NJ SCHOOL PERFORMANCE REPORT

NORTHFIELD COMMUNITY ELEMENTARY SCHOOL
(01-3720-057)
Grades Offered: PK-04
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	ATLANTIC
District	NORTHFIELD CITY
Principal Name	MRS. VACARRO
Address	2000 NEW ROAD NORTHFIELD, NJ 08225
Phone Number	(609)407-4005
Email Address	MVACARRO@NCS-NJ.ORG
Website	http://www.ncs-nj.org
Facebook	http://tinyurl.com/ncselem-facebook
Twitter	https://twitter.com/ncsnj

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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	7	13	12
KG	91	94	91
1	99	102	94
2	95	106	97
3	97	96	109
4	99	103	95
Total	488	514	498

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	48.0%	47.1%	48.0%
Male	52.0%	52.9%	52.0%
Economically Disadvantaged Students	21.3%	21.8%	22.3%
Students with Disabilities	20.1%	21.4%	21.9%
English Learners	3.5%	2.1%	2.8%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.8%	0.4%
Military-Connected Students		0.0%	0.6%
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	75.2%	76.7%	75.7%
Hispanic	14.1%	12.3%	13.5%
Black or African American	1.8%	2.3%	1.8%
Asian	6.6%	7.0%	6.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.0%	1.6%	2.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	7	13	12
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	91	94	91

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	89.6%
Spanish	5.0%
Gujarati	1.0%
Other Languages	4.4%

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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	44	54	50	Met Standard	51	50	50	Met Standard
White	41.5	54	50	Met Standard	53.5	51	51	Met Standard
Hispanic	*	52	49	**	*	48	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	72	61	**	*	73	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	54	47	48	**	48	39	47	**
Students with Disabilities	21.5	42	41	**	54	54	43	**
English Learners	*	*	54	**	*	*	51	**

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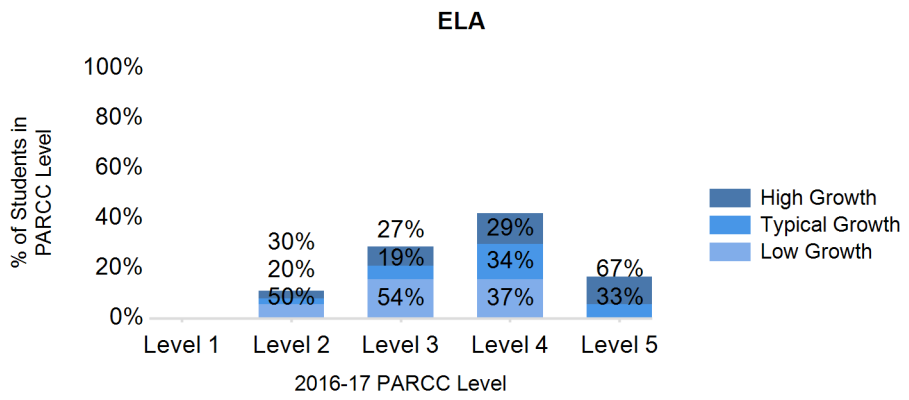
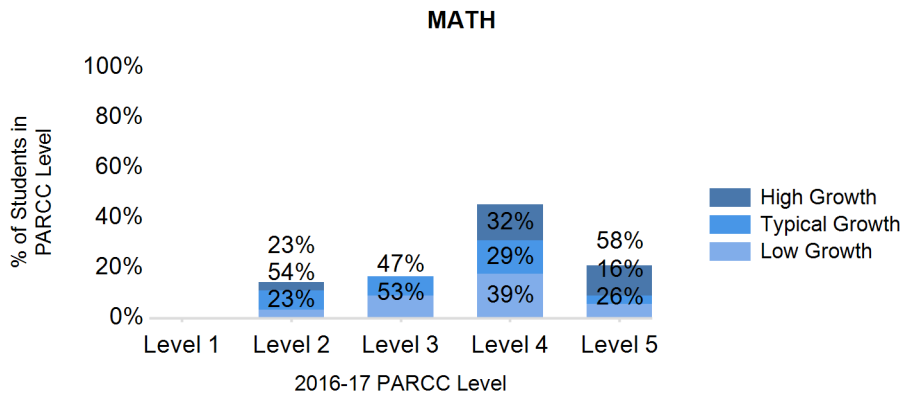
Student Growth by Performance Level

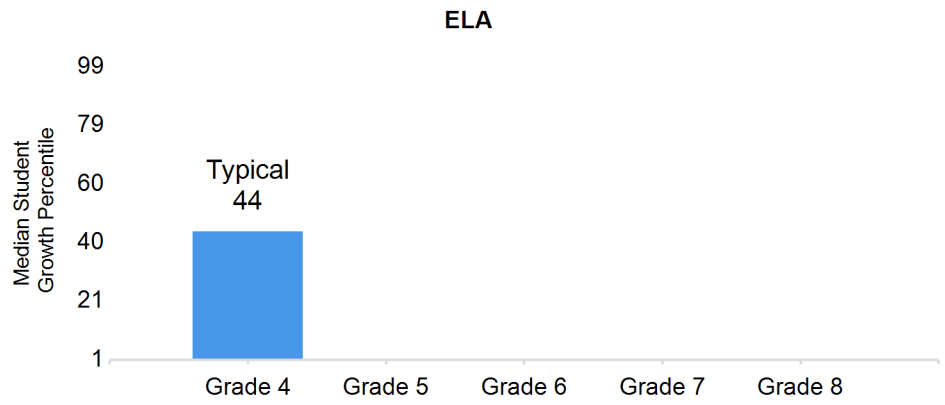
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

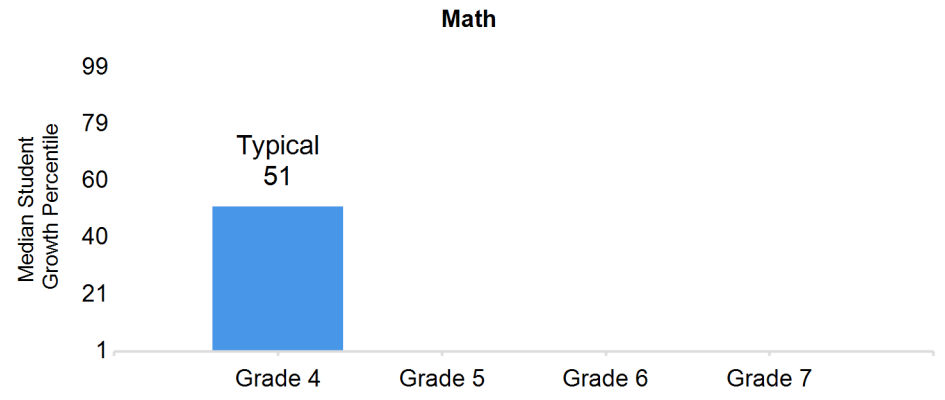




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	198	97.1	53.5	58.7	56.7	53.5	50.7	Met Target
White	150	96.2	58.7	62.9	65.6	58.7	54.7	Met Target
Hispanic	30	100.0	26.7	35.4	42.5	26.7	28.3	Met Target†
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	76.7	82.3	75.0	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	91	97.8	64.9	69.2	64.5	64.9		
Male	107	96.4	43.9	49.2	49.4	43.9		
Economically Disadvantaged Students	44	95.7	40.9	34.7	38.5	40.9	35.1	Met Target
Non-Economically Disadvantaged Students	154	97.5	57.2	63.7	67.5	57.2		
Students with Disabilities	43	93.5	16.3	20.8	21.6	16.0	27.4	Not Met
Students without Disabilities	155	98.1	63.9	67.2	63.9	63.9		
English Learners	*	*	*	27.8	27.3	*	**	**
Non-English Learners	*	*	*	59.8	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	747	747	750	14%	12%	23%	*	*	51%	52%
White	71	757	757	759	*	*	24%	*	*	62%	61%
Hispanic	22	717	717	736	*	*	*	*	*	18%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	50	754	754	756	*	*	20%	*	*	62%	57%
Male	54	741	741	744	*	*	26%	*	*	41%	46%
Economically Disadvantaged Students	27	729	729	733	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	77	754	754	762	*	*	*	*	*	57%	64%
Students with Disabilities	23	709	709	719	*	*	*	*	*	17%	24%
Students without Disabilities	81	758	758	756	*	*	*	*	*	60%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	92	767	767	756	*	*	33%	32%	26%	58%	58%
White	77	767	767	764	*	*	34%	31%	26%	57%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	778	778	762	*	*	24%	*	*	68%	63%
Male	51	758	758	751	*	*	39%	*	*	49%	53%
Economically Disadvantaged Students	17	763	763	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	75	768	768	767	*	*	*	*	*	59%	70%
Students with Disabilities	18	733	733	726	*	*	*	*	*	17%	25%
Students without Disabilities	74	776	776	762	*	*	*	*	*	68%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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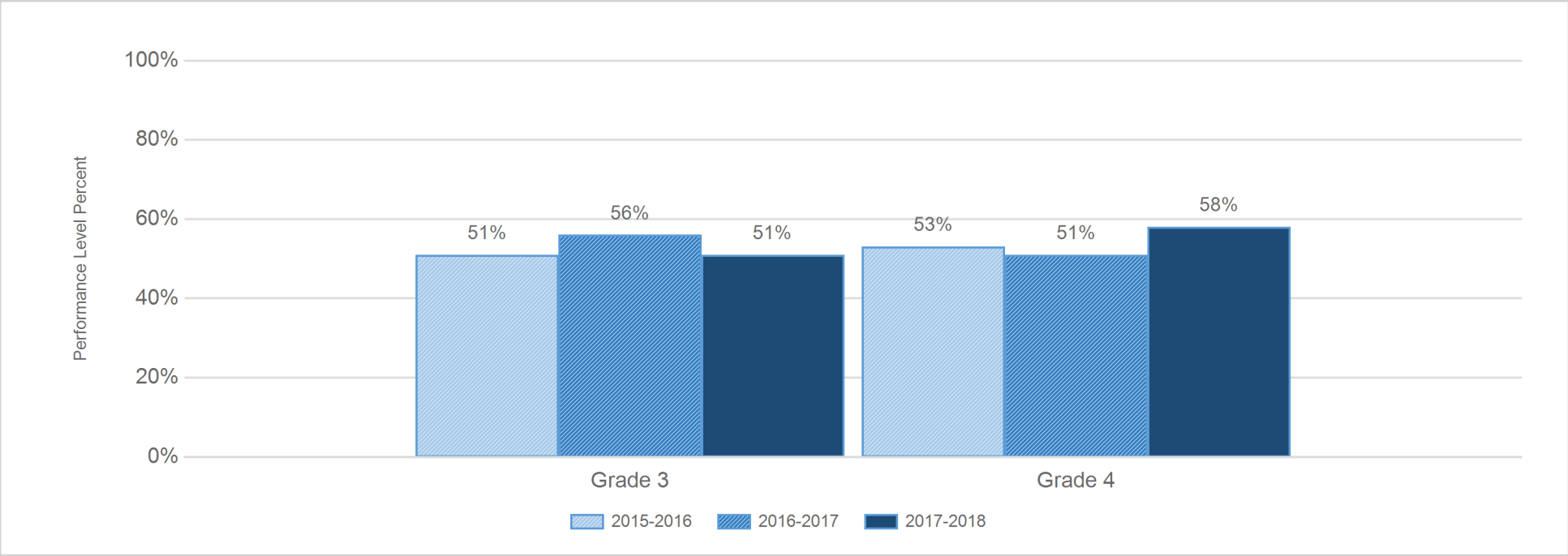
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	198	97.1	52.5	54.8	45.0	52.5	57.7	Met Target†
White	150	96.2	60.0	59.9	54.1	60.0	62	Met Target†
Hispanic	30	100.0	16.7	24.0	29.2	16.7	32.2	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.6	83.4	77.0	66.6	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	91	97.8	56.1	56.8	46.0	56.1		
Male	107	96.4	49.5	52.9	43.9	49.5		
Economically Disadvantaged Students	44	95.7	29.5	27.4	26.6	29.5	42.6	Not Met
Non-Economically Disadvantaged Students	154	97.5	59.1	60.5	55.9	59.1		
Students with Disabilities	43	93.5	23.2	22.8	17.1	22.9	32.3	Met Target†
Students without Disabilities	155	98.1	60.6	61.9	50.5	60.6		
English Learners	*	*	*	11.1	24.6	*	**	**
Non-English Learners	*	*	*	56.2	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	753	753	752	*	*	24%	42%	14%	57%	53%
White	71	761	761	760	*	*	14%	55%	17%	72%	64%
Hispanic	22	729	729	739	*	*	50%	*	*	14%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	50	753	753	752	*	*	24%	*	*	58%	53%
Male	54	754	754	751	*	*	24%	*	*	56%	53%
Economically Disadvantaged Students	27	739	739	736	*	*	41%	*	*	26%	35%
Non-Economically Disadvantaged Students	77	758	758	762	*	*	18%	*	*	68%	66%
Students with Disabilities	23	730	730	730	*	*	*	*	*	30%	29%
Students without Disabilities	81	760	760	756	*	*	*	*	*	64%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%

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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	92	757	757	748	*	*	35%	35%	14%	49%	49%
White	77	757	757	755	*	*	30%	36%	14%	51%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	759	759	748	*	*	32%	*	*	54%	50%
Male	51	756	756	748	*	*	37%	*	*	45%	49%
Economically Disadvantaged Students	17	750	750	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	75	759	759	758	*	*	*	*	*	52%	62%
Students with Disabilities	18	730	730	725	*	*	*	*	*	17%	22%
Students without Disabilities	74	764	764	753	*	*	*	*	*	57%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	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

NORTHFIELD COMMUNITY ELEMENTARY SCHOOL
(01-3720-057)
Grades Offered: PK-04
2017-2018

Report Key:
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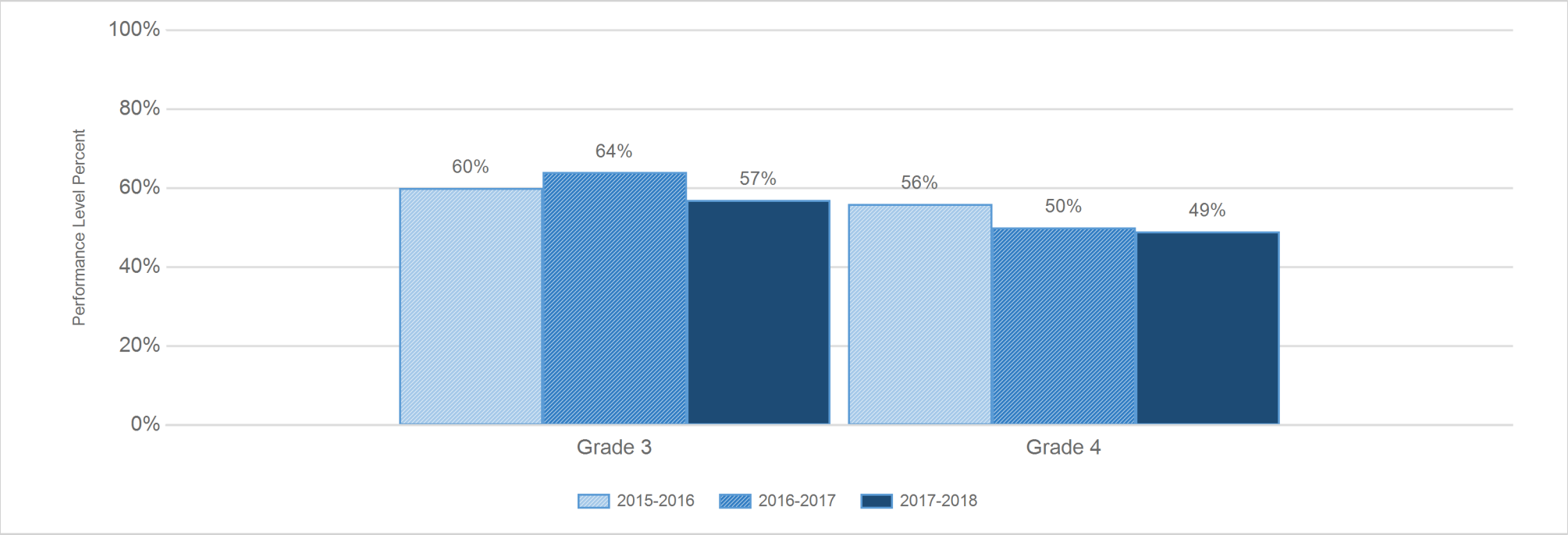
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

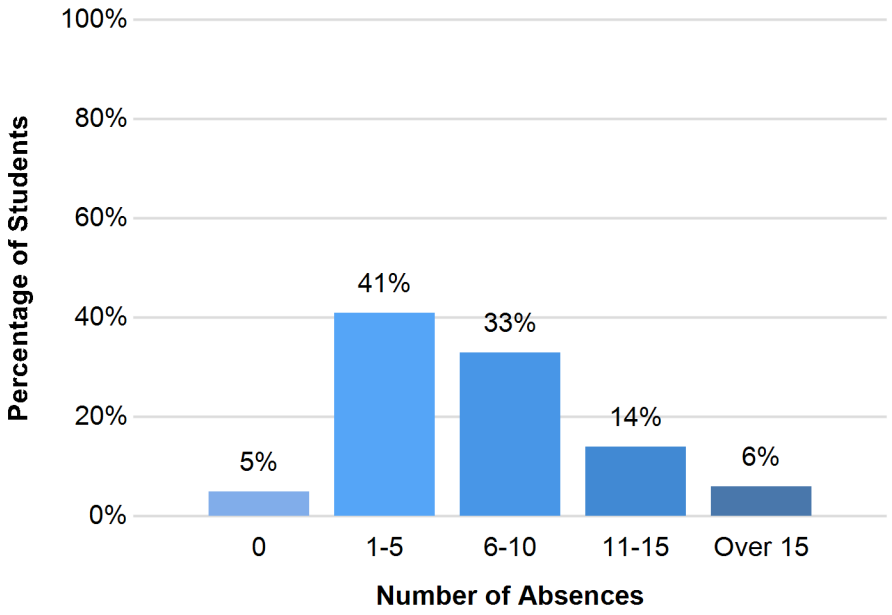
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	22	4.6	9.1	Met
White	13	3.6	9.1	Met
Hispanic	5	7.6	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	6.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	6.5	9.1	Met
Students with Disabilities	8	8.2	9.1	Met
English Learners	1	7.7	**	**

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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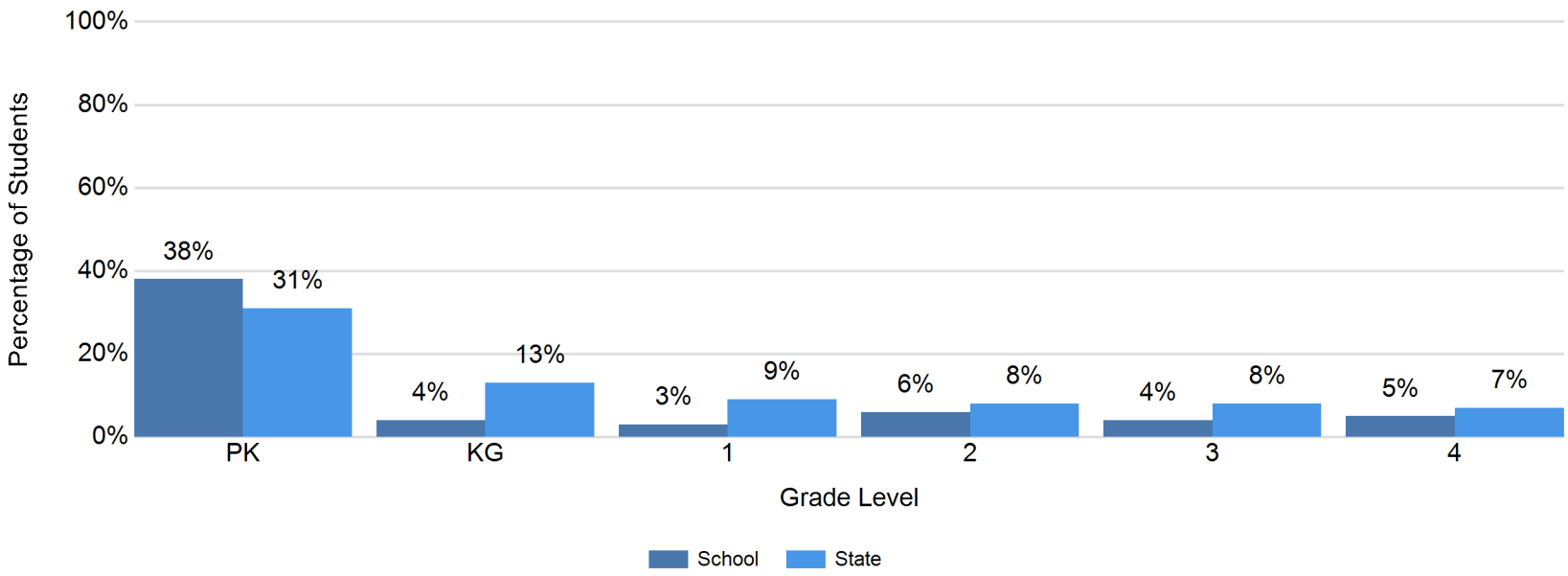
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

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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	8:20 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	N
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)	$553	$13,557	$14,110

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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	48	117,464
Average years experience in public schools	8.6	12.0
Average years experience in district	7.9	10.7
Teachers in district for 4 or more years	52.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	12.6	16.0
Average years experience in district	2.8	12.0
Administrators in district for 4 or more years	20.0%	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	10:1	10:1
Students to Administrators	249:1	181:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		905:1
Students to Nurses		453:1
Students to Counselors		453:1
Students to Child Study Team		302:1

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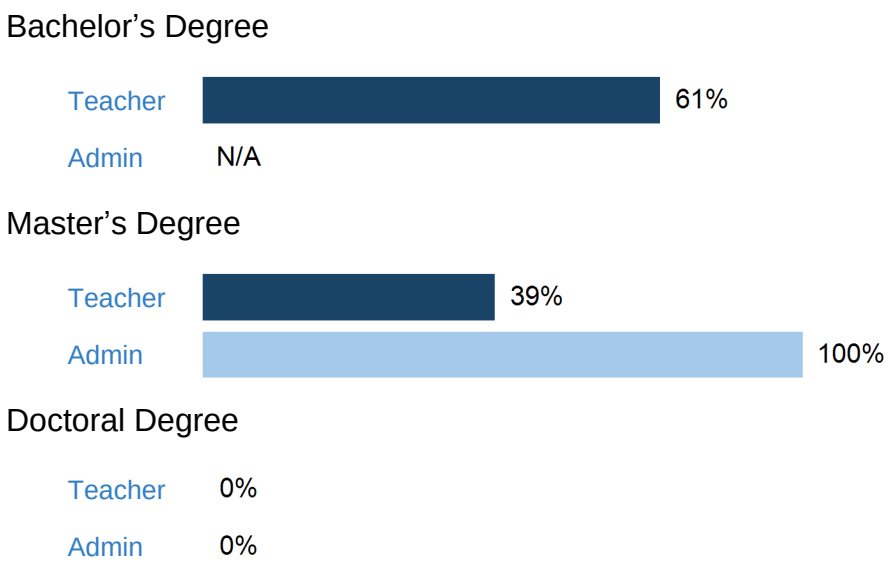
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.7%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.7%	100.0%
Male	8.3%	0.0%
White	95.8%	100.0%
Hispanic	2.1%	0.0%
Black or African American	2.1%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	31.28	17.5%
Mathematics Proficiency	46.21	17.5%
English Language Arts Growth	20.91	25.0%
Mathematics Growth	52.70	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	69.78	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.43	n/a
Summative Rating: Percentile rank of Summative Score	35.72	n/a
Requires Comprehensive Support: Summative Score is in the bottom 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	No
White	46.24	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Not Met	**	**	n/a	Met	No
Students with Disabilities	**	**	No	Not Met	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum - Balanced Literacy and Math, Integrated Sc/SS applying Next Gen Science Standards, revised writing process • We incorporate continuous positive character education programs in classrooms, grade levels, and throughout the school • Our Technology and STEAMLab allow for design thinking to think/design/create and integrate technology/ideas consistently
Mission, Vision, Theme:	As the center of our community, we provide our children the opportunity to achieve their greatest potential and prepare them to compete and excel in the global 21st century society: safe environment conducive to learning, fiscally responsible, strong curriculum, community, school and families working together. We foster a climate of high academic standards, student responsibility, community awareness/citizenship, student academic and personal growth, with a focus on higher-order thinking skills.
Awards, Recognition, Accomplishments:	Our students excel at Mathletes Competitions and Robotics challenges, achieving selection to compete in the Regionals for STEAM Tank. We partner with AtlantiCare for our Edible Garden. We promote opportunities for students to excel in writing and math competitions, community involvement assisting others, 3-D Art Design and 3-D Printer Challenges, Decorating Contests, Programming Challenges, Essay Contests, College Week.We have our Renaissance Programs; emphasis on community-based initiatives, supporting adults in hospice, making heart pillows, collecting food items and toys, making dog blankets, collecting for the ASPCA, more.

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School Narrative

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Courses, Curriculum, Instruction:	We adhere to standards for Language Arts, Math, Related Arts, and Next Gen Science Standards. Integrated Language Arts: Superkids, StoryTown, Fundations and Just Words by Wilson Reading, SRA, and leveled readers and literature. Math: GoMath. In 2011,created STEAMLab where design thinking application aligns with technology integration. Push-in Gifted and Talented offered in Grades Kindergarten through Grade 2 and pull-out Gifted and Talented offered in Grades 3, 4 in the areas of integrated Language Arts/Math and Project-Based learning. Online Textbooks, workbooks, student supports utilized. SmartBrds/Epsons in classrooms. Jr Stars Homework support group.
Sports and Athletics:	We offer Grade 4 students an opportunity to be involved in an after-school intramural program.
Clubs and Activities:	Book Clubs, Mathletes, Garden Club, eNeRGy Club for Nutrition Recycling and Gardens, Robotics Club, Computer Science STEAM Club, Gr 4&7 Jr Stars Mentoring Club, Chess Club, Spelling Bee, STEAM Fair, Art Sales, many student-driven events, Library reading/genre reading incentive programs, variety of school opportunities for drama, musical instrument instruction, Art Show, plays/musicals, chorus, 3-D Design, STEAM design projects. Renaissance Programs emphasize community-based initiatives. Parent in-services encourage parental involvement.

NJ SCHOOL PERFORMANCE REPORT

NORTHFIELD COMMUNITY ELEMENTARY SCHOOL
(01-3720-057)
Grades Offered: PK-04
2017-2018

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Before and After School Programs:	We offer School-Age Child Care (SACC) Program, designed to offer child care to families in our district both before and after the school day. AM SACC before school runs from 7:00 am to 8:30 am. PM SACC runs after school from 3:00 pm to 6:00 pm. Both programs offer quality child care. Children participate in several activities: arts and crafts, games, computer time, sports, begin homework, purchase snack. The program is run by the SACC Coordinator for students in Kindergarten through Grade 8.
Staff and Professional Learning:	Knowledgeable, dedicated faculty provides inviting safe environment, age-appropriate instruction, using qualitative and quantitative data to drive instruction at different ability levels, readiness, and interests for student growth, which inspires development that focuses on creativity, design, critical thinking, communication, collaboration. Professional Development is ongoing, provided for all staff in-house & out-of-district; common planning time, vertical/horizontal articulation time, turnkey presentations to staff, presentation time scheduled.

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Student Supports and Services:	ELL support on a daily basis in language arts, content areas, and vocabulary. Basic Skills support for full Math and Language Arts periods, students are identified with targeted areas of remediation. New Jersey Tiered System of Supports is in place. Meetings are scheduled monthly for data/intervention review, provides teacher support, tracks documentation for student academic, behavioral, OT, PT, Speech concerns, in addition to reviewing the Tiered Interventions utilized. Child Study Team supports classified students in areas of academics, behavior, and social emotional development. Junior Stars provide after-school tutoring, special lunch program provides student socialization. Our Sensory Room provides an outlet for many of our students.
Student Health and Wellness:	Breakfast programs offered for all students. Daily recess and physical education daily for 20 minutes, plus physical education class of 40 minutes twice per week, for a 180 min per week total. Edible garden & greenhouse which supports seed planting in the Spring. Healthy cooking/eating is promoted by partnership with AtlantiCare and Chef cooking demos. Incorporate continuous positive character education programs in the classrooms, at grade levels, and throughout the school, using the tenants of Social Skills, Forest Friends, Child Safety Programs, and the Six Pillars of Character.
Parent and Community Involvement:	The Parent Portal online allows parents access to their student information. Trainings encourage parent involvement in school during lunch, recess, STEAM Lab, media, and classrooms. Four parent mtgs per year for ELL, Basic Skills, PAC. PTO provides support for activities, encouraging parental involvement, student-centered programs, field trips, cultural events, student awards. We celebrate our National Education Day, Special Persons Day, and many other opportunities for parents and friends to visit the school and classrooms. Communication: FaceBook, Twitter, Instagram, e-mail, school e-mail blasts and phone call blasts. Online Parent Portal. Partnerships with local businesses for student activities; poetry, writing, student competitions in the arts. Business partnerships where local businesses have adopted classrooms and partner for activities. Close relationship with the Senior Center and Hospice, allowing for the Seniors to visit us 3-4 times per year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey completed by parents, staff, and students every two years. Distributed electronically every 2 years, questions are created/reviewed by the School Climate and Culture Committee. Students complete survey independently during school. Survey results from all participants are shared/reviewed by the School Climate and Culture Committee; recommendations and conversations based upon survey results. Mentoring, tutoring, community involvement ideas, student awareness programs stemmed from School Climate Survey and results. Current results: positive feedback for teacher involvement, students liking school, students feeling safe.
Facilities:	Built in 1998, with approximately 970 pupils, in grades PK-8, housed in one building, located on a site of 11.58 acres. Our newer addition to the school are the 2 PreSchool classrooms on site, and 3 PreSchool classrooms housed off-site. Newer updates include solar panels and newer air conditioning units. PreSchool through Grade 4 classrooms, Art, Music, Gym, Cafe, Nurse, Board of Education Offices, CST Offices, Speech, OT, PT, Student After-School Activities Office, Guidance Counselor, Self-Contained rooms, Computer Lab, STEAMLab, Atrium, Door Six Main Desk, Library Media Center, ELL/Spanish, Tech Office, TV Studio, Greenhouse.
School Safety:	The safety, security, and well-being of our students is paramount. All visitors to the school must register and enter the building through one main entrance. Licenses are checked for all visitors. The School Safety and Security Team meets 3-4 times per year, constantly reviewing, revising, and updating procedures.

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Technology and STEM:	Technology is taught weekly to all students as a separate class. In addition, our STEAM Lab, Robotics, Robotics Club, Coding Lessons, and competitions allow for all students to design and intergrate their knowledge. Our Grade levels are afforded the use of iPads, Chrome Books, and Streaming Laptops. Every classroom is equipped with either a SmartBoard or an Epson projector, with some classrooms having two projectors.
Early Childhood Education:	Our district recently opened two on-site and three off-site PreSchool classrooms, through state funding. Our class times are from 8:40-2:40, full day, with a maximum of 15 students per class. Our Special Edcuation PreSchool students are afforded the opportunity for inclusion in the Inclusion PreSchool. Initiated mid-year, there is an anticipation of the program growing immensely.

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Other Information:	We work as a collaborative team to take advantage of our in-house experts to continue to grow as a professional learning community. We differentiate instruction by adjusting content, process, and product in response to student readiness and achievement. We utilize a variety of methods to assess our PreSchool-4 student achievement and content understanding throughout the academic year: MAP online testing administered in both Math and Language Arts three times per year, IXL utilized for Math, Language Arts, and Science, students assessed on sight word recognition twice per year, Greek/Latin Root understanding assessed twice per year, online testing with ThinkCentral for Math and Language Arts, online Learning A-Z/RazKids provides reading and comprehension data, Study Dog available to students, Fox in the Box assessments in Grade 1, our Grade 4 undergoes Tech Assessments bi-yearly, students assessed with an online typing program, comprehensive data analysis at the grade level with state-required testing. We have a consistent horizontal and vertical writing program and process which requires writing across the content areas, blind-scored writing prompts per year, yearly portfolio and data analysis, consistent analysis of our writing process and progress, and Grade Level Professional Learning Communities to constantly conduct dialogue over educational topics. Every classroom and instruction area has a SmartBoard/Epson. Grades 3&4 have access to our Chromes/iPads, our Kindergarten and Grades 1&2 utilize iPads/Chromes/Streaming Laptops, the Library uses their own set of Chromes/iPads during instruction, and the Grade 4 students use their Kindles for Bring Your Own Device. Students practice computer coding with our Wonder Coding Robots, code for our flying and jumping drones, make newscasts using our green screen, utilize our 3-D printers for design thinking, utilize our Design Workshop and Creation Station