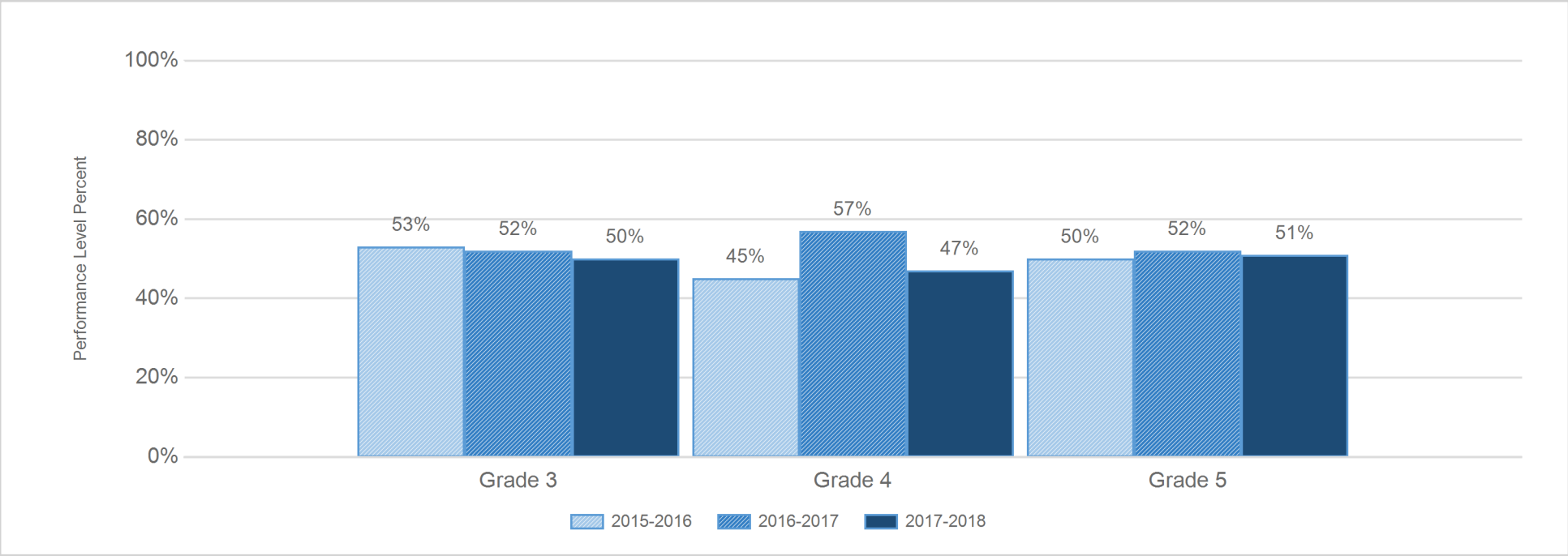
English Language Arts/Literacy Assessment - Performance Trends

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	369	99.0	49.1	39.1	45.0	49.1	53.3	Met Target†
White	91	97.8	65.9	*	54.1	65.9	63.2	Met Target
Hispanic	100	99.0	33.0	23.5	29.2	33.0	44	Not Met
Black or African American	101	99.0	35.7	*	23.4	35.7	38.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	56	100.0	71.4	71.1	77.0	71.4	66.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	167	99.4	47.3	40.3	46.0	47.3		
Male	202	98.6	50.5	38.1	43.9	50.5		
Economically Disadvantaged Students	147	98.7	31.3	20.2	26.6	31.3	37.3	Met Target†
Non-Economically Disadvantaged Students	222	99.1	60.8	52.8	55.9	60.8		
Students with Disabilities	63	96.9	11.1	10.1	17.1	11.1	26	Not Met
Students without Disabilities	306	99.4	56.9	43.2	50.5	56.9		
English Learners	41	100.0	17.0	13.6	24.6	17.0	23	Met Target†
Non-English Learners	328	98.8	53.1	41.5	46.9	53.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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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	132	756	746	752	*	*	27%	40%	15%	55%	53%
White	28	772	757	760	0%	*	*	*	*	71%	64%
Hispanic	46	743	729	739	*	*	28%	*	*	41%	38%
Black or African American	35	748	740	734	*	*	31%	*	*	49%	32%
Asian, Native Hawaiian, or Pacific Islander	15	790	779	780	0%	0%	*	*	*	87%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	57	753	746	752	*	*	30%	*	*	49%	53%
Male	75	758	746	751	*	*	25%	*	*	60%	53%
Economically Disadvantaged Students	62	742	729	736	*	*	34%	*	*	39%	35%
Non-Economically Disadvantaged Students	70	768	762	762	*	*	21%	*	*	70%	66%
Students with Disabilities	12	731	711	730	*	*	*	*	*	25%	29%
Students without Disabilities	120	759	750	756	*	*	*	*	*	58%	57%
English Learners	*	*	714	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ARTHUR M. JUDD
(23-3620-055)
Grades Offered: PK-05
2017-2018

Report Key:
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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	95	747	747	748	*	15%	28%	*	*	49%	49%
White	27	760	751	755	*	*	*	*	*	74%	60%
Hispanic	18	736	735	737	*	*	*	*	*	28%	34%
Black or African American	30	737	733	730	*	*	37%	*	*	33%	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	*	*	754	752	*	*	*	*	*	*	55%
Female	45	743	746	748	*	*	29%	*	*	42%	50%
Male	50	749	748	748	*	*	28%	*	*	56%	49%
Economically Disadvantaged Students	38	736	731	733	*	*	42%	*	*	26%	30%
Non-Economically Disadvantaged Students	57	754	758	758	*	*	19%	*	*	65%	62%
Students with Disabilities	14	712	711	725	*	*	*	*	*	14%	22%
Students without Disabilities	81	752	753	753	*	*	*	*	*	56%	55%
English Learners	*	*	718	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	749	750	*	*	*	*	*	*	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	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(23-3620-055)
Grades Offered: PK-05
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	135	749	744	748	*	18%	33%	*	*	47%	49%
White	33	764	753	756	0%	*	30%	*	*	61%	60%
Hispanic	38	735	729	736	0%	34%	42%	*	*	24%	32%
Black or African American	34	736	*	730	*	*	47%	29%	0%	29%	26%
Asian, Native Hawaiian, or Pacific Islander	22	769	771	777	*	*	*	*	*	86%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	66	749	746	749	*	21%	26%	*	*	50%	50%
Male	69	750	743	747	*	14%	41%	*	*	43%	48%
Economically Disadvantaged Students	50	734	729	733	*	*	40%	*	*	24%	29%
Non-Economically Disadvantaged Students	85	759	756	758	*	*	29%	*	*	60%	62%
Students with Disabilities	20	728	720	726	*	*	50%	*	*	10%	20%
Students without Disabilities	115	753	748	752	*	*	30%	*	*	53%	55%
English Learners	*	*	718	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

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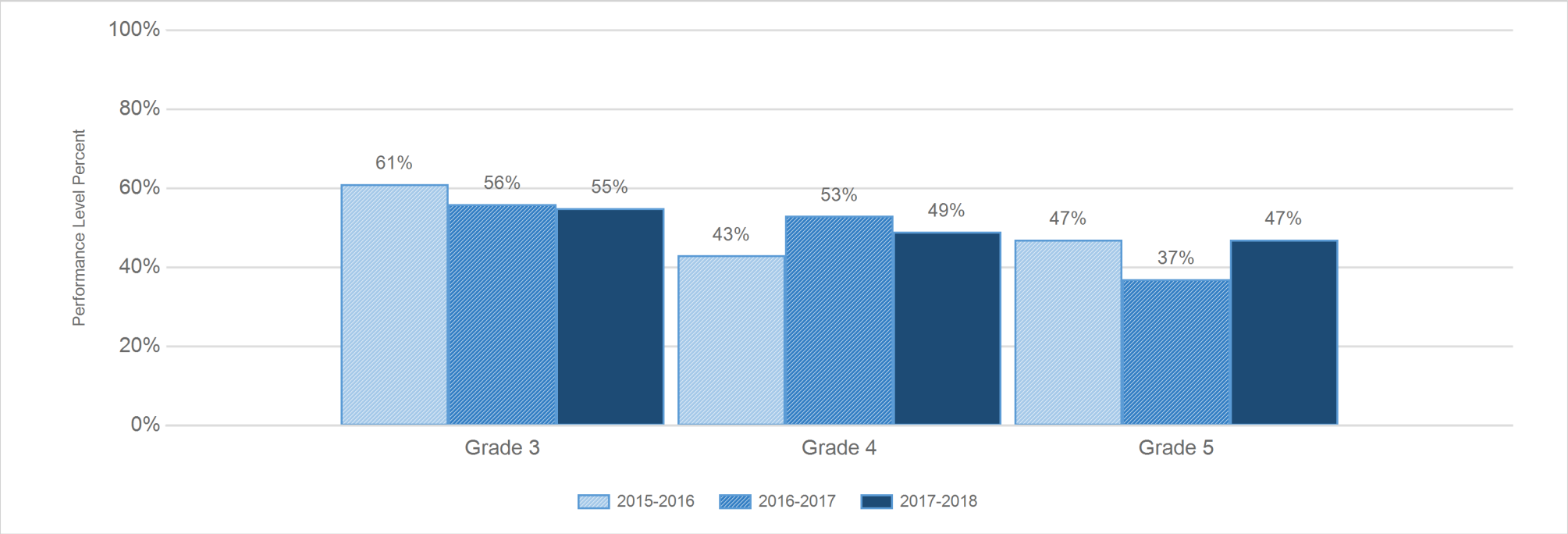
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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	*	*

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	53.8%	60.7%	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	26	*	*
3-4	11	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

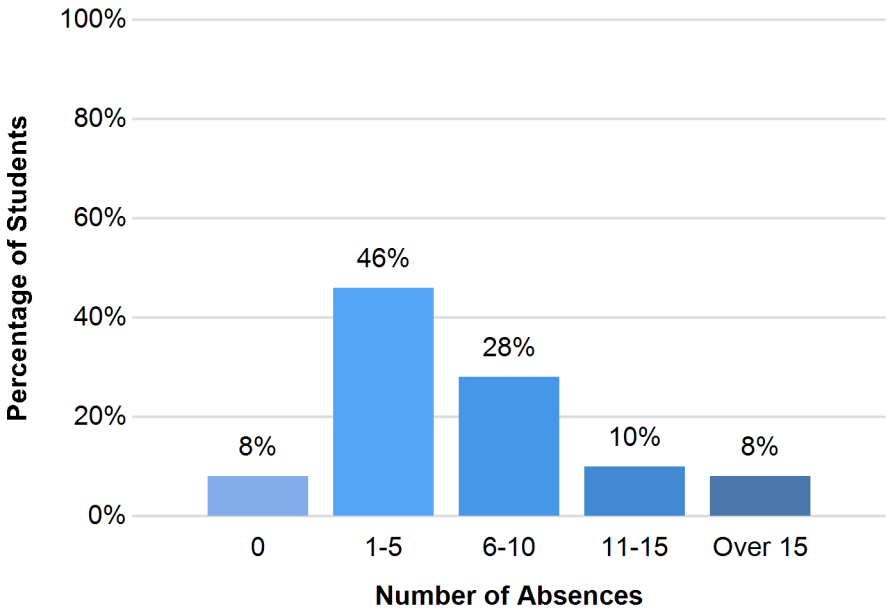
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	42	5.9	8.9	Met
White	7	4.2	8.9	Met
Hispanic	19	8.9	8.9	Met
Black or African American	9	4.5	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	6	5.6	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Economically Disadvantaged Students	25	8.7	8.9	Met
Students with Disabilities	12	10.6	8.9	Not Met
English Learners	3	7.1	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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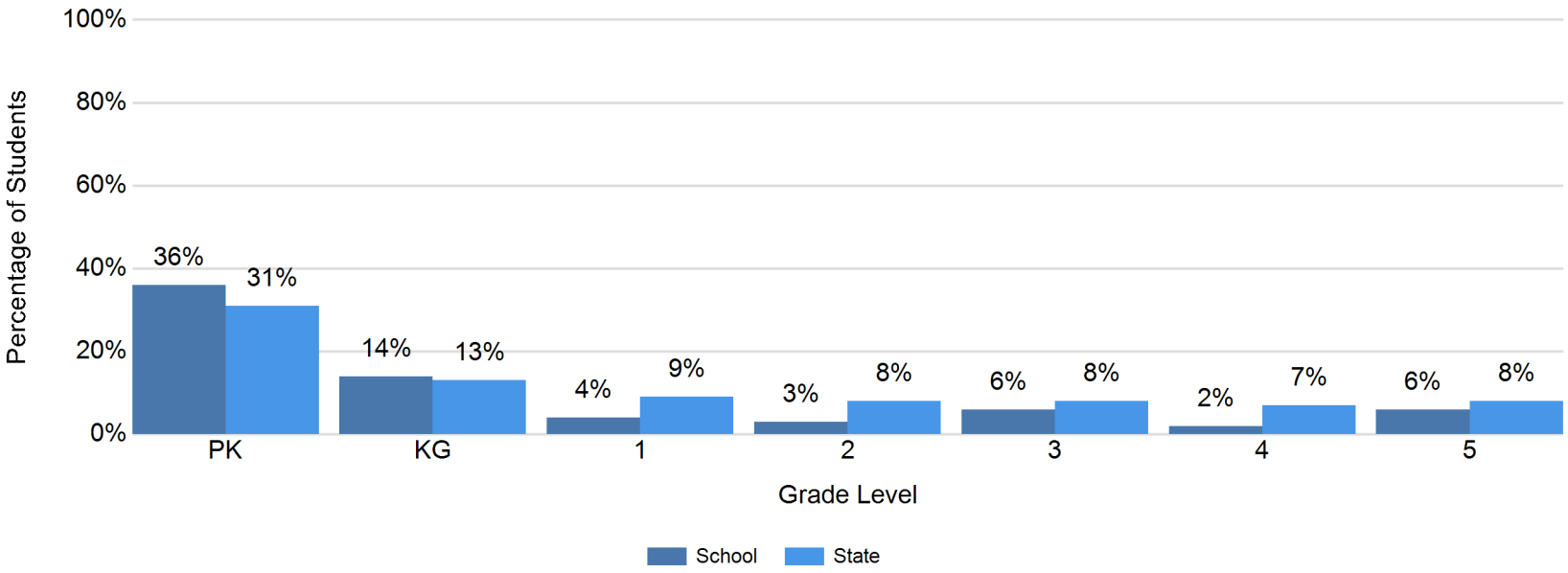
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.69

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	3
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	1.3%
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
40

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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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 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)	$455	$13,272	$13,727

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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	71	117,464
Average years experience in public schools	9.4	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	77.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	74.4%	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	12:1	12:1
Students to Administrators	217:1	139:1
Teachers to Administrators	18:1	12:1
Students to Librarians/Media Specialists		996:1
Students to Nurses		996:1
Students to Counselors		398:1
Students to Child Study Team		374:1

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Teachers: All classroom teachers
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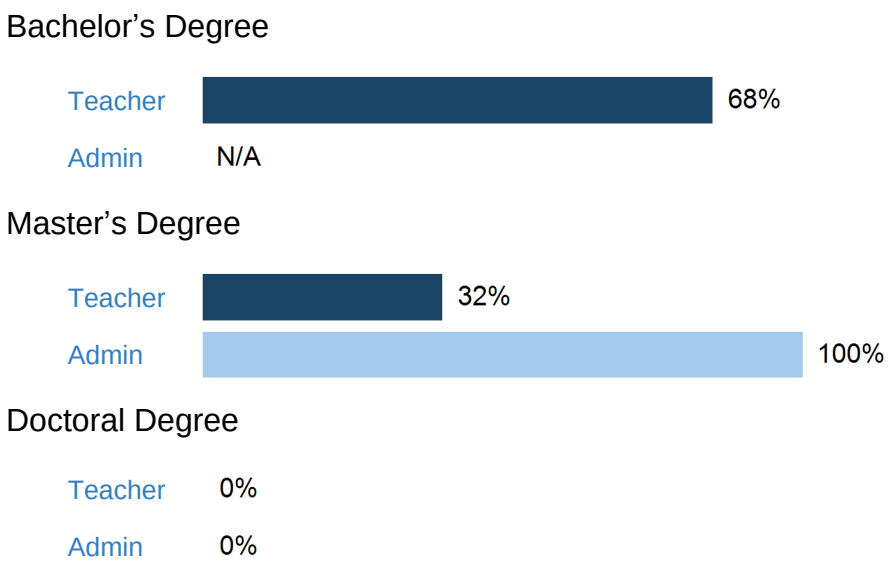
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.3%	75.0%
Male	12.7%	25.0%
White	93.0%	75.0%
Hispanic	1.4%	0.0%
Black or African American	1.4%	25.0%
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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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		

NJ SCHOOL PERFORMANCE REPORT

ARTHUR M. JUDD
(23-3620-055)
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2017-2018

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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	25.47	15.0%
Mathematics Proficiency	47.10	15.0%
English Language Arts Growth	35.19	20.0%
Mathematics Growth	54.42	20.0%
Progress Towards English Language Proficiency	48.94	20.0%
Chronic Absenteeism	63.31	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.93	n/a
Summative Rating: Percentile Rank of Summative Score	40.94	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†	Met	No
White	54.83	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	33.00	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	75.71	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	21.60	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	58.41	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	47.34	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	42.93	14.08	No	Met Target	Met Target†	**	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:	• Judd School is a caring community of learners, which embraces the diversity of our entire school community. • At Judd School we strive to meet the academic, social and emotional needs of each and every learner every day! • At Judd School we believe that every learner should be allowed to learn at their own developmentally appropriate pace.
Mission, Vision, Theme:	Arthur M. Judd Elementary School is a dynamic community of educators, children and families with a diverse population of approximately 700 students in grades K-5. Our children stem from a wide range of racial and national origins and represent numerous cultures and languages. We believe that this diversity helps us learn, grow, and work together in what can truly be called a “global learning community.”

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Courses, Curriculum, Instruction:	As a learning community, we are devoted to fulfilling the NBTS's mission to educate, inspire and empower our students to meet challenges and achieve success. To that end, Judd School offers research-based programs and authentic learning opportunities that address this goal. We strive to base our instructional decisions on curricular design and materials that offer our students the rigorous and relevant opportunities they need to become knowledgeable thinkers and confident problem solvers.
Clubs and Activities:	At Judd, students express their voice and demonstrate leadership through involvement in Student Council, Chorus Officers, Peer Mediators, Morning News Team, Buddy Classes, Junior Autism Ambassadors, and a fifth grade "jobs" program that provides assistance to students and teachers all around the building. Under the direction of our music teacher, our students in grades 3-5 present an annual winter musical for students, staff and families.

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Before and After School Programs:	To meet the needs of all students, we offer various remedial and enrichment programs, both before and after school. These include the following acadmic programs: GATE, ACHIEVE, EXPLORE, MORNING MATH, which are all overseen by teachers with an expertise in that particular area and specific grade level.
Staff and Professional Learning:	Staff members utilize ongoing PLC (professional learning communties) time to meet with colleagues to analyze data, plan lessons and collaborate on "best" instructional practices. The Judd School staff works collaboratively with members of NJPSA/FEA to continue to implement the CAR Model.

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Student Supports and Services:	Inclusive education is the hallmark of Judd School. Research-based programs for students of exceptionality in special education, academic support, gifted and talented, and ESL are offered to students at all levels who are in need of specialized programs, accelerated learning, small group assistance, or academic intervention.
Student Health and Wellness:	We believe that studies in the fine arts, media arts and physical education are fundamental to a well-rounded education and to the development of the complete individual. Connecting mind and body, our physical education program focuses on healthy life choices, cooperation, and personal goal setting. Our full-time nurse is an advocate for healthy choices and works cooperatively with parents and staff to ensure the daily safety of each and every student!
Parent and Community Involvement:	The Judd School motto Growing and Learning Together epitomizes our commitment to collaboration and partnership. We enjoy a high level of parental attendance at every school-related event, and we utilize community volunteers to provide significant support to the classrooms, media center, after school programs, and off-campus trips. Parent Teacher Organization (P.T.O.) members sponsor family-themed programs, provide mini-grants, and fund a variety of academic and co-curricular activities.

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Facilities:	Although our physical building is 50 years old, our building is "state of the art!" We house a full technology lab, gymnasium, media center, a newly renovated "outside classroom" garden area. In the area of fine arts, we have two music rooms (one for choral instruction and one for instrumental instruction) and an updated art room.
School Safety:	Judd School is in Year 3 of implementing the PBSIS (Postive Behavior Systems in Schools) Initiative. We utilize lessons and incentives (school wide "paws" passes, directly tied to our school mascot, "Buddy the Bulldog") to encourage students to make positive behavioral choices every day. Under the direction of our Instrcutional Dean, our School Safety Team (made up of administrators, teachers and parents) meets periodically throughout the school year in order to create a warm, nurturing and secure environment for all.

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Other Information:	We believe that in the face of change, Judd will persevere in creating a productive learning environment for all students through positive attitudes, collegial support and enthusiasm, and by starting each day with high expectations. We believe that we, like our students, are works in progress who depend on continued support and guidance from our colleagues, supervisors, and administrators. We must never stop learning because expectations are always changing, and we must adapt and continue to learn if we are to be effective teachers. We believe that every student deserves instruction based on their needs and that it is our responsibility to adjust our teaching and differentiate instruction if we are to help all children learn.