NJ SCHOOL PERFORMANCE REPORT

CONNECTICUT FARMS ELEMENTARY
(39-5290-090)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	UNION
District	UNION TWP
Principal Name	MS. OSBORNE-WARREN
Address	875 STUYVESANT AVENUE UNION, NJ 07083
Phone Number	(908)851-6470
Email Address	MWARREN@TWPUNIONSCHOOLS.ORG
Website	http://connecticut.twpunionschools.org/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	0	25	35
KG	85	62	63
1	71	76	64
2	79	74	84
3	100	68	86
4	83	96	72
5	1	3	3
Total	419	404	407

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	45.8%	49.8%	48.9%
Male	54.2%	50.2%	51.1%
Economically Disadvantaged Students	26.7%	30.4%	35.4%
Students with Disabilities	14.3%	9.2%	11.3%
English Learners	10.0%	7.9%	10.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
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	18.4%	18.6%	16.7%
Hispanic	32.5%	34.9%	39.8%
Black or African American	32.5%	30.2%	29.5%
Asian	13.6%	12.9%	9.8%
Native Hawaiian or Pacific Islander	0.5%	0.7%	0.5%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.4%	2.7%	3.7%

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	25	35
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	85	62	63

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	61.2%
Spanish	17.4%
Portuguese	9.1%
Creoles and pidgins, French-based	1.5%
Creoles and pidgins	1.2%
Other Languages	9.6%

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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	75.5	50	50	Exceeds Standard	63	51	50	Exceeds Standard
White	61	50	50	**	60	51	51	**
Hispanic	70.5	50	49	Exceeds Standard	61.5	53	48	Exceeds Standard
Black or African American	87	47	44	Exceeds Standard	66	47	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	63	61	**	*	61	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	63	49	**	N	50	51	**
Economically Disadvantaged	75.5	48	48	Exceeds Standard	72	51	47	Exceeds Standard
Students with Disabilities	55	41	41	**	42.5	41	43	**
English Learners	73	56.5	54	**	66.5	60	51	**

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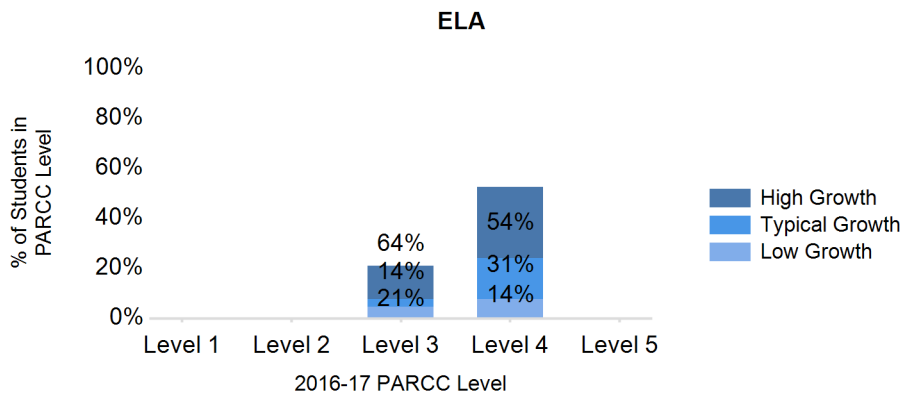
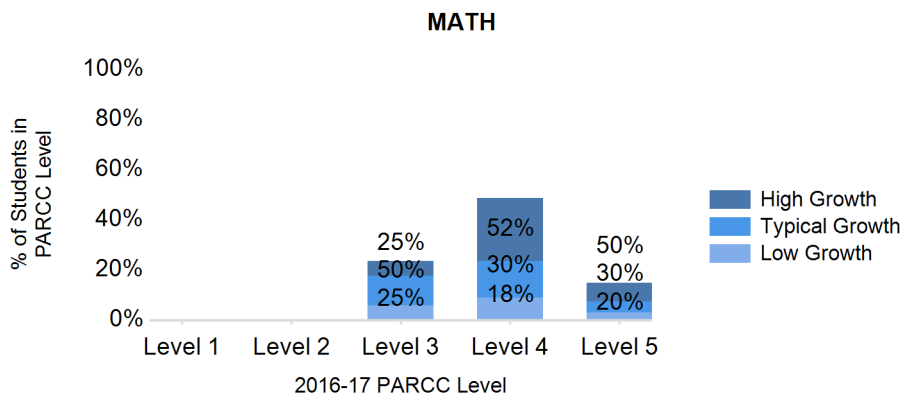
Student Growth by Performance Level

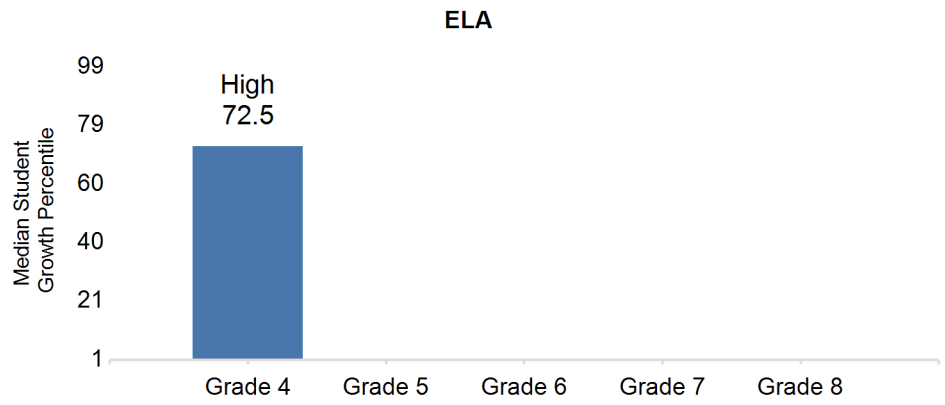
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

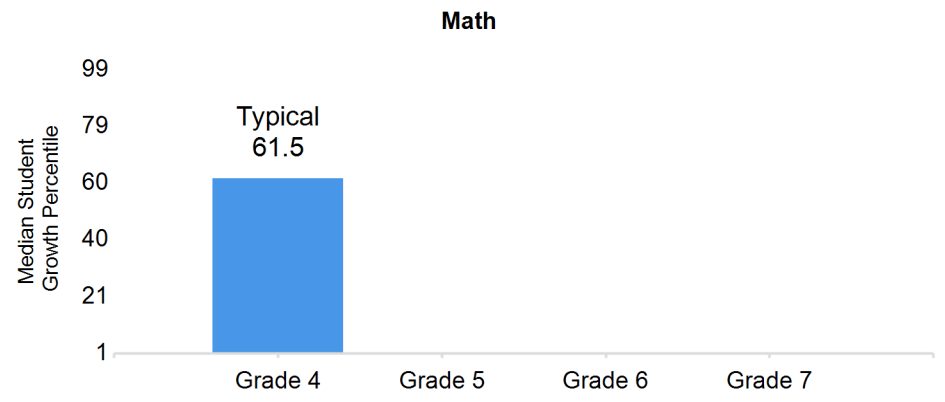




Student Growth by Grade

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	157	98.8	66.2	56.3	56.7	66.2	55.3	Met Target
White	32	100.0	56.2	*	65.6	56.2	58.1	Met Target†
Hispanic	56	98.4	67.9	53.3	42.5	67.9	61	Met Target
Black or African American	48	98.0	60.4	49.1	37.3	60.4	40.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.9	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	60.6	63.4	*	**	**
Female	73	97.4	71.3	63.8	64.5	71.3		
Male	84	100.0	61.9	49.7	49.4	61.9		
Economically Disadvantaged Students	51	98.3	64.7	47.1	38.5	64.7	37.3	Met Target
Non-Economically Disadvantaged Students	106	99.1	67.0	61.1	67.5	67.0		
Students with Disabilities	27	100.0	14.8	*	21.6	14.8	26.4	Not Met
Students without Disabilities	130	98.6	77.0	*	63.9	77.0		
English Learners	23	100.0	52.1	41.3	27.3	52.1	42	Met Target
Non-English Learners	134	98.6	68.6	57.4	59.4	68.6		
Homeless Students	N	N	N	50.0	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	71.4	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	88	759	760	750	*	*	18%	*	*	64%	52%
White	20	747	760	759	*	*	*	*	*	50%	61%
Hispanic	30	764	763	736	0%	*	*	*	*	70%	38%
Black or African American	27	751	751	733	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	760	758	*	*	*	*	*	*	58%
Female	38	765	762	756	*	*	*	*	*	68%	57%
Male	50	755	757	744	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	31	756	756	733	*	*	*	*	*	68%	34%
Non-Economically Disadvantaged Students	57	761	762	762	*	*	*	*	*	61%	64%
Students with Disabilities	10	706	*	719	*	*	*	*	*	20%	24%
Students without Disabilities	78	766	*	756	*	*	*	*	*	69%	57%
English Learners	*	*	729	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	762	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	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	70	771	760	756	*	*	19%	46%	26%	71%	58%
White	*	*	764	764	*	*	*	*	*	*	68%
Hispanic	25	764	759	744	*	*	*	*	*	68%	44%
Black or African American	23	770	755	739	0%	*	*	*	*	70%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	770	763	N	N	N	N	N	N	63%
Female	36	772	764	762	*	*	*	*	*	72%	63%
Male	34	771	756	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	24	758	748	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	46	778	765	767	*	*	*	*	*	78%	70%
Students with Disabilities	12	723	721	726	*	*	*	*	*	*	25%
Students without Disabilities	58	781	767	762	*	*	*	*	*	*	64%
English Learners	*	*	735	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	759	*	*	*	*	*	*	61%
Homeless Students	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%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	758	755	*	*	*	*	*	*	58%
White	N	N	765	763	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	754	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	757	763	N	N	N	N	N	N	65%
Female	N	N	765	762	N	N	N	N	N	N	66%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	N	N	763	766	N	N	N	N	N	N	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	N	N	764	762	N	N	N	N	N	N	65%
English Learners	N	N	732	712	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	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	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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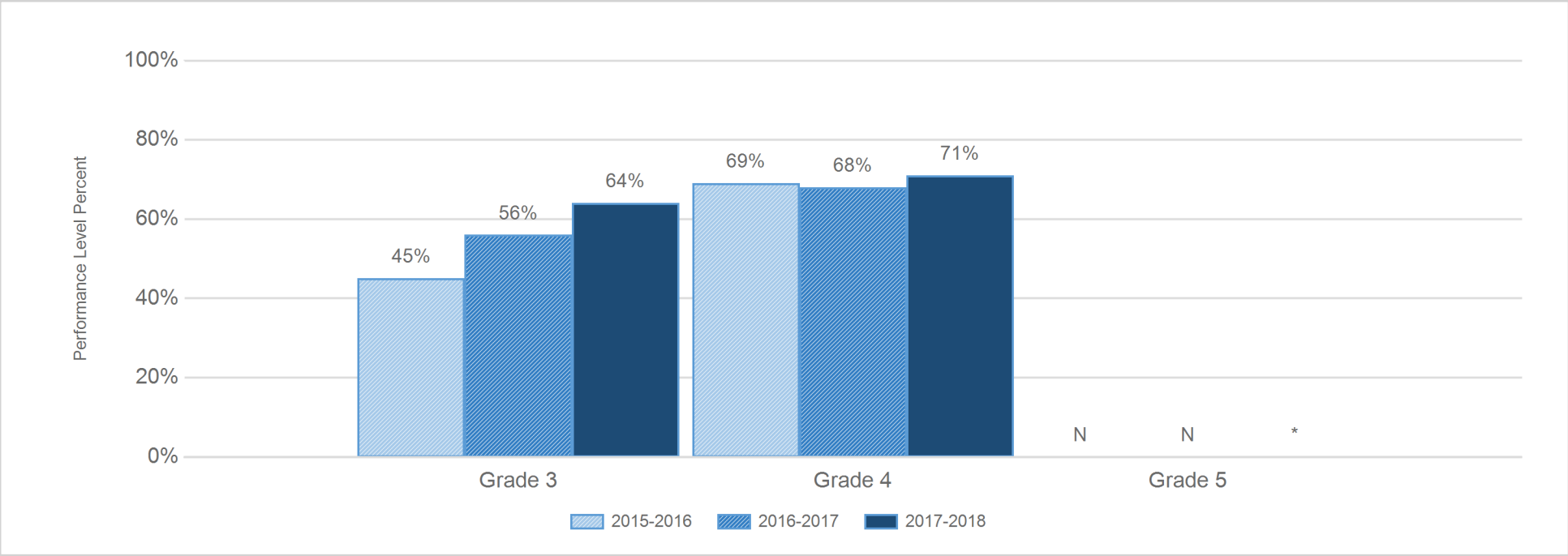
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	157	98.8	54.1	42.9	45.0	54.1	61.5	Not Met
White	32	100.0	43.8	*	54.1	43.8	44.2	Met Target†
Hispanic	56	98.4	62.5	41.9	29.2	62.5	68.7	Met Target†
Black or African American	48	98.0	39.6	34.1	23.4	39.6	55.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	50.0	53.0	*	**	**
Female	73	97.4	50.7	45.4	46.0	50.7		
Male	84	100.0	57.2	40.6	43.9	57.2		
Economically Disadvantaged Students	51	98.3	43.1	33.1	26.6	43.1	57.6	Not Met
Non-Economically Disadvantaged Students	106	99.1	59.5	48.0	55.9	59.5		
Students with Disabilities	27	100.0	18.5	12.3	17.1	18.5	35.5	Not Met
Students without Disabilities	130	98.6	61.5	48.5	50.5	61.5		
English Learners	23	100.0	47.8	35.2	24.6	47.8	37.3	Met Target
Non-English Learners	134	98.6	55.2	43.4	46.9	55.2		
Homeless Students	N	N	N	46.1	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	57.1	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	88	756	758	752	*	*	34%	39%	16%	55%	53%
White	20	747	762	760	0%	*	*	*	*	40%	64%
Hispanic	30	763	760	739	0%	*	*	*	*	73%	38%
Black or African American	27	749	750	734	*	*	44%	*	*	37%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	755	757	*	*	*	*	*	*	59%
Female	38	754	757	752	*	*	45%	*	*	45%	53%
Male	50	757	759	751	*	*	26%	*	*	62%	53%
Economically Disadvantaged Students	31	749	751	736	*	*	35%	*	*	48%	35%
Non-Economically Disadvantaged Students	57	759	762	762	*	*	33%	*	*	58%	66%
Students with Disabilities	10	732	*	730	*	*	*	*	*	30%	29%
Students without Disabilities	78	759	*	756	*	*	*	*	*	58%	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	760	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	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

CONNECTICUT FARMS ELEMENTARY
(39-5290-090)
Grades Offered: PK-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	758	752	748	*	*	31%	*	*	56%	49%
White	*	*	757	755	*	*	*	*	*	*	60%
Hispanic	25	754	751	737	*	*	*	*	*	56%	34%
Black or African American	23	748	743	730	*	*	*	*	*	43%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	771	752	N	N	N	N	N	N	55%
Female	36	753	751	748	*	*	31%	*	*	56%	50%
Male	34	763	752	748	*	*	32%	*	*	56%	49%
Economically Disadvantaged Students	24	748	740	733	*	*	*	*	*	38%	30%
Non-Economically Disadvantaged Students	46	763	756	758	*	*	*	*	*	65%	62%
Students with Disabilities	12	724	717	725	*	*	*	*	*	*	22%
Students without Disabilities	58	765	758	753	*	*	*	*	*	*	55%
English Learners	*	*	734	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	753	750	*	*	*	*	*	*	52%
Homeless Students	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%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	748	748	*	*	*	*	*	*	49%
White	N	N	756	756	N	N	N	N	N	N	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	742	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	744	754	N	N	N	N	N	N	55%
Female	N	N	751	749	N	N	N	N	N	N	50%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	N	N	754	758	N	N	N	N	N	N	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	N	N	754	752	N	N	N	N	N	N	55%
English Learners	N	N	724	718	N	N	N	N	N	N	13%
Non-English Learners	*	*	*	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	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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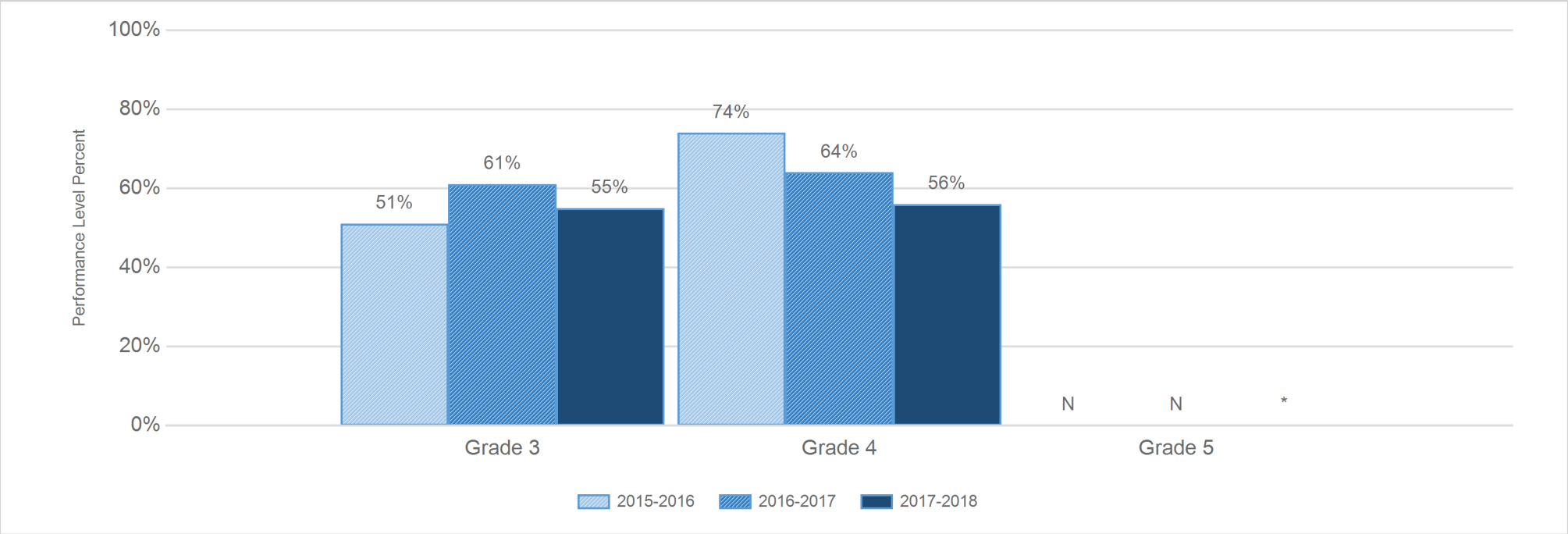
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	56.7%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	77.3%	22.7%
3-4	15	*	*
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.

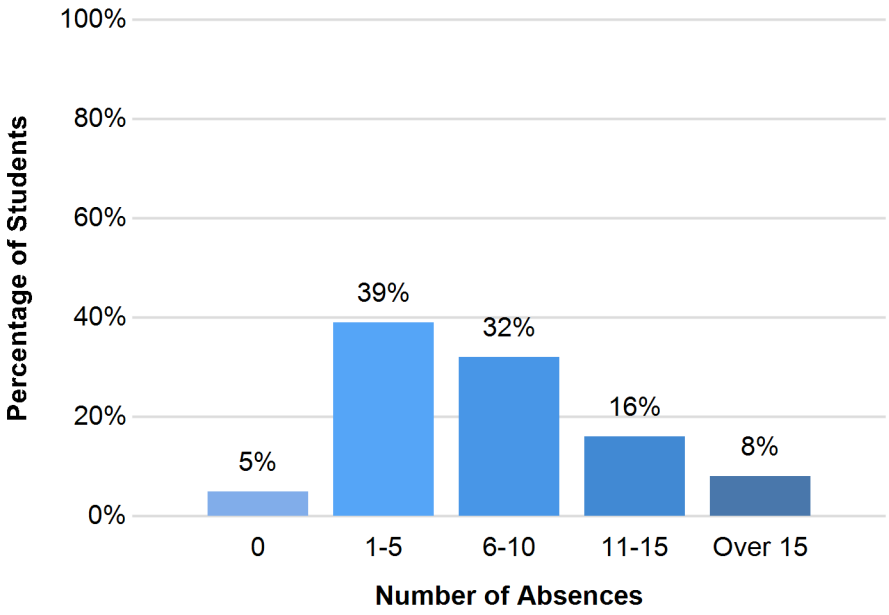
Chronic Absenteeism

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	20	5.3	8.9	Met
White	3	5.1	8.9	Met
Hispanic	11	7.2	8.9	Met
Black or African American	4	3.5	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	5.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	9	6.4	8.9	Met
Students with Disabilities	4	8.2	8.9	Met
English Learners	3	7.1	8.9	Met

Days Absent

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



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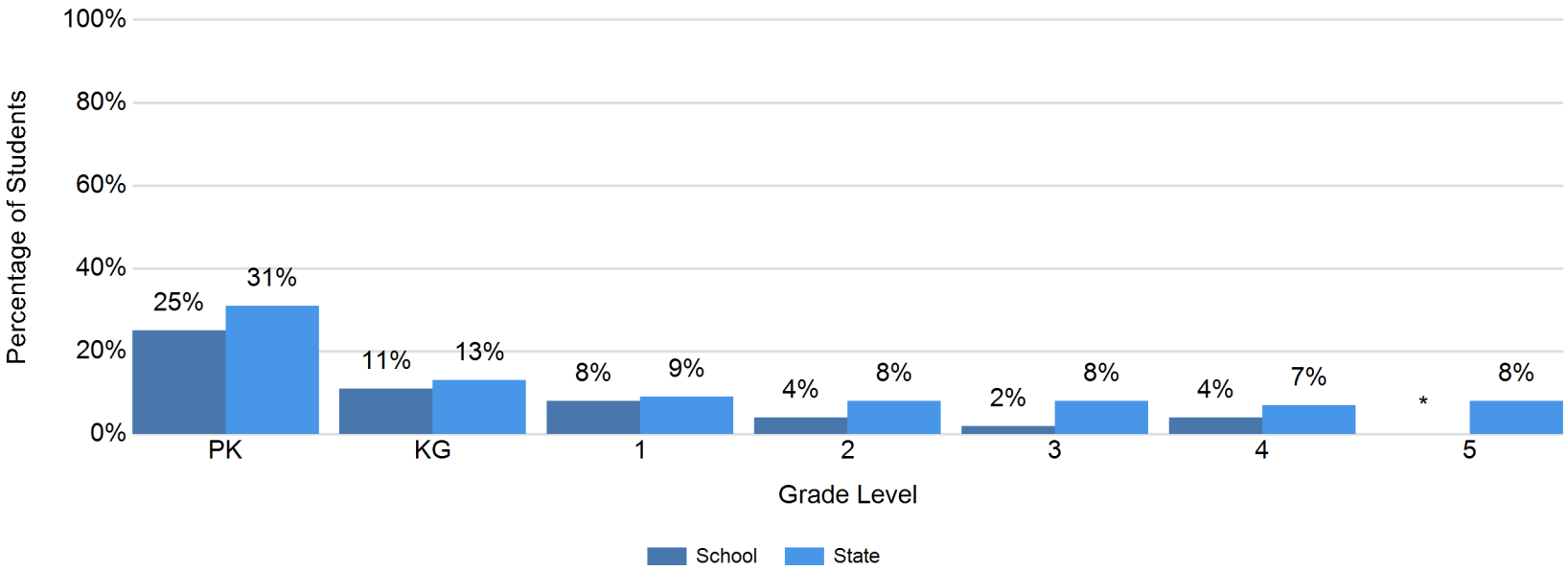
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 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	1.8:1

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)	$413	$14,542	$14,955

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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	42	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	92.9%	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	41	9,374
Average years experience in public schools	18.2	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	92.7%	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	11:1
Students to Administrators	407:1	175:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		898:1
Students to Nurses		599:1
Students to Counselors		312:1
Students to Child Study Team		225:1

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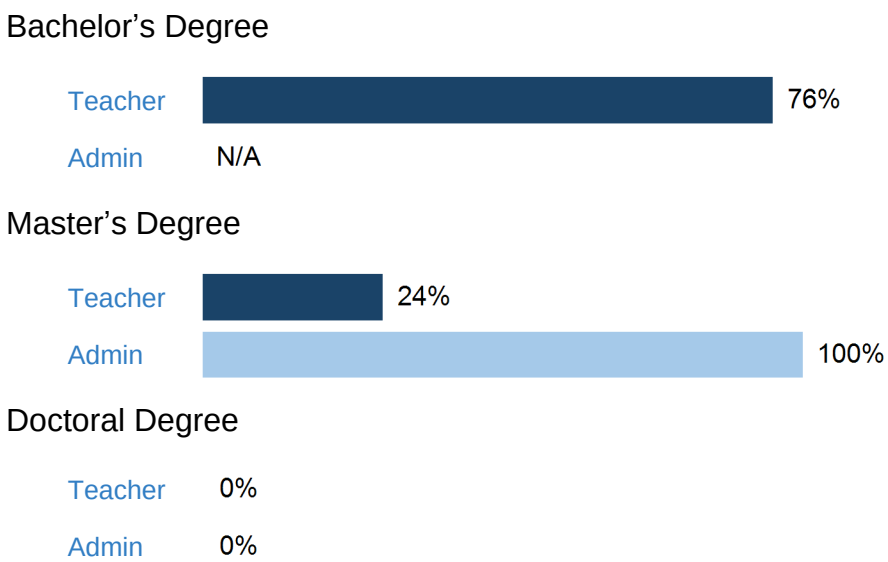
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.1%	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	95.4%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	85.7%	100.0%
Male	14.3%	0.0%
White	88.1%	0.0%
Hispanic	0.0%	0.0%
Black or African American	11.9%	100.0%
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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(39-5290-090)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	67.24	15.0%
Mathematics Proficiency	63.27	15.0%
English Language Arts Growth	99.47	20.0%
Mathematics Growth	93.77	20.0%
Progress Towards English Language Proficiency	57.45	20.0%
Chronic Absenteeism	68.76	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	76.59	n/a
Summative Rating: Percentile Rank of Summative Score	87.56	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Met Target†	Met	No
White	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	88.07	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	94.21	14.08	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	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	93.49	14.08	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	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).

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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:	• CFES believes that student success is measured by its ability to articulate the Student Learning Standards. It is important for us to be sure that our children are prepared for the future. • Using research-based effective strategies, CFES delivers instructional practices that meet every child's needs. This is done through collaboration, implementation and sound practice. • Connecticut Farms School understands and acknowledges that the student of today's future is different from their present realities and we strive to prepare the students for their tomorrow.
Mission, Vision, Theme:	The mission of Connecticut Farms School is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through the cultivation of students' intellectual curiosity, skills, and knowledge, our students can achieve academically and socially and contribute as responsible and productive citizens in our global community.

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Courses, Curriculum, Instruction:	The curriculum at Connecticut Farms School has been adopted and fostered with the child in mind. Pedagogy is an important criterion when discussing curriculum as well as the influence of the instruction to meet the curriculum that is being implemented. Therefore, Connecticut Farms School utilizes Units in lesson development so that cohesive implementation and delivery is paramount.
Clubs and Activities:	Connecticut Farms School, educating students grades Pre-Kindergarten to 4th, has implemented a high quality Visual and Performing Arts Program. Connecticut Farms School embraces the balanced approach of educating the Whole Child. Both the Visual Arts and Fine Arts Programs are of high engagement and are well known in the community. Students' interest is sparked through the use of clubs, such as an Art Club, to allow those students who are talented in these areas to blossom. Our school also has a Student Council, Safety Patrol, and Gym Helpers as additional clubs within the school.

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Before and After School Programs:	ach school year, Connecticut Farms School has an opportunity to provide enriching and remedial programs to meet the students' needs. During the 2017-2018 school year, three programs were offered to the students at Connecticut Farms School, a Legos Math Program, Legos in Writing, and a Remedial Math program. The goal for the Afterschool programs was to enrich students with engaging activities that was different from the school day structure. As a wrap around program, Connecticut Farms School, like all the schools in the Township of Union, offer a before and after school program through the services of the YMCA.
Staff and Professional Learning:	During the 2017-2018 school year, the focus of Professional Development for the staff at Connecticut Farms School focused on writing. In partnership with an outside consultant, Connecticut Farms School took a look at writing both the process and framework of Writers' Workshop but also its alignment to PARCC. The staff at Connecticut Farms School are committed to the wellbeing of the students. Professional Learning Communities are a powerful and essential component of the operation of the school. Teachers work together to help one another.

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Student Supports and Services:	To support the students at Connecticut Farms School, our student body has been afforded the opportunity to have a full-time Guidance Counselor who provides the Social, Emotional and Learning supports needed. The Guidance Counselor meets with students in small group sessions on such things as; Friendship Groups, New Student Groups, and Grievance to name a few. Additionally, the Guidance Counselor works within the classroom on a monthly basis, supporting students with Character Education development. Connecticut Farms School works closely with supports from Special Services and the Child Study Team. Connecticut Farms School has two ESL teachers to support the diverse learners through a pull-out and push-in model.
Student Health and Wellness:	Students at Connecticut Farms school are supported with both physical education classes, health classes and daily recess time.
Parent and Community Involvement:	Another strong area of achievement is the involvement Connecticut Farms School has with its PTA organization. It is one of the strongest in the community. The partnership allows many events to take place for the students and enhances the success of the students and school body as a whole.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching staff.
Facilities:	Connecticut Farms School is picturesque and has kept the history of the town within the facilities. The school is part of the hub of the town and found in very close proximity to the center of town. When traveling passed the school, one is reminded of the beautiful architecture of its time. Inside the building. Many of the original qualities are still intact.The school's auditorium has its natural appearance as well as its beautiful rotunda. Connecticut Farms School continues to receive compliments for its structure and beauty.
School Safety:	Connecticut Farms School diligently works to ensure that the school is safe every day. This is done by continuously using resources available such as camera, security system on doors, having visitors sign in and out when visiting, utilizing a Greeter at the front door, and making sure staff are aware of protocols for safety. Additionally, Connecticut Farms School completes it monthly drills for Lock Downs, Shelter-In-Place, Fire Drills in partnership with the Director of Security.

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Technology and STEM:	Connecticut Farms School incorporates technology within instructional practices utilizing resources through the core programs as well as through the instruction of a Technology Teacher who teaches lessons on Technology Literacy. Teachers at Connecticut Farms School incorporate STEM into their educational schedule to ensure that students are successful and knowledgeable with Science, Technology, Engineering, and Mathematics. Connecticut Farms School has smartboards in each classroom and computer carts for teacher and student use.
Early Childhood Education:	At Connecticut Farms School, there are both a full-day pre-school program as well as a half-day program to afford parents the opportunity for their children to have an early childhood experience that meets their particular needs. Funding for both programs are based on district initiatives and funding.