NJ SCHOOL PERFORMANCE REPORT

MARGARET L VETTER
(25-1260-060)
Grades Offered: 05-06
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	MONMOUTH
District	EATONTOWN BORO
Principal Name	MR. IOZZI
Address	3 GRANT AVENUE EATONTOWN, NJ 07724-1399
Phone Number	(732)542-4644
Email Address	KIOZZI@EATONTOWN.ORG
Website	http://www.eatontown.org/eatontown/Schools/Vetter/

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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	47	0	0
1	43	0	0
2	49	0	0
3	43	0	0
4	39	0	0
5	38	120	104
6	37	109	118
Total	296	229	222

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.0%	49.8%	54.1%
Male	52.0%	50.2%	45.9%
Economically Disadvantaged Students	65.9%	46.7%	33.8%
Students with Disabilities	24.0%	33.6%	30.6%
English Learners	19.9%	3.9%	2.7%
Homeless Students		1.3%	3.6%
Students in Foster Care		0.0%	0.5%
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	21.6%	40.2%	41.0%
Hispanic	31.8%	24.5%	21.6%
Black or African American	25.7%	20.5%	22.1%
Asian	17.9%	13.5%	11.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.0%	1.3%	3.6%

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	47	0	0

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	72.5%
Spanish	12.2%
Portuguese	4.1%
Telugu	1.8%
Tagalog	1.4%
Other Languages	8.1%

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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	71	57	50	Exceeds Standard	68.5	50	50	Exceeds Standard
White	72.5	57	50	Exceeds Standard	70.5	50.5	51	Exceeds Standard
Hispanic	75	58	49	Exceeds Standard	78	45	48	Exceeds Standard
Black or African American	68	48.5	44	Exceeds Standard	57	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71.5	69	61	Exceeds Standard	65	58	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	31	49	**	*	49	51	**
Economically Disadvantaged	69.5	53	48	Exceeds Standard	60	44	47	Exceeds Standard
Students with Disabilities	65	51.5	41	Exceeds Standard	51	39	43	Met Standard
English Learners	71	58	54	**	60	53	51	**

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

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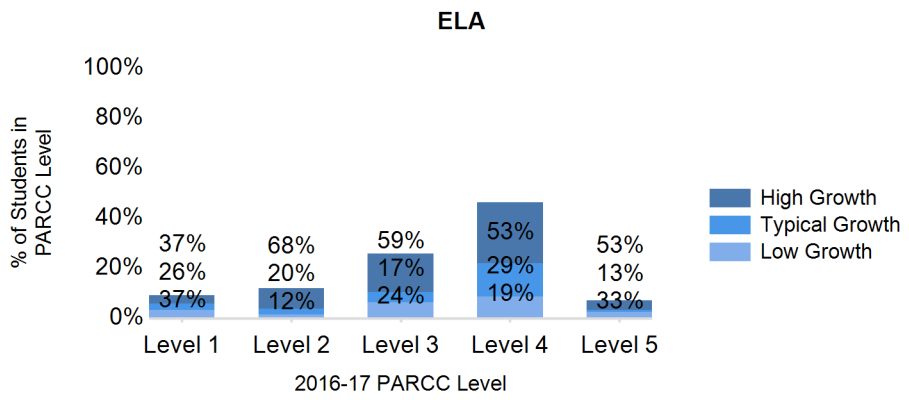
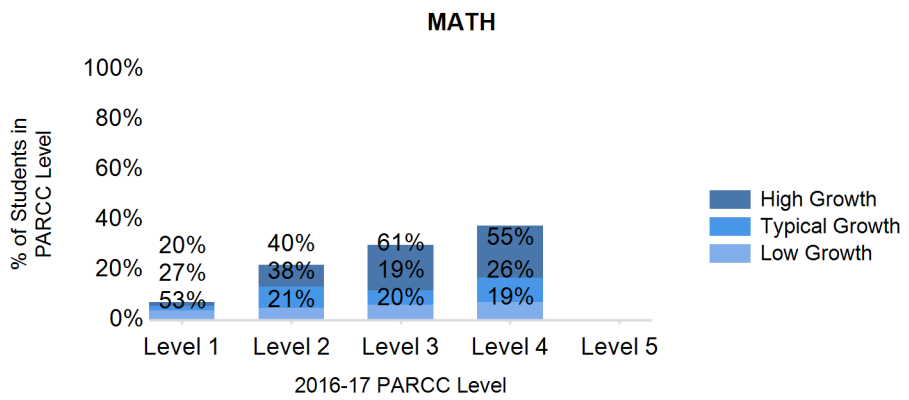
Student Growth by Performance Level

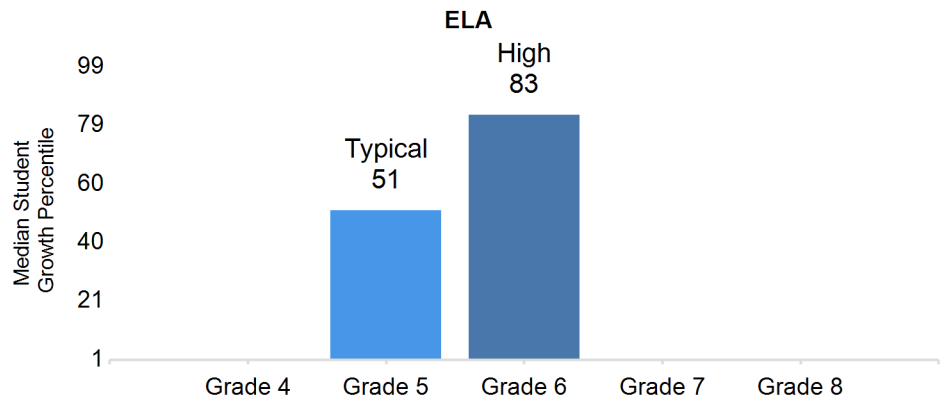
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

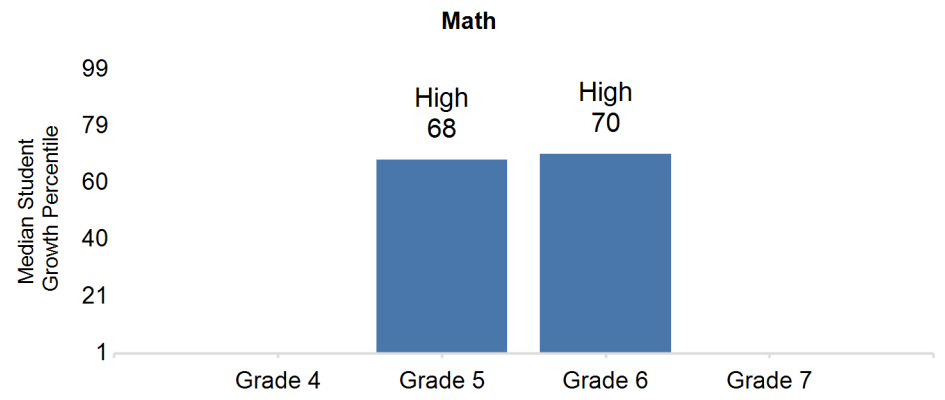




Student Growth by Grade

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	214	98.2	65.9	63.4	56.7	65.9	49	Met Target
White	86	95.6	75.6	70.7	65.6	75.6	44.4	Met Target
Hispanic	48	100.0	54.1	56.8	42.5	54.1	41.7	Met Target
Black or African American	47	100.0	49.0	48.0	37.3	49.0	53	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	66.7	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	115	99.2	74.0	73.4	64.5	74.0		
Male	99	97.2	56.6	54.5	49.4	56.6		
Economically Disadvantaged Students	75	98.7	46.6	52.9	38.5	46.6	45.1	Met Target
Non-Economically Disadvantaged Students	139	98.0	76.2	70.1	67.5	76.2		
Students with Disabilities	65	98.5	32.3	30.9	21.6	32.3	27.4	Met Target
Students without Disabilities	149	98.1	80.5	76.9	63.9	80.5		
English Learners	16	95.0	56.3	*	27.3	56.3	N	N
Non-English Learners	198	98.5	66.6	*	59.4	66.6		
Homeless Students	*	*	*	55.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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 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	106	753	753	755	*	12%	23%	*	*	61%	58%
White	43	761	761	763	*	*	23%	72%	0%	72%	68%
Hispanic	25	746	746	743	*	*	*	52%	0%	52%	43%
Black or African American	24	744	744	738	*	*	*	*	*	46%	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	*	*	*	763	*	*	*	*	*	*	65%
Female	61	758	758	762	*	*	16%	*	*	67%	66%
Male	45	747	747	749	*	*	31%	*	*	53%	51%
Economically Disadvantaged Students	32	741	741	739	*	*	31%	*	*	38%	39%
Non-Economically Disadvantaged Students	74	758	758	766	*	*	19%	*	*	72%	71%
Students with Disabilities	28	727	727	724	*	*	*	*	*	25%	22%
Students without Disabilities	78	763	763	762	*	*	*	*	*	74%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	114	761	761	754	*	*	16%	44%	24%	68%	56%
White	44	776	776	761	*	*	*	41%	36%	77%	66%
Hispanic	24	753	753	742	*	*	*	*	*	54%	42%
Black or African American	26	739	739	737	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	57	769	769	761	*	*	*	49%	28%	77%	64%
Male	57	752	752	748	*	*	*	39%	19%	58%	48%
Economically Disadvantaged Students	45	745	745	739	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	69	771	771	764	*	*	*	*	*	77%	68%
Students with Disabilities	37	733	733	723	27%	*	*	*	*	38%	18%
Students without Disabilities	77	774	774	760	0%	*	*	*	*	82%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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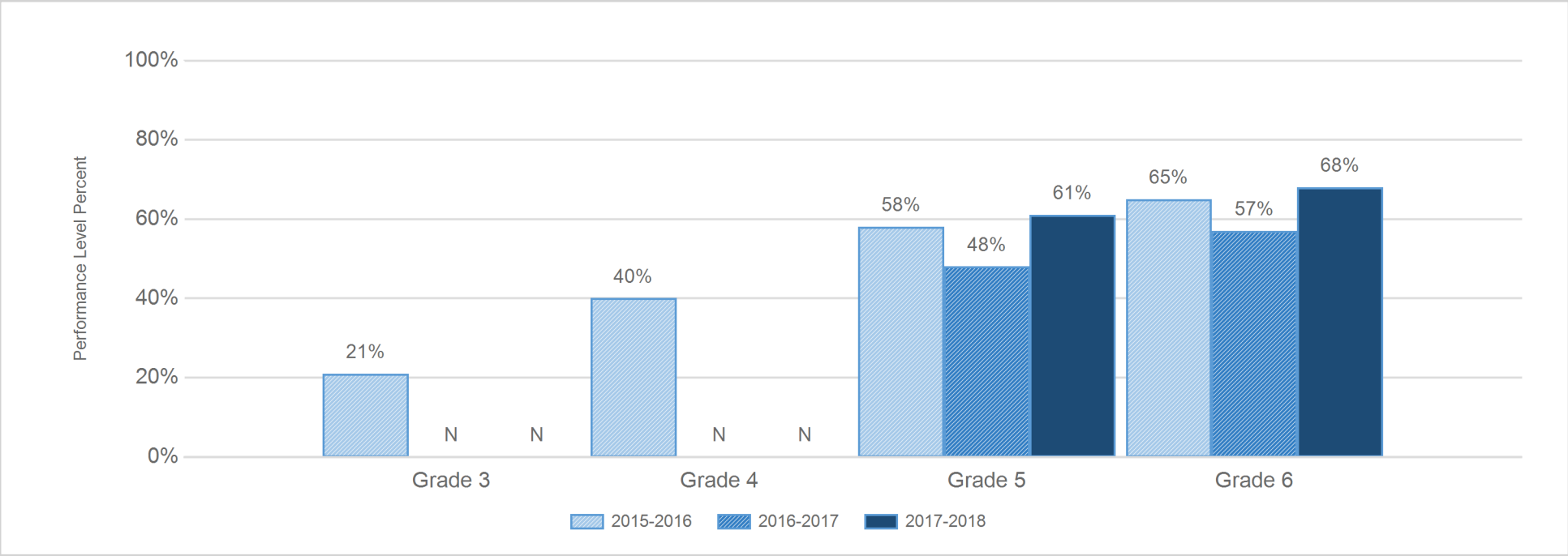
English Language Arts/Literacy Assessment - Performance Trends

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	214	97.8	54.7	48.8	45.0	54.7	43.6	Met Target
White	86	96.7	69.8	58.8	54.1	69.8	54.3	Met Target
Hispanic	47	96.1	44.7	40.3	29.2	44.7	39.5	Met Target
Black or African American	47	100.0	29.8	28.7	23.4	29.8	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	66.7	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	116	98.3	55.2	49.7	46.0	55.2		
Male	98	97.2	54.1	48.1	43.9	54.1		
Economically Disadvantaged Students	76	100.0	39.5	39.7	26.6	39.5	35	Met Target
Non-Economically Disadvantaged Students	138	96.6	63.0	54.8	55.9	63.0		
Students with Disabilities	65	98.5	26.2	*	17.1	26.2	32.3	Met Target†
Students without Disabilities	149	97.5	67.2	*	50.5	67.2		
English Learners	17	95.5	29.4	34.8	24.6	29.4	N	N
Non-English Learners	197	98.0	56.8	50.4	46.9	56.8		
Homeless Students	*	*	*	42.3	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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 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	106	749	749	748	*	23%	21%	*	*	54%	49%
White	44	757	757	756	*	*	*	*	*	68%	60%
Hispanic	24	744	744	736	*	*	*	50%	0%	50%	32%
Black or African American	24	735	735	730	0%	46%	*	*	*	29%	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	*	*	*	754	*	*	*	*	*	*	55%
Female	61	748	748	749	*	21%	*	*	*	51%	50%
Male	45	751	751	747	*	24%	*	*	*	58%	48%
Economically Disadvantaged Students	33	734	734	733	*	39%	*	*	*	33%	29%
Non-Economically Disadvantaged Students	73	756	756	758	*	15%	*	*	*	63%	62%
Students with Disabilities	28	727	727	726	*	50%	*	*	*	25%	20%
Students without Disabilities	78	757	757	752	*	13%	*	*	*	64%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	115	748	748	744	9%	14%	23%	44%	10%	54%	44%
White	44	760	760	751	*	*	*	*	*	68%	54%
Hispanic	24	741	741	731	*	*	*	*	*	38%	27%
Black or African American	26	729	729	726	*	*	*	*	*	31%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	58	753	753	745	*	*	22%	*	*	59%	45%
Male	57	744	744	742	*	*	25%	*	*	49%	42%
Economically Disadvantaged Students	46	736	736	729	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	69	756	756	753	*	*	*	*	*	61%	56%
Students with Disabilities	37	723	723	717	*	*	*	27%	0%	27%	13%
Students without Disabilities	78	761	761	748	*	*	*	53%	14%	67%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MARGARET L VETTER
(25-1260-060)
Grades Offered: 05-06
2017-2018

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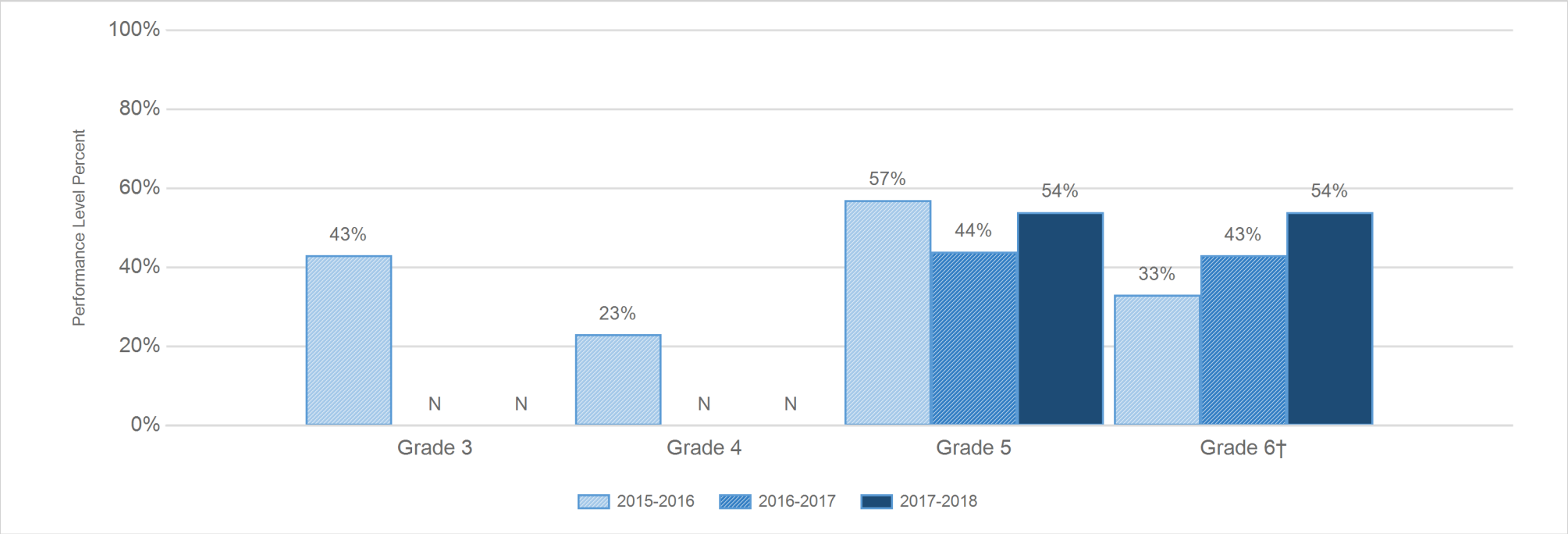
Mathematics Assessment – Performance Trends

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
5	*	*
6	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

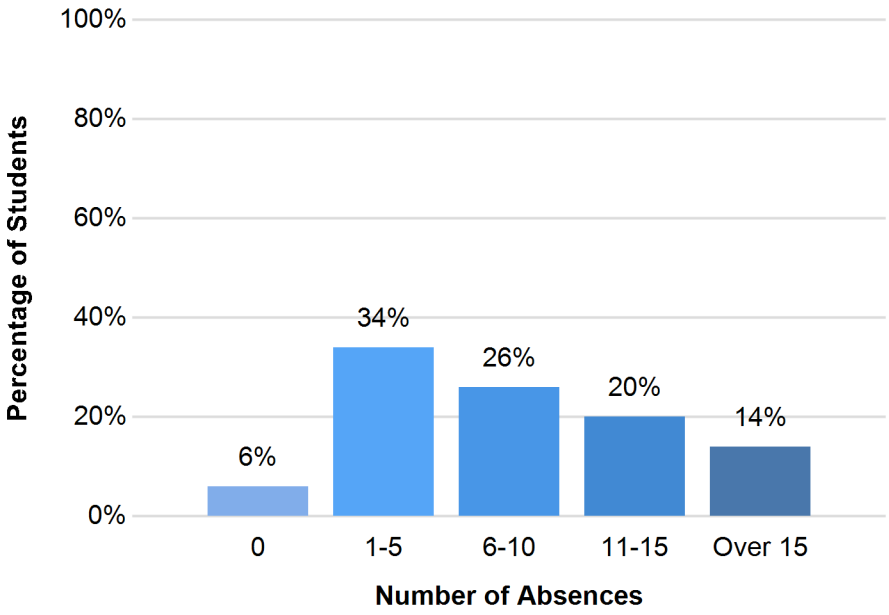
Chronic Absenteeism

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	24	10.8	8.2	Not Met
White	10	11.1	8.2	Not Met
Hispanic	7	14.6	8.2	Not Met
Black or African American	6	12.0	8.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	14	18.4	8.2	Not Met
Students with Disabilities	9	13.4	8.2	Not Met
English Learners	*	*	**	**

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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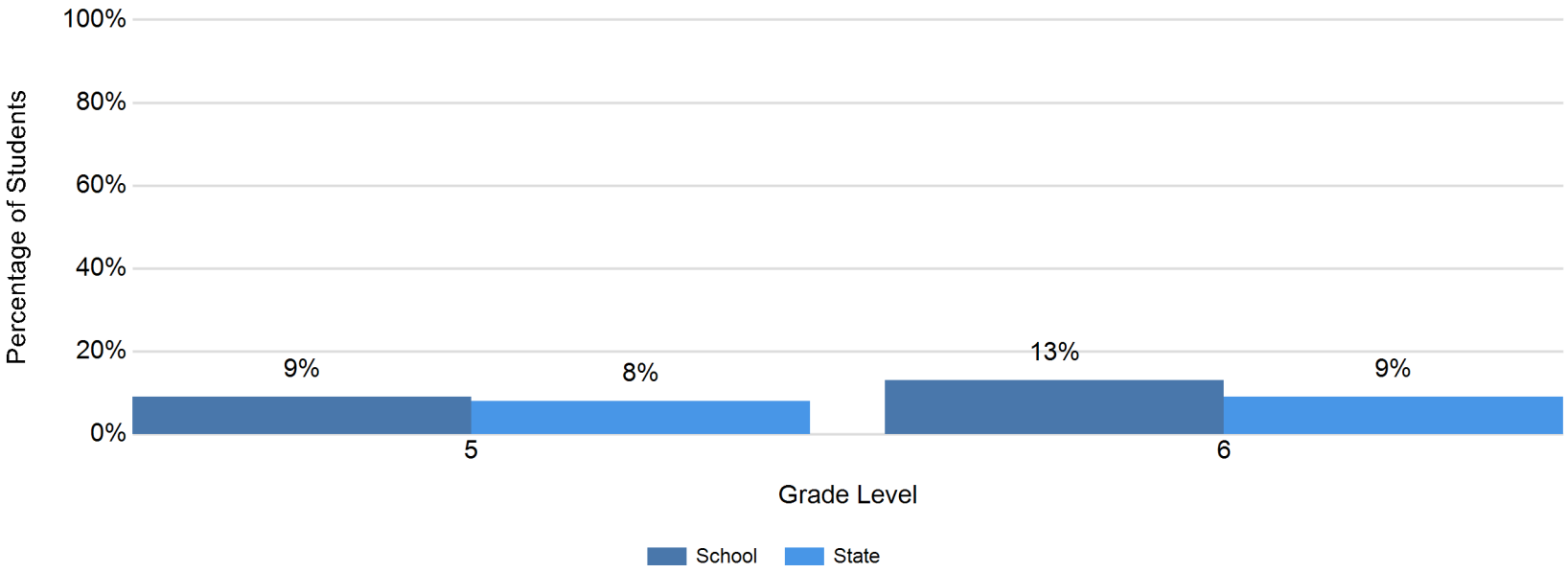
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

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)	$806	$16,590	$17,396

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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	N	117,464
Average years experience in public schools	N	12.0
Average years experience in district	N	10.7
Teachers in district for 4 or more years	N	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	N	9,374
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Administrators in district for 4 or more years	N	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	N	139:1
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		975:1
Students to Child Study Team		N

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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 - 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

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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	1.0%	90.2%
2016-17 Administrators: Same district 2017-18	0.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.3%

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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	N	N
Male	N	N
White	N	N
Hispanic	N	N
Black or African American	N	N
Asian	N	N
American Indian or Alaska Native	N	N
Native Hawaiian or Pacific Islander	N	N
Two or More Races	N	N

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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	66.82	17.5%
Mathematics Proficiency	59.12	17.5%
English Language Arts Growth	97.45	25.0%
Mathematics Growth	93.65	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	28.00	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	74.02	n/a
Summative Rating: Percentile Rank of Summative Score	84.83	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	Exceeds Standard	Exceeds Standard	**	Not Met	No
White	76.88	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	77.89	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	79.03	14.08	No	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	68.22	14.08	No	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	75.08	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	75.08	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• Vetter School provides a nurturing and challenging educational environment for students in grades 5-6. • Vetter School provides a high level of technology for both students and staff. The student to device ratio is 1:1. • Vetter School has a science lab and provides after-school STEM activities for students.
Mission, Vision, Theme:	The faculty and staff of Vetter School, in partnership with our parents and community, are committed to providing a high-quality education tailored to all learners in our fifth and sixth grade school, to enable them to excel. We are dedicated to meeting the needs of all students in a safe and supportive environment and celebrate the diversity, values, and cultures contained in our school. In all we do, our mission is to see our students become positive, contributing members of our society.
Awards, Recognition, Accomplishments:	Vetter School has a long-term partnership with Monmouth University which supports many innovative educational initiatives for both students and staff.

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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.

Courses, Curriculum, Instruction:	Our teachers, paraprofessionals, and support staff work hard each day to meet Vetter's mission statement. Through the utilization of a literature-based, integrated language arts program, a math curriculum that stresses computational as well as problem-solving skills, continued emphasis on higher order thinking skills in each content area, STEM and STEAM hands-on activities, and a Spanish program offered to all students, Vetter School strives to meet the diverse needs of its students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Currently, Vetter's sixth grade students are given the opportunity to participate in the Memorial Middle School's athletic programs. Students are expected to be in good academic standing with little or no disciplinary referrals in order to maintain eligibility for participation.
Clubs and Activities:	Vetter School offers a number of after-school clubs and programs that meet the academic needs as well as the extracurricular desires of our students. The following is a list of programs that were available to our students in the 2017-18 school year: Art, Band, Chorus, Technology, Homework Enrichment, ELA PARCC Preparation, Math PARCC Preparation, Accelerated Academic Achievement, After School STEM (Robotics), After School STEM (Engineering), Yearbook, and the Community Service Alliance.

NJ SCHOOL PERFORMANCE REPORT

MARGARET L VETTER
(25-1260-060)
Grades Offered: 05-06
2017-2018

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Before and After School Programs:	The Eatontown Drug Alliance, affiliated with the Eatontown Police Department, run two programs in partnership with Eatontown Public Schools. The first is the Community Service Alliance whose goal is to service not only the school community, but the surrounding community as well. Second, is the Eatontown SPEAK program. SPEAK stands for “Summer Program Education Alliance Kids” and is geared towards character building and increasing self-esteem.
Staff and Professional Learning:	The Vetter School staff is constantly working towards instructional best practices, data driven decisions, and collaboration with resources. Teachers collaborate during weekly grade level meetings, attend professional development days, and participate in Professional Learning Communities. The district also uses Frontline, an online training platform. Vetter School is proud to have a partnership with Monmouth University’s Education Department and is currently a Professional Development School.

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Student Supports and Services:	Vetter School, in conjunction with the other three district schools, provides a number of services to meet the needs of our students. The following list is a sample of the services the school provides to accommodate students with special needs: ESL, Special Education, Intervention and Referral Services, 504, Basic Skills, After-School Homework Enrichment, Food Pantry Back Pack Program, and Title 1 Math/Science/ELA Night Events.
Student Health and Wellness:	Vetter School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.
Parent and Community Involvement:	Vetter School is fortunate to have a number of community partnerships. The PTA runs a number of fundraising activities to provide a variety of educational, cultural, and social programs such as assemblies, book fairs, trips, and dances. We also are proud of the partnership we have with the Eatontown Police Department and the L.E.A.D program that is run with the support of local businesses. Each year the local community makes a number of donations to give away during the L.E.A.D Graduation.

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Facilities:	Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.

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Other Information:	Technology is a valuable part of everyday instruction at Vetter School. Each classroom contains a Smartboard and a document camera. However, the educational and technological highlight is the 1:1 student to device ratio enjoyed by Vetter School students. This provides opportunities for our students to wirelessly connect to the internet through our district network as a means of conducting research, utilizing online programs, and engaging in typing programs intended to develop keyboarding skills. Effective parent/teacher relationships begin with communication. In addition to the parent portal, monthly website updates, email, and daily Genesis teacher updates, Vetter school also utilizes the “Remind” app in order to communicate to the school community about upcoming events. Vetter School also fosters an educational approach of respect and acceptance by scheduling a daily 12-minute Morning Meeting as described in the approach “Responsive Classroom”. Each day, students are led through a number of exercises that celebrate the differences of each student and an understanding of the diversity within the classroom. As a result of this program, our discipline rate, has drastically dropped over the past few years. Our commitment to the school community continues to be, “to foster a life-long love of learning in our students while developing students’ reading, writing, mathematical, and technological skills.” Through the use of a rich curriculum, various technological resources, differentiated instruction, data analysis, teacher professional development, social development, and character education, Vetter School continues to strive to provide its students with a well-rounded, quality education.