NJ SCHOOL PERFORMANCE REPORT

NUMBER 1
(39-2660-080)
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	LINDEN CITY
Principal Name	MS. PRESTON
Address	728 NO WOOD AVE LINDEN, NJ 07036-4064
Phone Number	(908)486-2668
Email Address	DPRESTON@LINDENPS.ORG
Website	http://www.linden.k12.nj.us/schools/school1/
Facebook	https://www.facebook.com/lindenpublicschools.school1/
Twitter	https://twitter.com/LindenSchoolOne

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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	31	33	31
KG	64	64	60
1	71	71	67
2	68	68	73
3	71	65	75
4	73	65	70
5	66	83	73
Total	444	449	449

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	45.3%	43.4%	46.8%
Male	54.7%	56.6%	53.2%
Economically Disadvantaged Students	57.4%	59.7%	60.6%
Students with Disabilities	28.4%	29.2%	28.7%
English Learners	0.7%	1.1%	4.5%
Homeless Students		1.6%	1.1%
Students in Foster Care		0.4%	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	20.9%	17.4%	19.4%
Hispanic	38.5%	40.5%	37.9%
Black or African American	37.4%	37.2%	37.6%
Asian	1.8%	2.2%	2.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	1.1%	2.4%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	31	33	31
KG - Half Day	0	0	0
KG - Full Day	64	64	60

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	68.2%
Spanish	17.6%
Polish	5.8%
Haitian	3.3%
Portuguese	2.2%
Other Languages	2.9%

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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	37	46	50	Not Met	44.5	48	50	Met Standard
White	27	46	50	Not Met	45	53	51	Met Standard
Hispanic	44	48	49	Met Standard	58	48	48	Met Standard
Black or African American	36	42	44	Not Met	32	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	53	61	**	*	50	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	36	49	**	*	45	51	**
Economically Disadvantaged	37	44	48	Not Met	47	47	47	Met Standard
Students with Disabilities	36	41	41	Not Met	33	46	43	Not Met
English Learners	*	55	54	**	*	52.5	51	**

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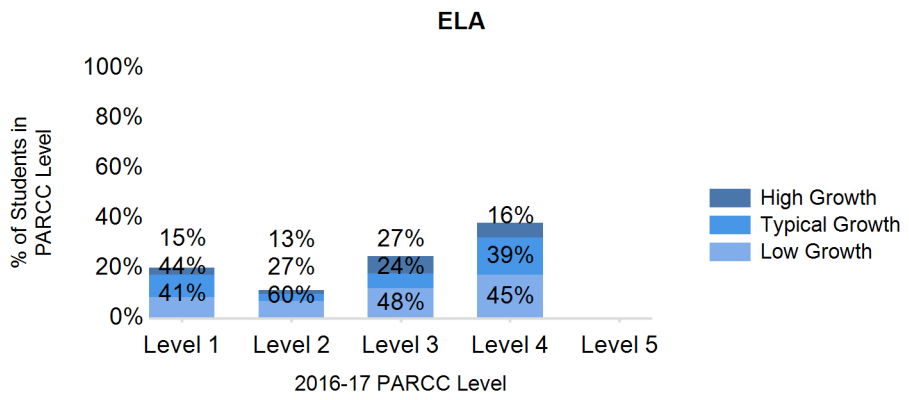
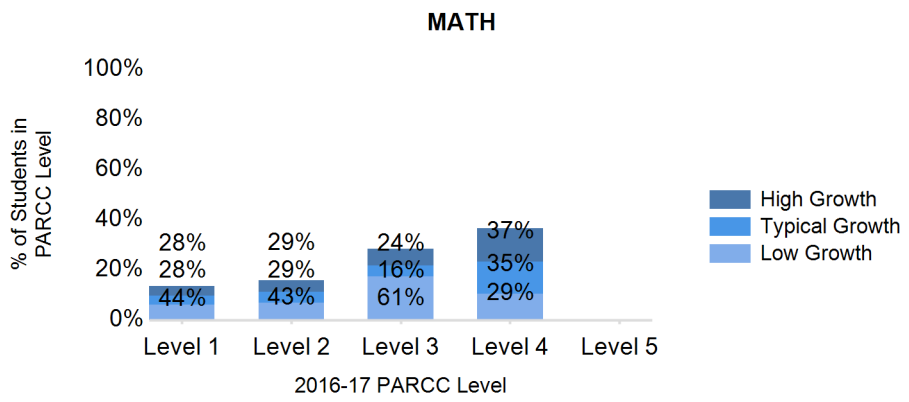
Student Growth by Performance Level

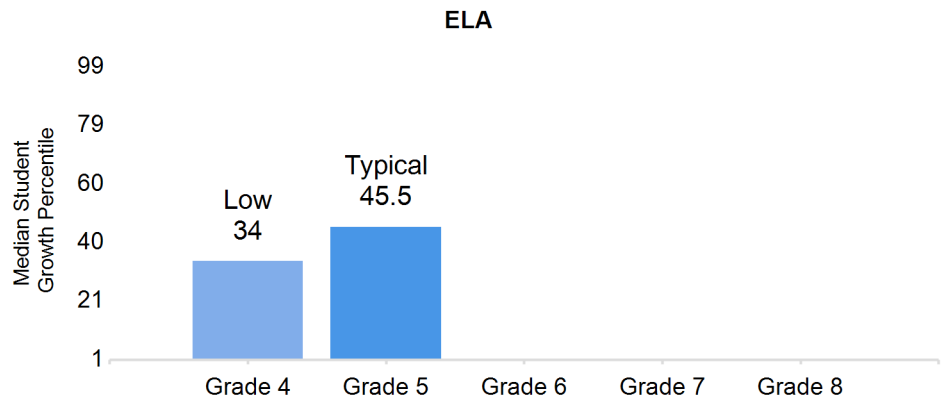
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

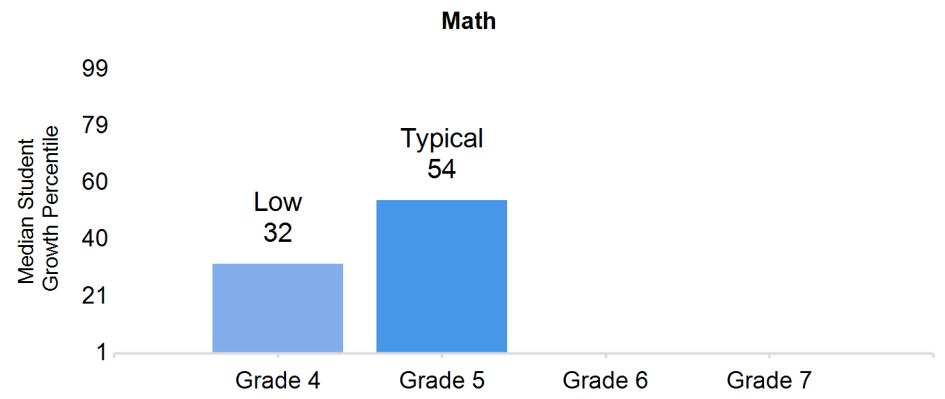




Student Growth by Grade

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	216	99.1	39.4	45.4	56.7	39.4	39.2	Met Target
White	42	97.7	40.5	*	65.6	40.5	44.4	Met Target†
Hispanic	74	100.0	36.5	44.1	42.5	36.5	39.2	Met Target†
Black or African American	90	98.9	40.0	38.7	37.3	40.0	36.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	108	99.1	46.3	55.8	64.5	46.3		
Male	108	99.1	32.4	35.9	49.4	32.4		
Economically Disadvantaged Students	117	99.2	35.9	41.1	38.5	35.9	30.1	Met Target
Non-Economically Disadvantaged Students	99	99.0	43.5	50.4	67.5	43.5		
Students with Disabilities	73	97.4	*	*	21.6	*	13.1	Not Met
Students without Disabilities	143	100.0	*	*	63.9	*		
English Learners	*	*	*	29.7	27.3	*	**	**
Non-English Learners	*	*	*	47.1	59.4	*		
Homeless Students	*	*	*	12.9	27.7	*		
Students In Foster Care	N	N	N	25.0	26.3	N		
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	76	732	744	750	22%	14%	26%	*	*	37%	52%
White	16	735	748	759	*	*	*	*	*	44%	61%
Hispanic	28	732	743	736	*	*	*	*	*	32%	38%
Black or African American	27	731	742	733	*	*	*	*	*	37%	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	38	741	749	756	*	*	*	*	*	50%	57%
Male	38	722	739	744	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	39	728	*	733	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	37	736	*	762	*	*	*	*	*	35%	64%
Students with Disabilities	26	692	707	719	*	*	*	*	*	*	24%
Students without Disabilities	50	752	752	756	*	*	*	*	*	*	57%
English Learners	*	*	712	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	747	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	69	742	750	756	14%	19%	22%	*	*	45%	58%
White	12	745	756	764	*	*	*	*	*	42%	68%
Hispanic	18	741	751	744	*	*	*	*	*	44%	44%
Black or African American	35	739	744	739	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	35	748	754	762	*	*	*	*	*	49%	63%
Male	34	736	745	751	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	37	740	745	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	32	744	755	767	*	*	*	*	*	47%	70%
Students with Disabilities	21	708	719	726	*	*	*	*	*	*	25%
Students without Disabilities	48	757	755	762	*	*	*	*	*	*	64%
English Learners	N	N	711	720	N	N	N	N	N	N	17%
Non-English Learners	69	742	751	759	14%	19%	22%	*	*	45%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	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 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	72	741	750	755	14%	18%	29%	*	*	39%	58%
White	*	*	752	763	*	*	*	*	*	*	68%
Hispanic	27	741	752	743	*	*	37%	*	*	37%	43%
Black or African American	31	738	744	738	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	36	750	757	762	*	*	31%	*	*	44%	66%
Male	36	731	743	749	*	*	28%	*	*	33%	51%
Economically Disadvantaged Students	42	734	748	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	30	749	752	766	*	*	*	*	*	53%	71%
Students with Disabilities	25	709	723	724	*	*	*	*	*	*	22%
Students without Disabilities	47	758	757	762	*	*	*	*	*	*	65%
English Learners	N	N	719	712	N	N	N	N	N	N	11%
Non-English Learners	72	741	751	757	14%	18%	29%	*	*	39%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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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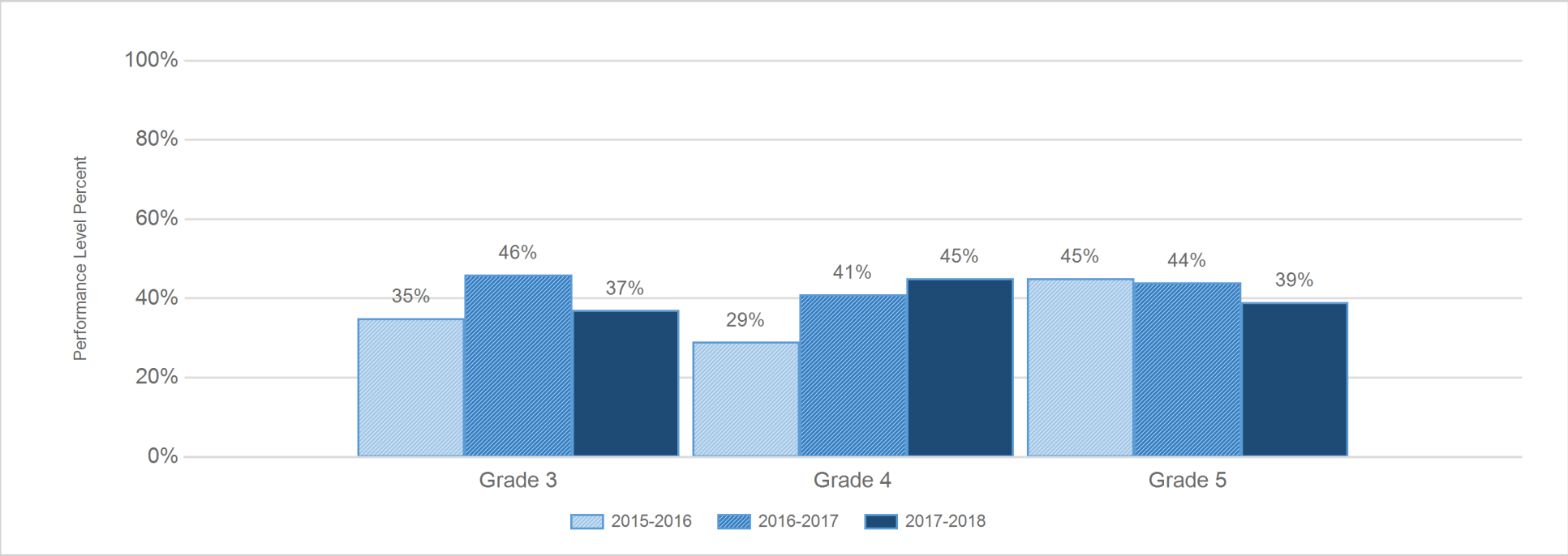
English Language Arts/Literacy Assessment - Performance Trends

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	216	99.1	38.9	*	45.0	38.9	34	Met Target
White	42	97.7	50.0	*	54.1	50.0	37.2	Met Target
Hispanic	74	100.0	35.2	*	29.2	35.2	33	Met Target
Black or African American	90	98.9	34.4	*	23.4	34.4	32.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	108	99.1	40.8	*	46.0	40.8		
Male	108	99.1	37.0	*	43.9	37.0		
Economically Disadvantaged Students	117	99.2	34.2	*	26.6	34.2	29.2	Met Target
Non-Economically Disadvantaged Students	99	99.0	44.5	*	55.9	44.5		
Students with Disabilities	73	97.4	*	*	17.1	*	9.3	Met Target†
Students without Disabilities	143	100.0	*	*	50.5	*		
English Learners	*	*	*	23.8	24.6	*	**	**
Non-English Learners	*	*	*	27.5	46.9	*		
Homeless Students	*	*	*	10.0	17.3	*		
Students In Foster Care	N	N	N	18.8	16.2	N		
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

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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	76	738	745	752	17%	16%	28%	*	*	39%	53%
White	16	747	753	760	*	*	*	*	*	50%	64%
Hispanic	28	734	744	739	*	*	*	*	*	36%	38%
Black or African American	27	735	740	734	*	*	37%	*	*	33%	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	38	743	745	752	*	*	26%	*	*	45%	53%
Male	38	732	746	751	*	*	29%	*	*	34%	53%
Economically Disadvantaged Students	39	734	*	736	*	*	*	*	*	38%	35%
Non-Economically Disadvantaged Students	37	741	*	762	*	*	*	*	*	41%	66%
Students with Disabilities	26	703	718	730	*	*	*	*	*	*	29%
Students without Disabilities	50	755	751	756	*	*	*	*	*	*	57%
English Learners	*	*	719	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	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

NUMBER 1
(39-2660-080)
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	69	735	741	748	*	25%	29%	*	*	33%	49%
White	12	735	751	755	*	*	*	*	*	42%	60%
Hispanic	18	736	742	737	*	*	*	*	*	33%	34%
Black or African American	35	734	733	730	*	*	37%	29%	0%	29%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	35	737	741	748	*	*	*	*	*	31%	50%
Male	34	733	741	748	*	*	*	*	*	35%	49%
Economically Disadvantaged Students	37	734	736	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	32	737	746	758	*	*	*	*	*	38%	62%
Students with Disabilities	21	710	717	725	*	*	*	*	*	10%	22%
Students without Disabilities	48	746	745	753	*	*	*	*	*	44%	55%
English Learners	N	N	712	722	N	N	N	N	N	N	16%
Non-English Learners	69	735	742	750	*	25%	29%	*	*	33%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	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%

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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	72	740	741	748	*	25%	19%	*	*	44%	49%
White	*	*	747	756	*	*	*	*	*	*	60%
Hispanic	27	740	741	736	*	*	*	*	*	37%	32%
Black or African American	31	734	735	730	*	*	*	*	*	42%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	36	744	745	749	*	*	*	*	*	47%	50%
Male	36	736	737	747	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	42	734	739	733	*	*	*	*	*	36%	29%
Non-Economically Disadvantaged Students	30	748	743	758	*	*	*	*	*	57%	62%
Students with Disabilities	25	713	723	726	*	*	*	*	*	*	20%
Students without Disabilities	47	755	745	752	*	*	*	*	*	*	55%
English Learners	N	N	713	718	N	N	N	N	N	N	13%
Non-English Learners	72	740	742	750	*	25%	19%	*	*	44%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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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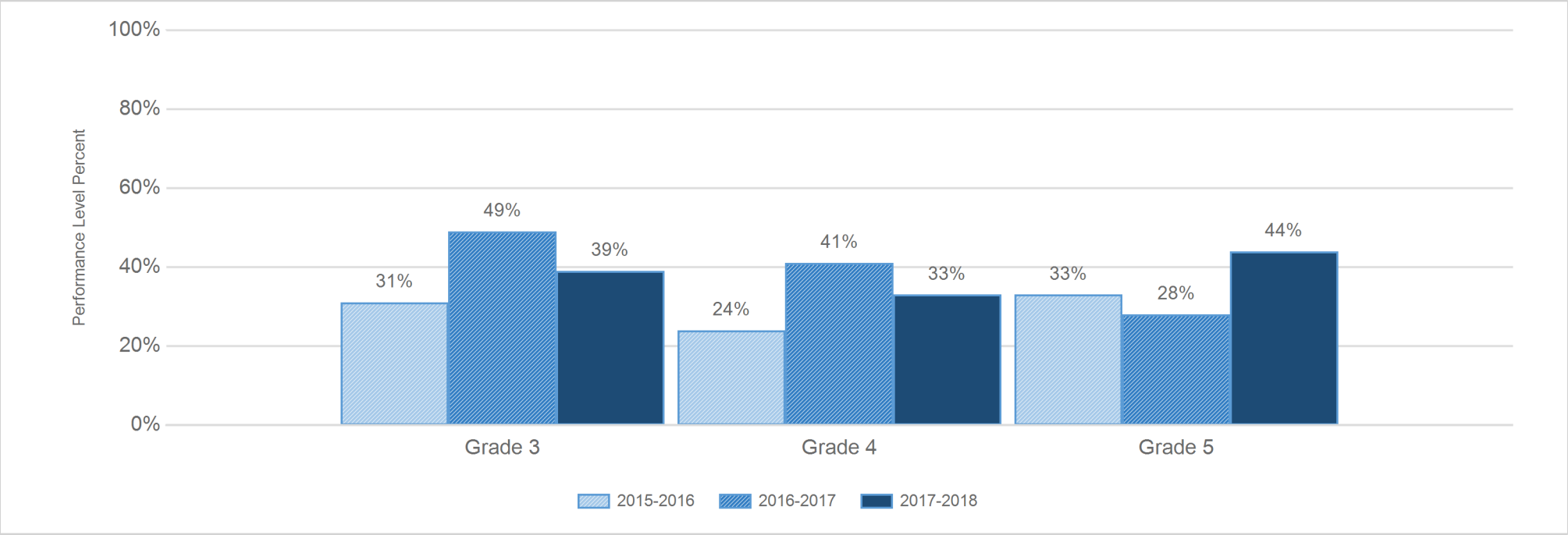
Mathematics Assessment – Performance Trends

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	N	N
5	*	*

English Language Progress to Proficiency

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

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

† 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	N	N	N

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

NJASK Science Assessment Information

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

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

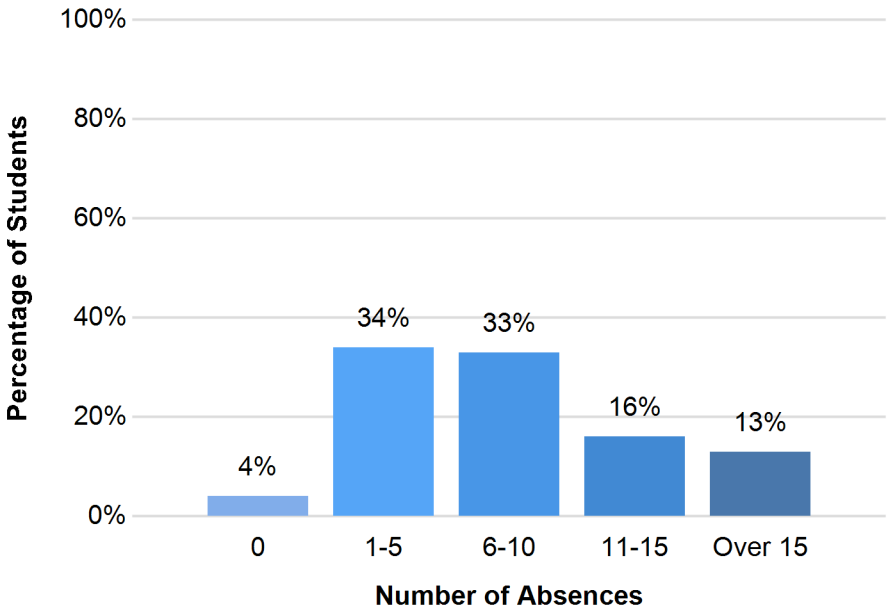
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	37	8.8	8.9	Met
White	7	8.8	8.9	Met
Hispanic	18	11.4	8.9	Not Met
Black or African American	11	6.8	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	9.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	27	10.8	8.9	Not Met
Students with Disabilities	15	11.4	8.9	Not Met
English Learners	1	5.9	**	**

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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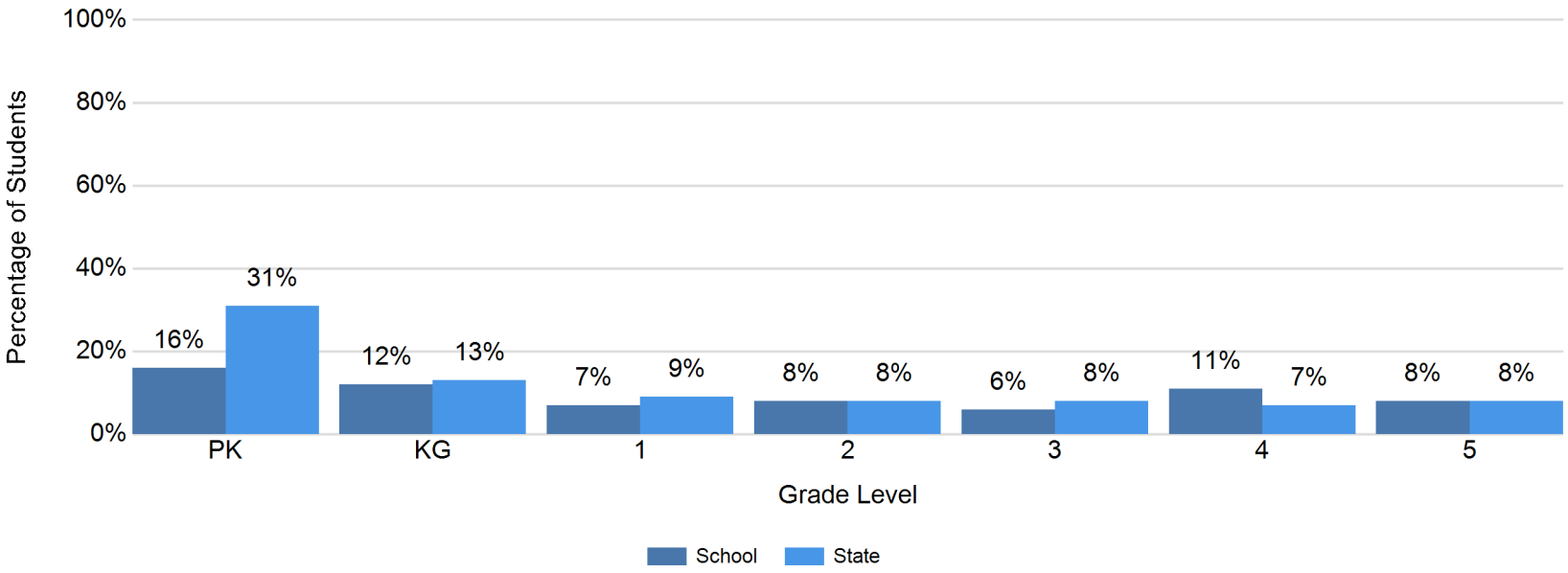
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.11

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	1
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	1	1
Sexual Orientation	1	0	1
Disability	0	2	2
Other	1	0	1
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	15	3.3%
Any Suspension	15	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
39

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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 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	1.0:1

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)	$626	$15,526	$16,152

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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	34	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	70.6%	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	45	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	100.0%	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	13:1	11:1
Students to Administrators	225:1	135:1
Teachers to Administrators	17:1	12:1
Students to Librarians/Media Specialists		1218:1
Students to Nurses		435:1
Students to Counselors		609:1
Students to Child Study Team		165:1

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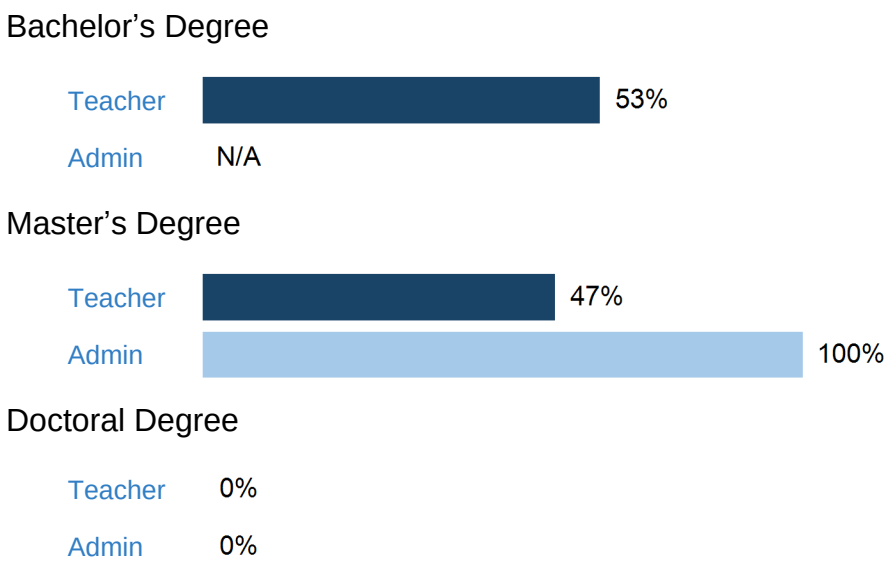
Teachers and Administrators - Level of Education

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	93.4%	90.2%
2016-17 Administrators: Same district 2017-18	94.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Key terms for staff data:
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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	76.5%	100.0%
Male	23.5%	0.0%
White	88.2%	50.0%
Hispanic	5.9%	0.0%
Black or African American	5.9%	50.0%
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	17.06	17.5%
Mathematics Proficiency	36.67	17.5%
English Language Arts Growth	10.72	25.0%
Mathematics Growth	30.33	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.73	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	25.92	n/a
Summative Rating: Percentile Rank of Summative Score	13.74	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Met Standard	**	Met	No
White	17.44	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	48.69	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	45.06	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	44.02	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	25.81	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Recipient of NJEA FAST grant which provides: educational activities for families, working together to make a difference, and building academic skills with parent involvement. • NJEA Priority Schools provides quality professional development and classroom support. Through a shared vision, data analysis, and common planning, teachers provide rigorous, quality instruction. • Recipient of Union County _Kids Dig Inî school-based gardening program. From seeds to plants to vegetables, students share in a hands-on garden based education.
Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
Awards, Recognition, Accomplishments:	School One's students are recognized through their accomplishments and talents through many venues, such as: Student of the Month, Tiger Paws recognition, PBSIS, All City Music and Art, Perfect Attendance, Presidential Award of Excellence, and other academic awards. Staff is recognized for their dedication, impact, and service through the Opening Day Celebratory Breakfast, Governor Educator of the Year Program, Teacher Appreciation Week, Educational Support Day, School Nurses Day, and School Social Worker Day.

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Clubs and Activities:	Third fourth and fifth grade students compete annually in the district wide Paul Blue Elementary Track and Field events held at Tiger Stadium. Field day, another important School One event, is held at the end of the school year with the participation of all students. The physical education teacher, the parents, and the faculty work together to provide fun and engaging activities outside on both the front and back areas of the school. An after school math club engaged third, fourth and fifth graders with exciting STEM activities. A junior Vanguard club was formed and met weekly. Students in the club presented an evening workshop on technology. Junior Achievement high school volunteers come into the classroom to instruct the students on commerce, economy, and community. Fifth grade students visited Biz Town which was a hands on community based field trip. Peer Pals, a group of high school students, visited several times to talk with the 5th graders about social media.

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Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

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Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
Parent and Community Involvement:	School 1 is an environment for learningÜnot only in terms of academia but also in terms of social development within their community. The K-Kids teaches the students about community service. The students collect food, clothing, and toys to aid the less fortunate. School 1s before and after care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. American Education Week in November allowed community/family members to visit and join students in the classrooms. The week ended with a community breakfast. A Chili Cook _Off gave family members a chance to show off their cooking talents and participate in a chili competition. The annual Health and Safety fair hosted exhibits and demonstrations from community groups. School 1 values the home/school/community connection which supports parental involvement and encourages parents to take an active role in their childs education.

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Facilities:	The main building of School One is 104 years old. The addition of the third floor was built 15 years ago. The Annex was previously home to the Board of Education. It is now the Early Childhood wing with 2 pre-ks and 2 kindergartens. Art and music are on a cart. Library book shelves now line the walls of the basement due to our limited amount of space. Every student visits once a week to take out books. All computers and I-Pads are located in the classrooms. Once a month a fire drill and security drill are practiced. Security drills vary in nature. Also twice a year an AED drill is scheduled. They are unannounced.
School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.

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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Fundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.

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Other Information:	School Ones school day is 6 hours and 35 minutes. The grade span is full day Pre-K through grade 5. Pre-K and Kindergarten employ the Tools of the Mind curriculum. Kindergarten began, for the first time, including GO MATH into their program. Our day begins with morning announcements on the PA and the reciting of the Pledge of Allegiance. The teachers/staff receive via e-mail _The Morning Newsî which has all the important information of the day. School One strives to become future ready and an Apple certified school. I-Pads, Mac-Air books, and Smart Boards are in every classroom. A technology support cohort called the Vanguards, offer professional development and troubleshoot technological problems. A fully operating library is located in the basement. Every student visits it once a week. Character education is important at School One. Beginning with the week of respect, students learn that bullying is not acceptable. Monthly PBSIS assemblies are hosted by each grade level. Students perform songs, skits, and dances for their peers. The prize wheel is a favorite. Students showing the monthly character trait get to come up and spin the wheel to receive a prize. School One supports student learning through our NJEA partnership with Priority Schools. Our teachers receive professional development by leaders in all educational best practices. A wide array of communication vehicles are used to help parents stay informed, such as: e-mail, Blackboard Connect, memos, calendars, flyers, Classroom Dojo, and phone calls.