NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School 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	DR. JOHNSON
Address	1420 REDMOND STREET NORTH BRUNSWICK, NJ 08902
Phone Number	(732)289-3102
Email Address	FJOHNSON@NBTSCHOOLS.ORG
Website	http://ja.nbtschools.org
Facebook	https://www.facebook.com/pages/John-Adams-Elementary-School/20588035606866
Twitter	https://twitter.com/JAdamsSchool

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	0	0	0
KG	94	122	102
1	108	99	119
2	116	107	95
3	113	114	104
4	112	117	110
5	103	104	114
Total	646	663	644

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	51.5%	48.7%	45.3%
Male	48.5%	51.3%	54.7%
Economically Disadvantaged Students	32.8%	35.3%	34.3%
Students with Disabilities	10.2%	12.1%	13.4%
English Learners	6.3%	7.1%	6.5%
Homeless Students		0.3%	0.3%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.2%
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	17.8%	17.3%	15.5%
Hispanic	27.4%	26.7%	28.6%
Black or African American	20.1%	17.6%	18.2%
Asian	31.4%	34.1%	32.6%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.8%	3.8%	4.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	94	122	102

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	70.8%
Spanish	10.9%
Hindi	3.3%
Gujarati	3.3%
Telugu	1.7%
Other Languages	10.1%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	55	50	Met Standard	53.5	52	50	Met Standard
White	58	57	50	Met Standard	60	53.5	51	Exceeds Standard
Hispanic	51.5	50	49	Met Standard	52	51	48	Met Standard
Black or African American	40	52	44	Met Standard	43	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	63	61	Exceeds Standard	63	61	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	53.5	44	49	**	58.5	52	51	**
Economically Disadvantaged	40	50	48	Met Standard	48	51	47	Met Standard
Students with Disabilities	22	38	41	Not Met	47	46	43	Met Standard
English Learners	*	52.5	54	**	*	48.5	51	**

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

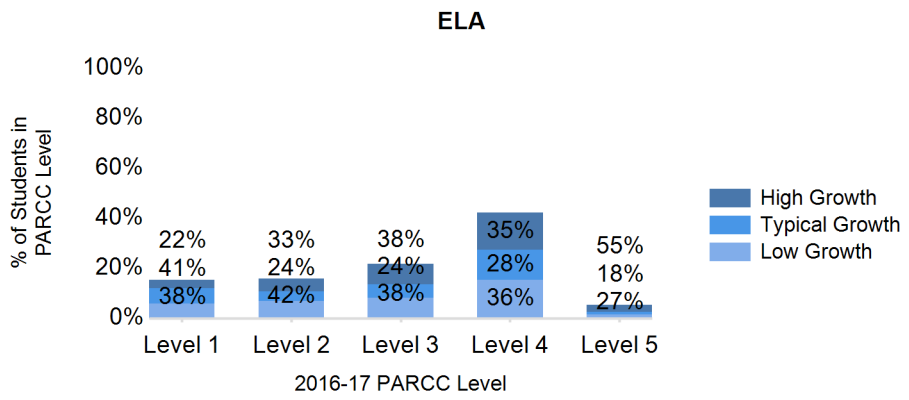
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

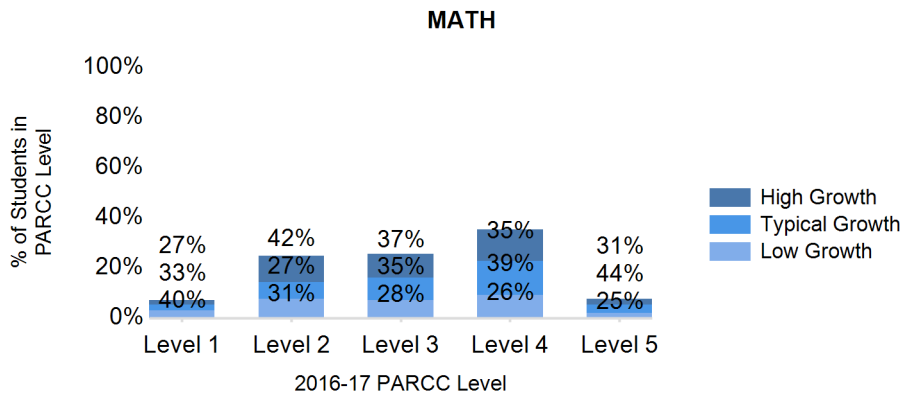
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

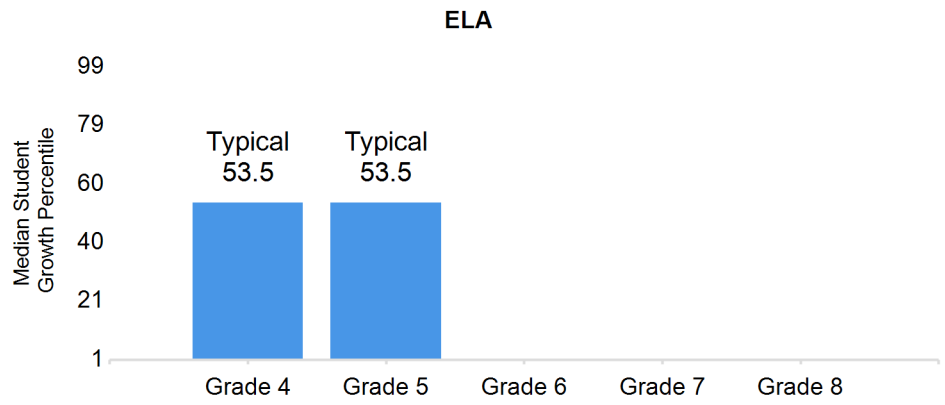
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

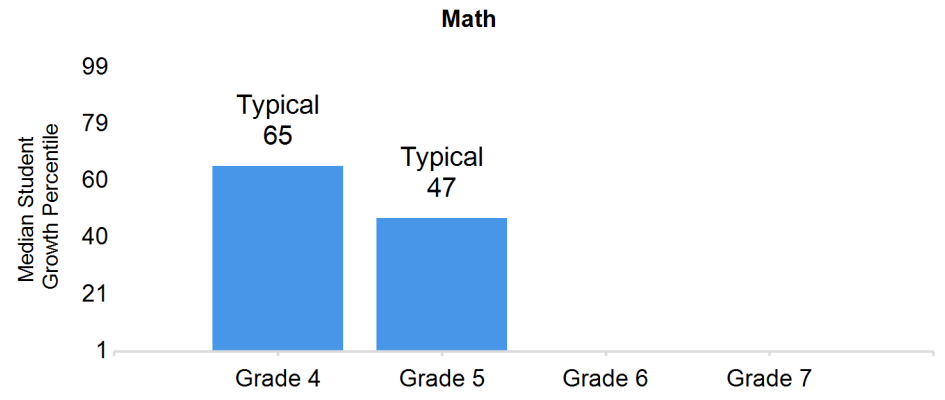




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	313	98.8	46.9	50.0	56.7	46.9	49.7	Met Target†
White	47	94.1	51.0	59.8	65.6	50.5	47.8	Met Target
Hispanic	96	99.0	32.3	33.9	42.5	32.3	28.8	Met Target
Black or African American	72	100.0	34.8	37.3	37.3	34.8	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	87	100.0	70.1	78.7	82.3	70.1	76.8	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	11	100.0	54.6	*	63.4	54.6	**	**
Female	154	99.4	57.8	58.4	64.5	57.8		
Male	159	98.2	36.5	42.0	49.4	36.5		
Economically Disadvantaged Students	112	98.3	25.0	31.5	38.5	25.0	24.6	Met Target
Non-Economically Disadvantaged Students	201	99.0	59.2	63.4	67.5	59.2		
Students with Disabilities	42	95.7	*	12.9	21.6	*	19.6	Not Met
Students without Disabilities	271	99.3	*	55.4	63.9	*		
English Learners	21	95.7	23.8	*	27.3	23.8	9.3	Met Target
Non-English Learners	292	99.0	48.6	*	59.4	48.6		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	105	741	741	750	16%	16%	27%	*	*	41%	52%
White	*	*	752	759	*	*	*	*	*	*	61%
Hispanic	39	734	723	736	*	*	31%	*	*	31%	38%
Black or African American	24	725	737	733	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	28	763	771	777	*	*	*	*	*	64%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	58	752	745	756	*	*	22%	*	*	55%	57%
Male	47	727	736	744	*	*	32%	*	*	23%	46%
Economically Disadvantaged Students	43	722	723	733	*	*	33%	*	*	19%	34%
Non-Economically Disadvantaged Students	62	754	758	762	*	*	23%	*	*	56%	64%
Students with Disabilities	16	687	697	719	*	*	*	*	*	*	24%
Students without Disabilities	89	751	746	756	*	*	*	*	*	*	57%
English Learners	*	*	697	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	744	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	106	750	747	756	13%	16%	18%	38%	15%	53%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	26	732	731	744	*	*	*	*	*	31%	44%
Black or African American	23	730	736	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	34	771	*	782	*	0%	*	*	*	74%	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	51	759	751	762	*	*	*	*	*	61%	63%
Male	55	741	743	751	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	33	729	730	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	73	759	758	767	*	*	*	*	*	63%	70%
Students with Disabilities	15	697	705	726	*	*	*	*	*	*	25%
Students without Disabilities	91	759	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	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	111	745	746	755	9%	18%	27%	*	*	46%	58%
White	*	*	753	763	*	*	*	*	*	*	68%
Hispanic	35	733	731	743	*	*	31%	31%	0%	31%	43%
Black or African American	25	730	*	738	*	*	*	*	*	32%	38%
Asian, Native Hawaiian, or Pacific Islander	30	768	770	780	0%	*	*	*	*	70%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	48	756	752	762	*	*	25%	*	*	58%	66%
Male	63	737	740	749	*	*	29%	*	*	37%	51%
Economically Disadvantaged Students	40	730	731	739	*	*	35%	*	*	25%	39%
Non-Economically Disadvantaged Students	71	753	757	766	*	*	23%	*	*	58%	71%
Students with Disabilities	13	709	711	724	*	*	*	*	*	15%	22%
Students without Disabilities	98	750	751	762	*	*	*	*	*	50%	65%
English Learners	*	*	710	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	747	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

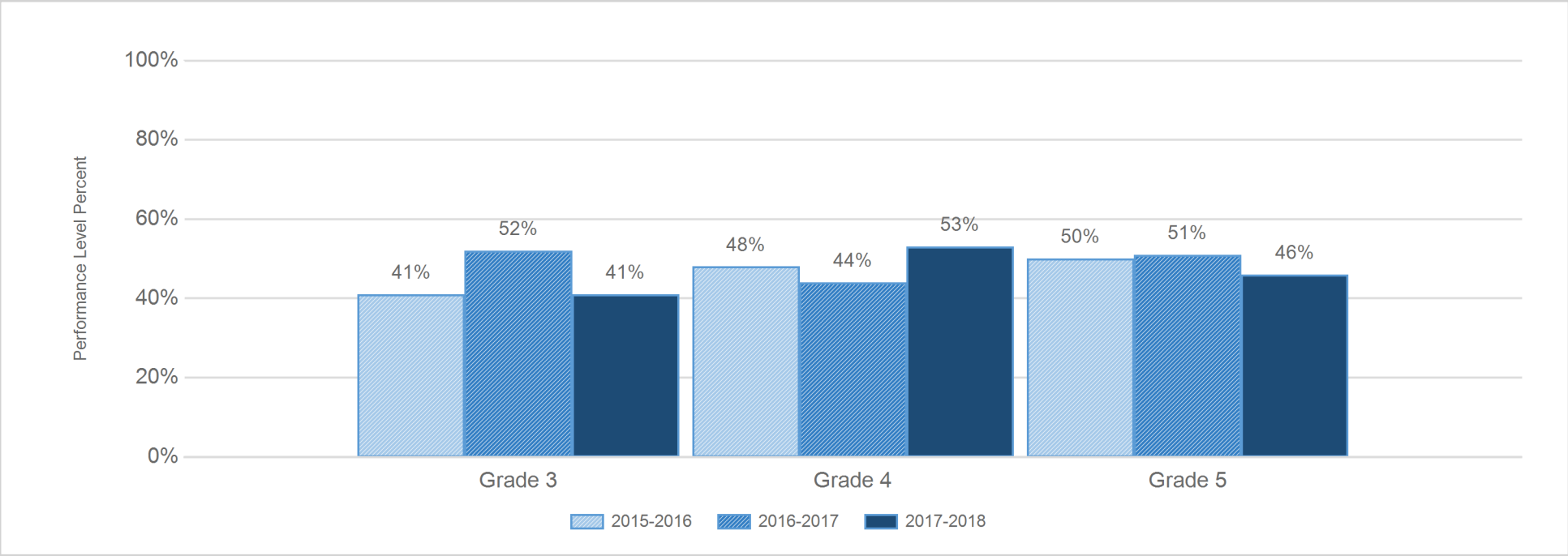
NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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.



NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	315	98.8	48.0	39.1	45.0	48.0	51.6	Met Target†
White	47	94.1	46.8	*	54.1	46.3	46.1	Met Target
Hispanic	96	99.0	31.3	23.5	29.2	31.3	25.1	Met Target
Black or African American	73	100.0	30.1	*	23.4	30.1	38	Met Target†
Asian, Native Hawaiian, or Pacific Islander	88	100.0	81.8	71.1	77.0	81.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	11	100.0	45.5	*	53.0	45.5	**	**
Female	155	99.4	52.3	40.3	46.0	52.3		
Male	160	98.2	43.8	38.1	43.9	43.8		
Economically Disadvantaged Students	114	98.3	25.5	20.2	26.6	25.5	26.4	Met Target†
Non-Economically Disadvantaged Students	201	99.0	60.7	52.8	55.9	60.7		
Students with Disabilities	42	95.7	*	10.1	17.1	*	19.6	Not Met
Students without Disabilities	273	99.3	*	43.2	50.5	*		
English Learners	23	96.2	39.1	13.6	24.6	39.1	25.1	Met Target
Non-English Learners	292	99.0	48.6	41.5	46.9	48.6		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	106	743	746	752	13%	20%	20%	37%	10%	47%	53%
White	*	*	757	760	*	*	*	*	*	*	64%
Hispanic	39	735	729	739	*	33%	*	*	*	33%	38%
Black or African American	24	726	740	734	*	*	*	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	29	766	779	780	*	*	*	*	*	79%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	59	748	746	752	*	*	*	*	*	54%	53%
Male	47	737	746	751	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	44	726	729	736	*	*	*	*	*	25%	35%
Non-Economically Disadvantaged Students	62	755	762	762	*	*	*	*	*	63%	66%
Students with Disabilities	16	703	711	730	*	*	*	*	*	*	29%
Students without Disabilities	90	750	750	756	*	*	*	*	*	*	57%
English Learners	*	*	714	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	107	750	747	748	*	11%	25%	*	*	55%	49%
White	*	*	751	755	*	*	*	*	*	*	60%
Hispanic	26	739	735	737	*	*	*	42%	0%	42%	34%
Black or African American	23	730	733	730	*	*	*	*	*	35%	27%
Asian, Native Hawaiian, or Pacific Islander	35	768	*	774	*	*	*	*	*	80%	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	52	754	746	748	*	*	33%	*	*	58%	50%
Male	55	746	748	748	*	*	18%	*	*	53%	49%
Economically Disadvantaged Students	33	736	731	733	*	*	33%	*	*	39%	30%
Non-Economically Disadvantaged Students	74	756	758	758	*	*	22%	*	*	62%	62%
Students with Disabilities	15	710	711	725	*	*	*	*	*	13%	22%
Students without Disabilities	92	756	753	753	*	*	*	*	*	62%	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	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	112	741	744	748	10%	26%	24%	*	*	40%	49%
White	*	*	753	756	*	*	*	*	*	*	60%
Hispanic	35	724	729	736	*	43%	29%	*	*	17%	32%
Black or African American	26	726	*	730	*	*	*	*	*	23%	26%
Asian, Native Hawaiian, or Pacific Islander	30	770	771	777	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	48	746	746	749	*	23%	27%	*	*	44%	50%
Male	64	736	743	747	*	28%	22%	*	*	38%	48%
Economically Disadvantaged Students	41	724	729	733	*	41%	29%	*	*	12%	29%
Non-Economically Disadvantaged Students	71	750	756	758	*	17%	21%	*	*	56%	62%
Students with Disabilities	13	717	720	726	*	*	*	*	*	*	20%
Students without Disabilities	99	744	748	752	*	*	*	*	*	*	55%
English Learners	*	*	718	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

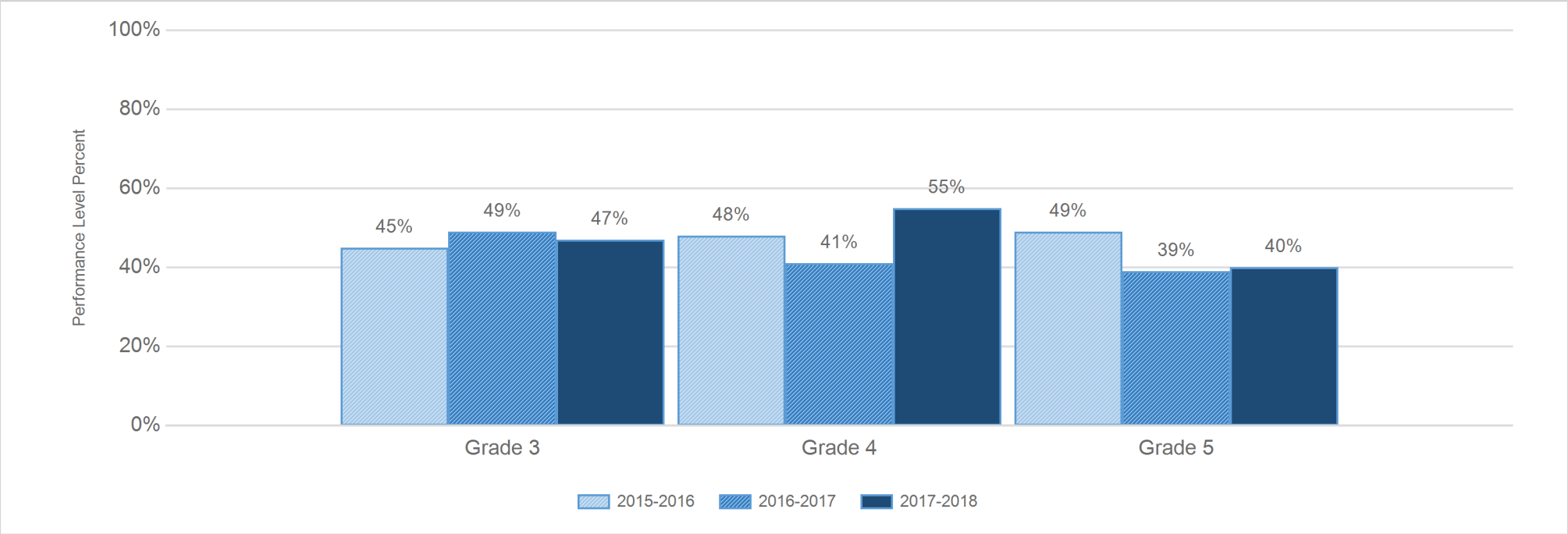
NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
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	55.6%	**	**

† 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	37	86.5%	13.5%
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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.

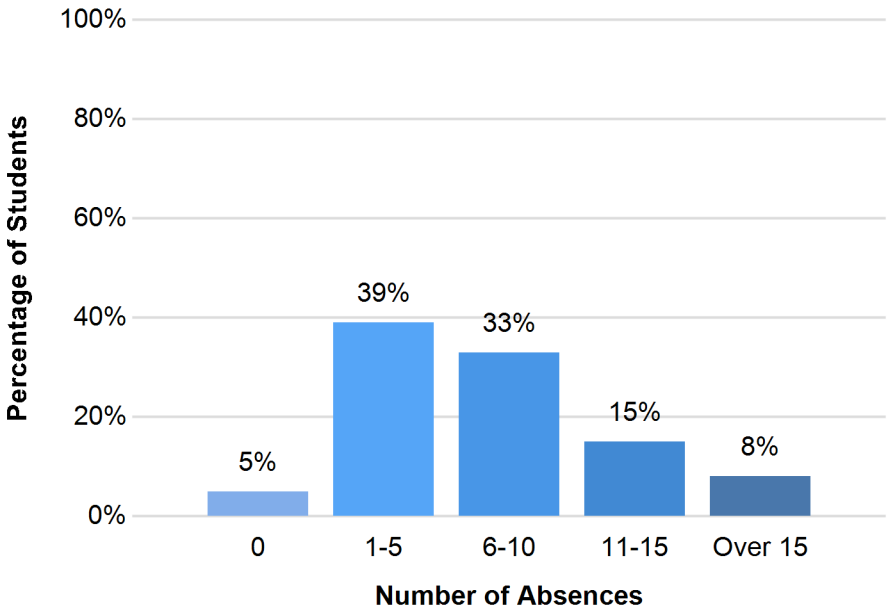
Chronic Absenteeism

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	39	6.1	8.9	Met
White	11	10.9	8.9	Not Met
Hispanic	8	4.4	8.9	Met
Black or African American	12	10.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	7	3.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.2	8.9	Met
Economically Disadvantaged Students	16	7.2	8.9	Met
Students with Disabilities	8	9.1	8.9	Not Met
English Learners	0	0	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.



NJ SCHOOL PERFORMANCE REPORT

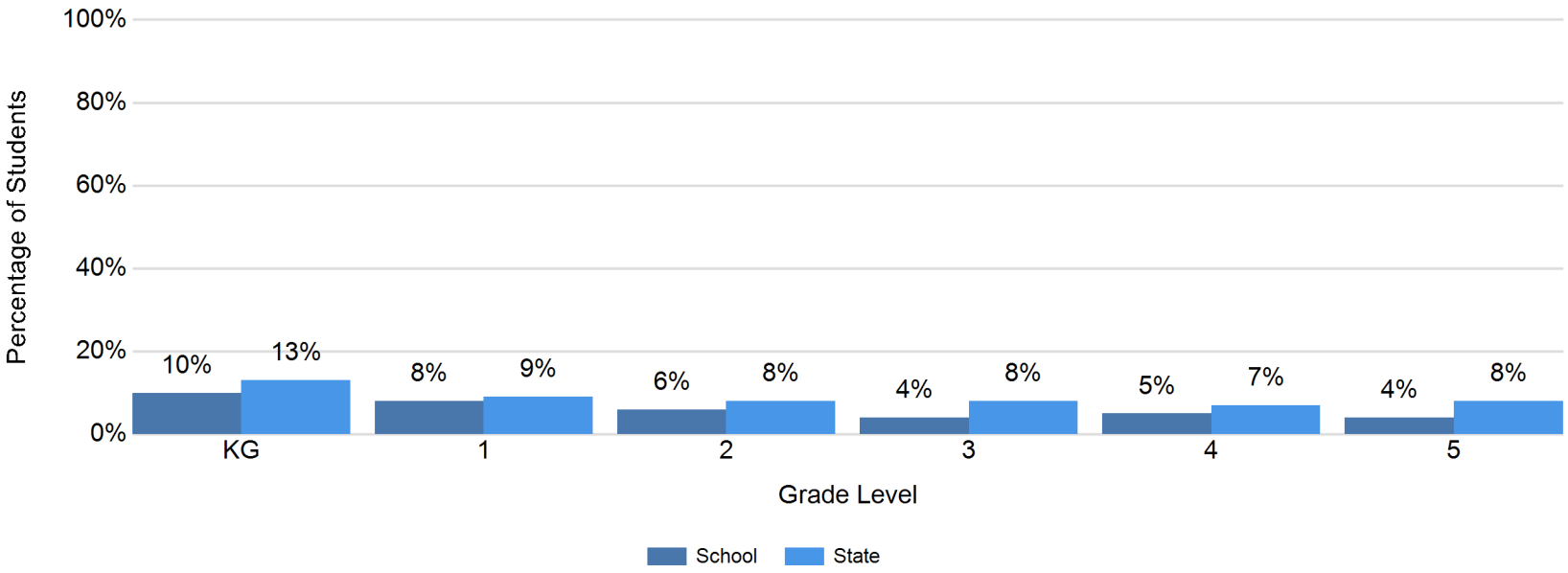
JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.09

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

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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.

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	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	3		3

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	15	2.3%
Any Suspension	19	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
30

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School 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

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	59	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	67.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	11:1	12:1
Students to Administrators	215:1	139:1
Teachers to Administrators	20:1	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

NJ SCHOOL PERFORMANCE REPORT

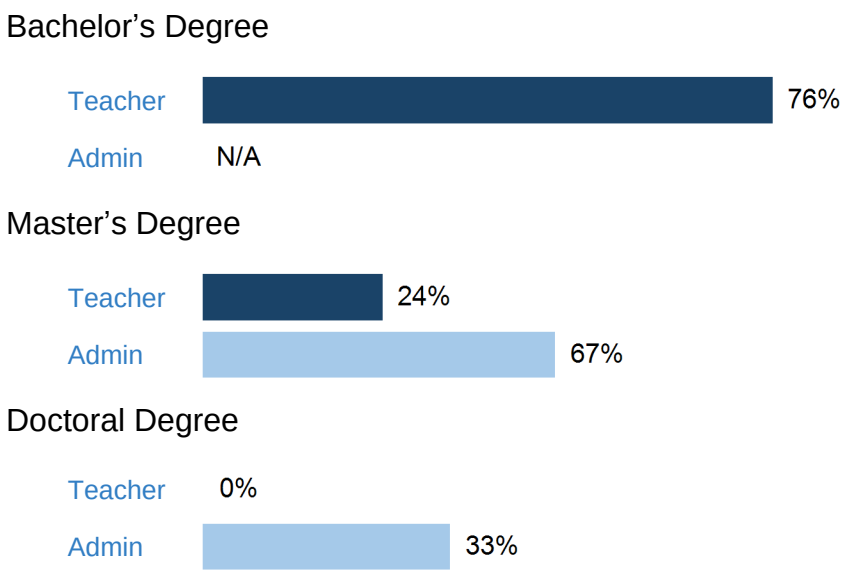
JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

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

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 - 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	96.9%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	94.9%	66.7%
Male	5.1%	33.3%
White	91.5%	66.7%
Hispanic	1.7%	0.0%
Black or African American	3.4%	33.3%
Asian	3.4%	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%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	21.92	17.5%
Mathematics Proficiency	43.01	17.5%
English Language Arts Growth	50.30	25.0%
Mathematics Growth	59.23	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	65.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.51	n/a
Summative Rating: Percentile Rank of Summative Score	46.33	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

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
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

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	No
White	47.70	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	54.66	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	50.18	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	50.92	14.08	No	Met Target†	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	40.73	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	31.84	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Highlights:	• Our school offers a balanced curriculum of academics, arts, and physical education. Our Character Education Program ensures that our students are well-rounded and socially responsible youngsters. • Chorus, Band, Robotics Club, Chess Club, Student Council - Community Service Projects • Gifted and Talented Program, Math Olympiad
Mission, Vision, Theme:	Our John Adams stakeholders are dedicated to providing each member of our diverse student body with the opportunity, skills, and tools necessary to achieve success now and in the future. We acknowledge our rich diversity and stress academic growth for all as we also instill students with a sense of their own social responsibilities as a basis for a lifetime of productive citizenship.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Courses, Curriculum, Instruction:	Our curriculum meets the NJ Student Learning Standards and the Next Generation Science Standards. We use Everyday Math 4, Balanced Literacy, and Hands-on Science kits. In addition, our teachers have been trained to differetiated instruction so that students are able to meet with success as they go through the curriculum.
Clubs and Activities:	We have a variety of clubs and programs for our students. GATE and Math Olympiad are programs where students are invited to participate. Other programs include Band, Chorus, Chess Club, Robotics Club, Student Council, and Explore.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Before and After School Programs:	John Adams hosts a before school and after school wrap around program for students in grades Kindergarten - 5. This program is facilited by our township and it is called L.E.A.L..
Staff and Professional Learning:	Professional Development and continuous learning are hallmarks of our staff. We participate in online and regular classes about curriculum, technology, and pedagogy on an ongoing basis. Our teachers schedule appointments with our Math and ELA coaches to strengthen their instruction. Grade levels work in PLC's to share ideas and further their understanding of student learning.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Student Supports and Services:	English Language Learners receive the support of 2.5 certified ELL teachers. Students with disabilities receive support via Resource Center, In-class Support, Inclusion, and LLD Classes. Struggling learners gain support via ELA and Math Interventionists, Morning Math and ELA Achieve programs occur before school.
Student Health and Wellness:	Family Living for Gr. 5 students, Dental Program for Gr. K-5, Brain Program for Concussions Gr. 2 (students receive helmets), Optical Academy for Vision Checks (staff and students), Flu Shots for staff. We have a full-time certified school nurse and a part-time nurse assistant.
Parent and Community Involvement:	PTO hosts programs for the school community monthly (i.e. Family Fun Night, Walkathon). Our Science Fair brings hundreds of community members together to participate in, view, and judge presentations. S.E.P.T.O. is a district group that encourages community support of students with disbilities. Parents utilize our parent portal to communicate with the school. Partnership with Rutgers Univ. Teacher Program for student teachers, practicums and student tutoring. Our evening Band/Chorus concerts and art shows are well-attended.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Climate Surveys:	NJ School Culture Climate Survey is administered one time each year in the spring to students in Grades 3-5, All Certificated Staff and Parents of students in Gr. 3-5. Feedback from the survey data indicates that students, staff and parents think favorably about the school. The school is a safe and welcoming of students.
Facilities:	John Adams School was built in 1961 and there have been two additions since the opening of the school to accommodate the growing student population. All instructional classrooms have air conditioning as well as Smartboards. Student and staff safety is a priority in the district therefore John Adams has a staging area for guest visitors prior to being admitted.
School Safety:	Our school security booth is staffed with two security aides and an RPO. The staff is well-trained in various drills and evacuations, should any emergencies occur.

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS
(23-3620-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Technology and STEM:	We have met the technology needs of our school by providing individual Chromebooks for each student in Grades 3 - 5. We also have a fully equipped Computer Lab and 3 Chromebook Carts available for grades K-2. Each classroom has 3 laptops and a Smartboard. We have a Tech. Ambassador to support staff with any technology questions he or she may have regarding the use of programs or resources.