NJ SCHOOL PERFORMANCE REPORT

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL
(03-5150-130)
Grades Offered: KG-04
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	TEANECK TWP
Principal Name	MR. GREEN
Address	1025 LINCOLN PLACE TEANECK, NJ 07666
Phone Number	(201)833-5550
Email Address	ANGREEN@TEANECKSCHOOLS.ORG
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/teanecklowell

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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
KG	17	18	17
1	77	78	86
2	70	72	80
3	66	79	85
4	72	71	81
Total	302	318	349

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	49.3%	50.0%	52.1%
Male	50.7%	50.0%	47.9%
Economically Disadvantaged Students	40.7%	43.7%	45.0%
Students with Disabilities	20.5%	19.5%	25.2%
English Learners	5.3%	6.9%	4.3%
Homeless Students		0.0%	0.9%
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	14.9%	12.6%	10.3%
Hispanic	36.8%	41.8%	40.1%
Black or African American	32.8%	30.5%	33.5%
Asian	12.6%	11.6%	12.0%
Native Hawaiian or Pacific Islander	0.7%	0.9%	1.1%
American Indian or Alaska Native	0.3%	0.6%	0.6%
Two or More Races	2.0%	1.9%	2.3%

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
KG - Half Day	0	0	0
KG - Full Day	17	18	17

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	83.7%
Spanish	10.3%
Arabic	1.1%
Other Languages	4.9%

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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	54.5	48	50	Met Standard	40.5	47	50	Met Standard
White	*	47.5	50	**	*	53.5	51	**
Hispanic	58	49.5	49	Met Standard	47	46	48	Met Standard
Black or African American	34	45	44	Not Met	43	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	59	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	50	49	**	*	33	51	**
Economically Disadvantaged	55	48	48	Met Standard	36	48.5	47	Not Met
Students with Disabilities	55	41	41	**	56.5	38	43	**
English Learners	*	56	54	**	*	64.5	51	**

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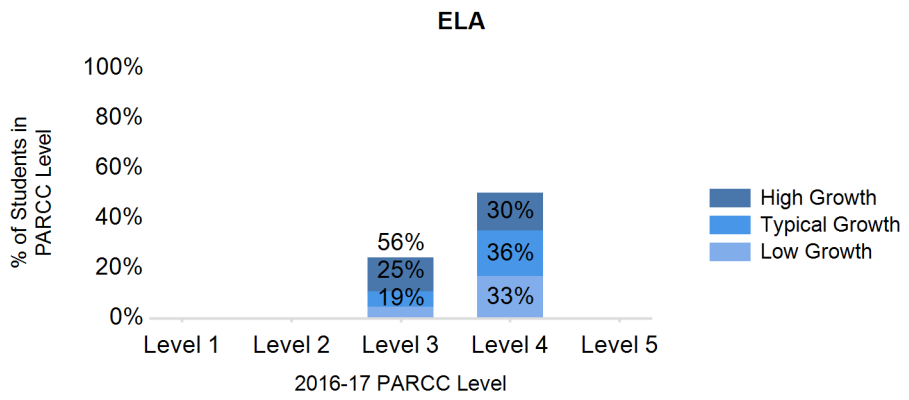
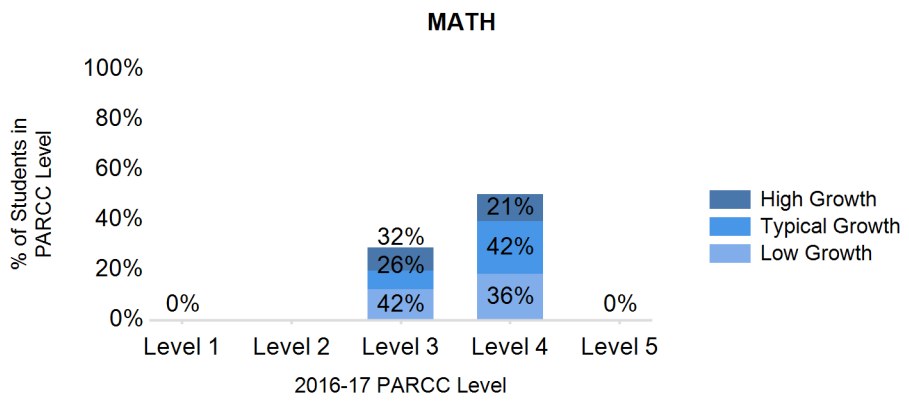
Student Growth by Performance Level

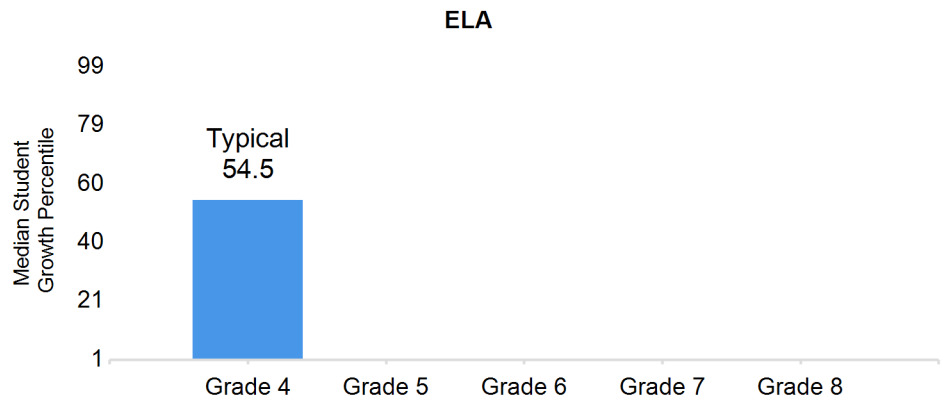
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

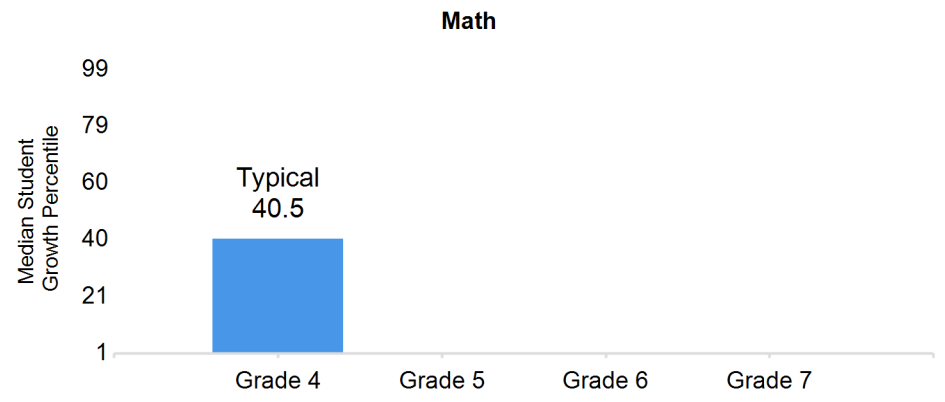




Student Growth by Grade

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	152	94.2	65.7	59.6	56.7	65.3	47.3	Met Target
White	11	84.6	90.9	*	65.6	80.7	**	**
Hispanic	54	92.1	63.0	58.3	42.5	60.6	41.3	Met Target
Black or African American	62	98.5	61.2	51.7	37.3	61.2	38	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	95.7	66.7	*	82.3	66.7	69.1	Met Target†
American Indian or Alaska Native	*	*	*	50.0	52.7	*	**	**
Two or More Races	*	*	*	68.0	63.4	*	**	**
Female	74	91.0	73.0	69.3	64.5	70.2		
Male	78	97.6	59.0	49.9	49.4	59.0		
Economically Disadvantaged Students	59	95.2	56.0	50.6	38.5	*	49.1	Met Target
Non-Economically Disadvantaged Students	93	93.5	72.0	65.0	67.5	*		
Students with Disabilities	47	94.2	29.8	25.2	21.6	29.8	27.7	Met Target
Students without Disabilities	105	94.1	81.9	71.8	63.9	80.8		
English Learners	11	78.6	63.7	*	27.3	52.6	**	**
Non-English Learners	141	95.5	65.9	*	59.4	65.9		
Homeless Students	N	N	N	44.5	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	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	74	765	757	750	*	*	22%	*	*	64%	52%
White	*	*	760	759	*	*	*	*	*	*	61%
Hispanic	28	761	753	736	*	*	*	*	*	64%	38%
Black or African American	31	763	755	733	0%	*	32%	*	*	55%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	774	758	*	*	*	*	*	*	58%
Female	36	765	757	756	*	*	*	*	*	64%	57%
Male	38	764	756	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	25	757	752	733	*	*	*	*	*	60%	34%
Non-Economically Disadvantaged Students	49	768	760	762	*	*	*	*	*	65%	64%
Students with Disabilities	16	726	733	719	*	*	*	*	*	19%	24%
Students without Disabilities	58	775	764	756	*	*	*	*	*	76%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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	71	768	761	756	*	*	14%	54%	24%	77%	58%
White	*	*	763	764	*	*	*	*	*	*	68%
Hispanic	27	758	754	744	0%	*	*	*	*	63%	44%
Black or African American	27	768	762	739	*	*	*	*	*	78%	39%
Asian, Native Hawaiian, or Pacific Islander	10	783	773	782	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	772	768	762	*	*	*	*	*	79%	63%
Male	28	763	753	751	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	26	760	752	740	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	45	773	767	767	*	*	*	*	*	82%	70%
Students with Disabilities	17	753	733	726	*	*	*	*	*	53%	25%
Students without Disabilities	54	773	770	762	*	*	*	*	*	85%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	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	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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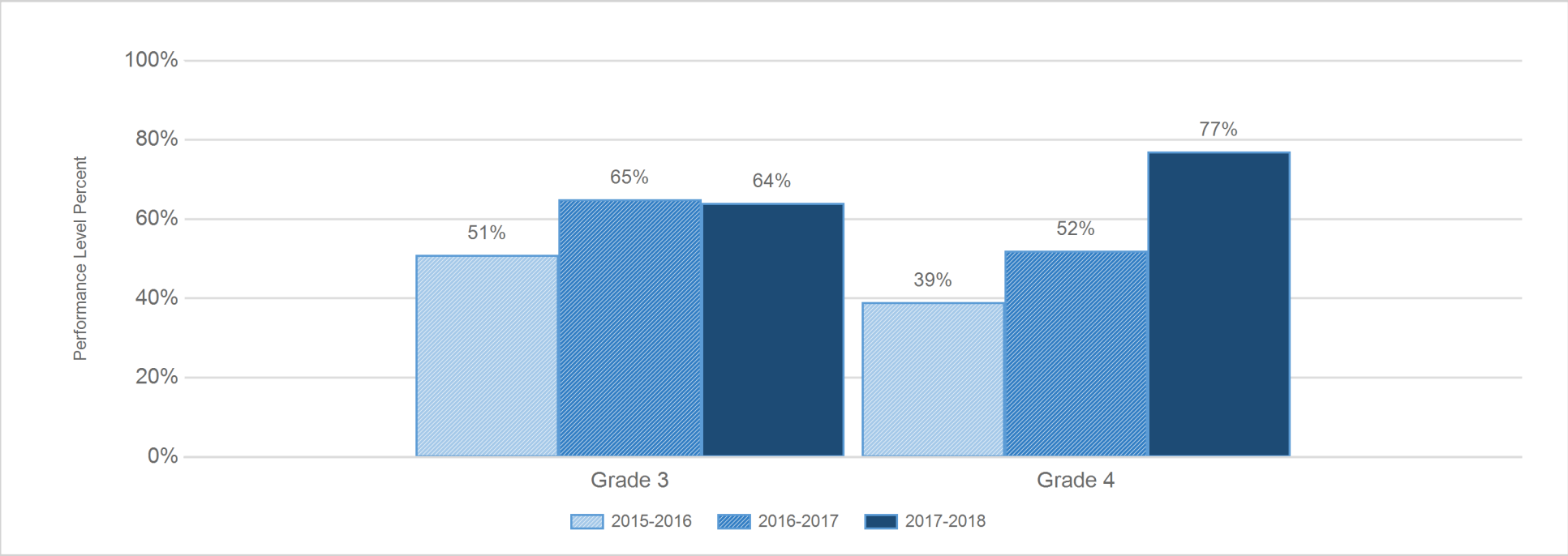
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Schoolwide	152	93.6	54.0	42.1	45.0	53.2	50.1	Met Target
White	11	84.6	81.9	*	54.1	72.6	**	**
Hispanic	54	90.6	51.8	38.6	29.2	49.1	47.2	Met Target
Black or African American	62	98.5	45.2	32.9	23.4	45.2	40.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	95.7	66.6	*	77.0	66.6	80	Met Target†
American Indian or Alaska Native	*	*	*	27.3	42.5	*	**	**
Two or More Races	*	*	*	44.0	53.0	*	**	**
Female	74	91.0	48.7	43.2	46.0	46.8		
Male	78	96.4	59.0	40.9	43.9	59.0		
Economically Disadvantaged Students	59	95.2	37.3	34.1	26.6	*	51	Not Met
Non-Economically Disadvantaged Students	93	92.7	64.6	47.0	55.9	*		
Students with Disabilities	47	94.2	25.6	*	17.1	25.6	24.9	Met Target
Students without Disabilities	105	93.3	66.7	*	50.5	65.1		
English Learners	11	73.3	45.5	34.9	24.6	35.0	**	**
Non-English Learners	141	95.5	54.6	42.6	46.9	54.6		
Homeless Students	N	N	N	29.4	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	760	754	752	0%	*	28%	*	*	64%	53%
White	*	*	758	760	*	*	*	*	*	*	64%
Hispanic	28	758	750	739	0%	*	*	*	*	68%	38%
Black or African American	31	754	751	734	0%	*	42%	*	*	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	756	757	*	*	*	*	*	*	59%
Female	36	753	749	752	0%	*	*	*	*	44%	53%
Male	38	767	760	751	0%	*	*	*	*	82%	53%
Economically Disadvantaged Students	25	754	749	736	0%	*	*	*	*	52%	35%
Non-Economically Disadvantaged Students	49	763	757	762	0%	*	*	*	*	69%	66%
Students with Disabilities	16	743	741	730	0%	*	*	*	*	38%	29%
Students without Disabilities	58	765	757	756	0%	*	*	*	*	71%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	71	749	747	748	*	18%	30%	*	*	49%	49%
White	*	*	756	755	*	*	*	*	*	*	60%
Hispanic	27	739	740	737	*	*	*	37%	0%	37%	34%
Black or African American	27	752	748	730	0%	*	*	52%	0%	52%	27%
Asian, Native Hawaiian, or Pacific Islander	10	761	759	774	0%	*	*	*	*	70%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	43	750	750	748	*	*	*	*	*	51%	50%
Male	28	746	744	748	*	*	*	*	*	46%	49%
Economically Disadvantaged Students	26	740	738	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	45	754	753	758	*	*	*	*	*	58%	62%
Students with Disabilities	17	735	723	725	*	*	*	*	*	24%	22%
Students without Disabilities	54	753	755	753	*	*	*	*	*	57%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	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	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL
(03-5150-130)
Grades Offered: KG-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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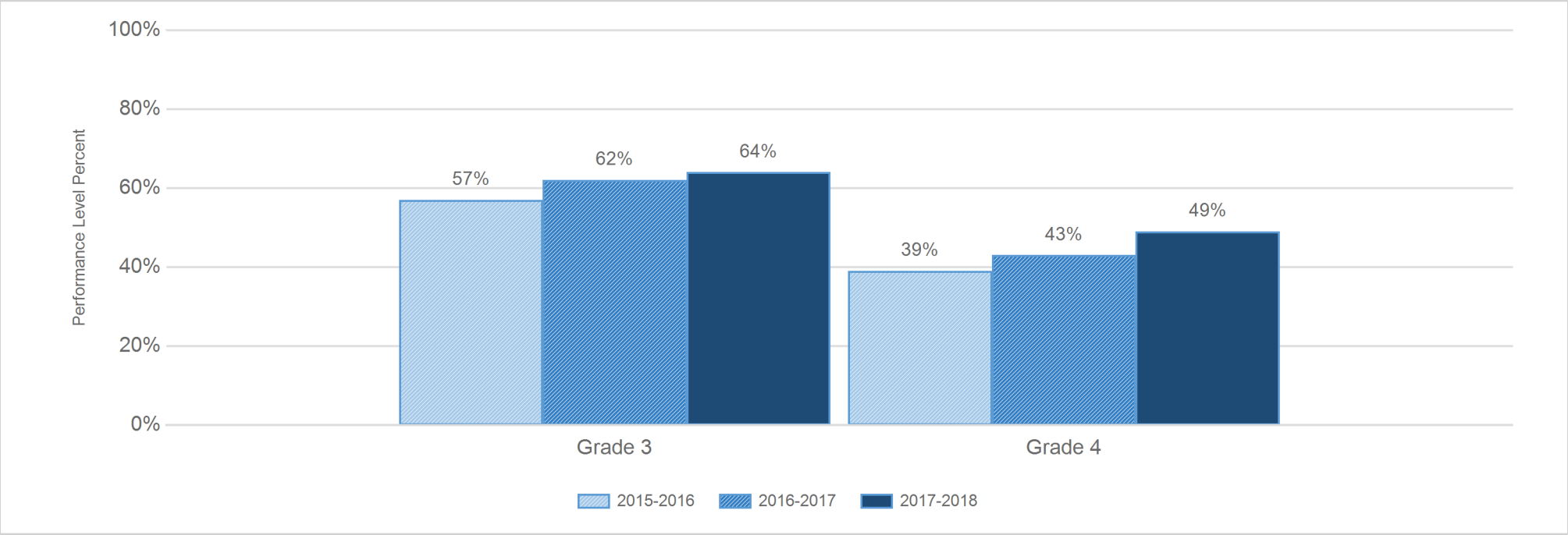
Mathematics Assessment – Performance Trends

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	*	*

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	90.9%	**	**

† 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	13	53.8%	46.2%
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.

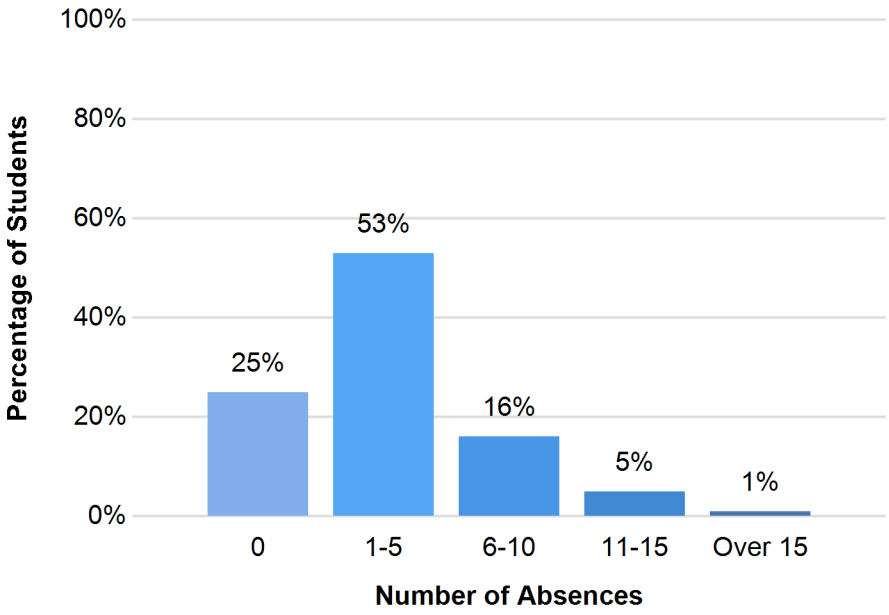
Chronic Absenteeism

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	4	1.1	9.1	Met
White	0	0	9.1	Met
Hispanic	4	2.9	9.1	Met
Black or African American	0	0	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	1	0.6	9.1	Met
Students with Disabilities	1	1.1	9.1	Met
English Learners	0	0	**	**

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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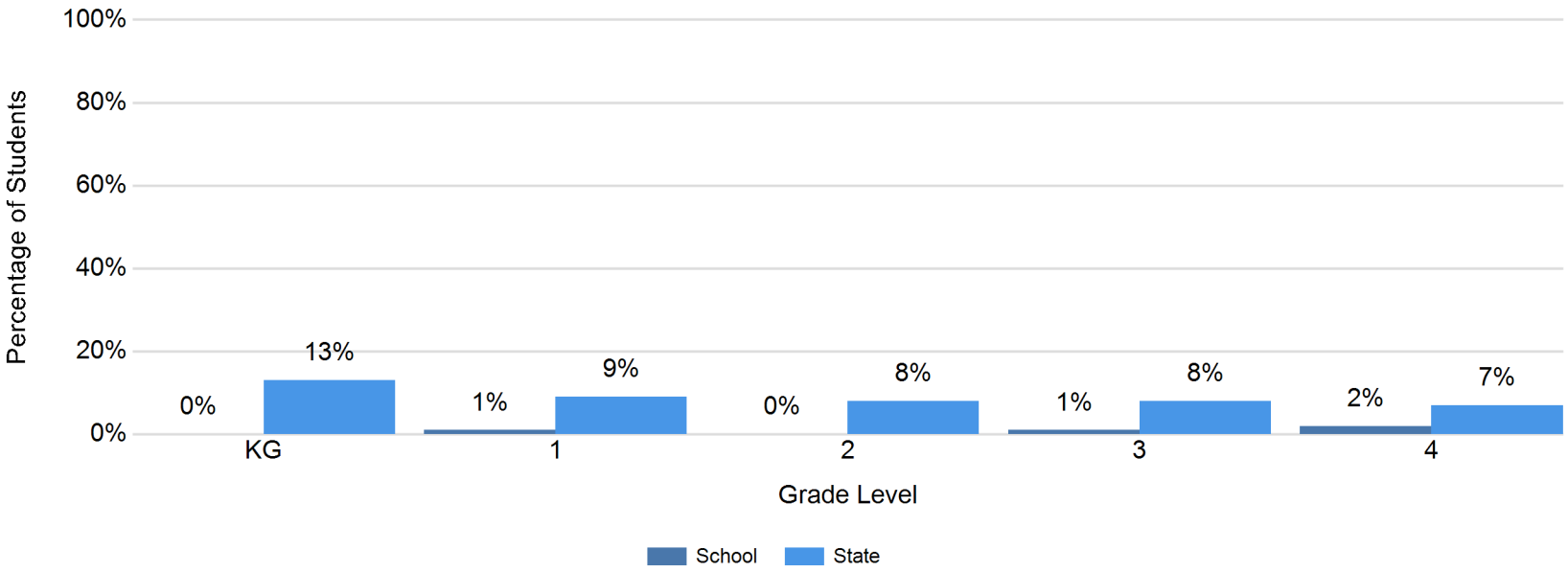
Chronic Absenteeism by Grade

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

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	1	0	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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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	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 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	1.3:1

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)	$570	$20,208	$20,778

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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	31	117,464
Average years experience in public schools	12.0	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	58.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	16.7	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	70.4%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	349:1	133:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		1198:1
Students to Nurses		513:1
Students to Counselors		327:1
Students to Child Study Team		180:1

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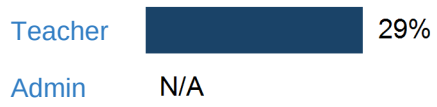
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.5%

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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	90.3%	0.0%
Male	9.7%	100.0%
White	58.1%	0.0%
Hispanic	16.1%	0.0%
Black or African American	16.1%	100.0%
Asian	9.7%	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	63.51	17.5%
Mathematics Proficiency	60.07	17.5%
English Language Arts Growth	60.78	25.0%
Mathematics Growth	22.20	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	98.62	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.16	n/a
Summative Rating: Percentile Rank of Summative Score	61.20	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	73.52	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	64.61	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	66.22	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• mplementing a Schoolwide Title I program enhanced instruction by using evidence-based software that addresses neurocognitive weaknesses and remediates phonological and mathematical skill deficits. • PTO Outreach has increased parental and teacher participation, and teachers have received parental recommendations that can more effectively motivate and improve student learning.
Mission, Vision, Theme:	Every year James Russell Lowell elementary provides an educational foundation to over 300 students from backgrounds as diverse as Africa, Asia, the Caribbean, Eastern Europe, and Latin America. Named after the abolitionist poet of the Civil War era, its mission is to educate and mentor every child by instilling an enduring passion for learning, the practice of personal virtues, and an understanding of civic values so as to actualize our district's motto – "That each may learn."
Awards, Recognition, Accomplishments:	On the PARCC Test Lowell 3rd & 4th graders exceeded the state average score in Literacy and had the highest average district scores, and Lowell 3rd graders also exceeded the state average score in Mathematics and had the highest average district scores. The Lowell School community raised over $7,000 for the American Heart Association which was the highest amount by a school in district history.

NJ SCHOOL PERFORMANCE REPORT

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL
(03-5150-130)
Grades Offered: KG-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Courses, Curriculum, Instruction:	Lowell's curriculum has developed further through more fully inclusive classrooms that accommodate the needs of all students through lesson planning, creative scheduling, and professional development. It is a common expectation that challenges in the curriculum such as pacing instruction and differentiated planning will be addressed and that teachers will make recommendations for curricular improvement with guidance from the literacy and mathematics coaches as well as special education teachers.
Sports and Athletics:	Lowell School was an American Heart Association Social Media Contest Winner in 2018, and the school community raised over $7000, the most ever by a district school, for Jump Rope for Heart which is a national fund-raising event sponsored by the American Heart Association and the Society of Health and Physical Educators. This program teaches physical fitness and promotes the value of community service to students. It shows students that they can contribute to their community's welfare.
Clubs and Activities:	Students at Lowell School enjoy participating in the Art Club, Big Brother and Big Sister Program, the Girl Scouts, the Math Club, and the Music Club.

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Before and After School Programs:	The Working Parents Association of Lowell School provides before and after school care based on a whole child approach. Teachers, administrators, counselors and support staff work together to meet the intellectual, social, behavioral and emotional needs of every child.
Staff and Professional Learning:	Professional development on closing the student achievement gap has continued, and an additional goal has been added to increase the number of students who score advance proficient on the PARCC Test, especially in the area of mathematics. The mathematics coach has been facilitating teacher collaboration and professional development in the use of math centers in the classroom as well as competitive math groups to regularly practice basic facts.

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Student Supports and Services:	At Lowell School a range of supportive services are available to students. All students have access in school and at home to various educational software programs that address reading and mathematics difficulties. Two literacy coaches and one math coach are employed to assist students and teachers. An ESL teacher, guidance counselor, and psychologist are available daily. An after-school literacy and math program is offered, and students also benefit from a multi-tiered support system using RTI.
Student Health and Wellness:	Lowell School provides a free and reduced cost breakfast program to students. Students regularly participate in physical education, and every month students are motivated to perform fitness and competitive gym activities in order to win the coveted Golden Sneaker Award. A school guidance program is also available for students and provides regular counseling services to enhance problem solving skills and practice interpersonal skills as well as classroom lessons in character education.
Parent and Community Involvement:	The Lowell PTO sponsors many fun and exciting events throughout the school year. The PTO has sponsored Pumpkin Celebrations, a Spelling Bee, the Lowell Book Fair, International Night, the Ice Cream Social, Movie Night, as well as Black history month activities. Lowell School also benefits from the reading volunteers at UJA/Bergen Reads, and children at Lowell School also participate in programs offered by the Girl Scouts of Bergen County, the Puffin Foundation, and Teaneck Community Education.

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Other Information:	Lowell School also meets the academic needs of students whose skill levels indicate that they require additional academic challenges though participation in the TAG (Teaneck Academically Gifted) Programs. TAG instruction encourages students to challenge their cognitive abilities as well as to explore the creative side of their personalities. These programs provide learning opportunities that help students identify and nurture their academic gifts.