NJ SCHOOL PERFORMANCE REPORT

WESLEY D TISDALE ELEMENTARY SCHOOL
(03-4310-080)
Grades Offered: PK-03
2017-2018

Report Key:
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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	RAMSEY BORO
Principal Name	MRS. ALIANO
Address	200 ISLAND AVENUE RAMSEY, NJ 07446-1566
Phone Number	(201)785-2336
Email Address	GALIANO@RAMSEY.K12.NJ.US
Website	https://www.ramsey.k12.nj.us/Tisdale
Twitter	https://twitter.com/tisdaleschool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	29	20	29
KG	80	94	87
1	104	83	101
2	86	106	88
3	100	84	109
Total	399	387	414

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	49.4%	49.9%	49.0%
Male	50.6%	50.1%	51.0%
Economically Disadvantaged Students	8.0%	9.6%	10.6%
Students with Disabilities	12.8%	14.2%	16.7%
English Learners	5.3%	6.2%	5.3%
Homeless Students		1.3%	0.5%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	75.9%	74.9%	72.0%
Hispanic	11.3%	13.2%	13.3%
Black or African American	0.8%	0.5%	1.0%
Asian	10.3%	10.1%	11.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.8%	1.3%	1.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	29	20	29
PK - Full Day	0	0	0
KG - Half Day	80	94	87
KG - Full Day	0	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	87.9%
Spanish	7.0%
Korean	1.4%
Japanese	1.2%
Other Languages	2.4%

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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	106	98.2	69.9	79.7	56.7	69.9	65.4	Met Target
White	83	97.6	72.3	81.6	65.6	72.3	68.5	Met Target
Hispanic	11	100.0	36.4	53.5	42.5	36.4	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	*	82.3	80.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	91.8	63.4	*	**	**
Female	60	100.0	71.7	85.5	64.5	71.7		
Male	46	95.9	67.3	74.1	49.4	67.3		
Economically Disadvantaged Students	*	*	*	41.7	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	82.0	67.5	*		
Students with Disabilities	20	95.2	55.0	*	21.6	55.0	N	N
Students without Disabilities	86	98.9	73.2	*	63.9	73.2		
English Learners	*	*	*	32.1	27.3	*	**	**
Non-English Learners	*	*	*	81.2	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	763	766	750	*	9%	19%	*	*	70%	52%
White	83	766	768	759	*	*	19%	*	*	72%	61%
Hispanic	12	737	740	736	0%	*	*	*	*	33%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	59	768	770	756	*	*	*	*	*	73%	57%
Male	47	758	761	744	*	*	*	*	*	66%	46%
Economically Disadvantaged Students	10	739	*	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	96	766	*	762	*	*	*	*	*	73%	64%
Students with Disabilities	19	748	*	719	*	*	*	*	*	58%	24%
Students without Disabilities	87	767	*	756	*	*	*	*	*	72%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	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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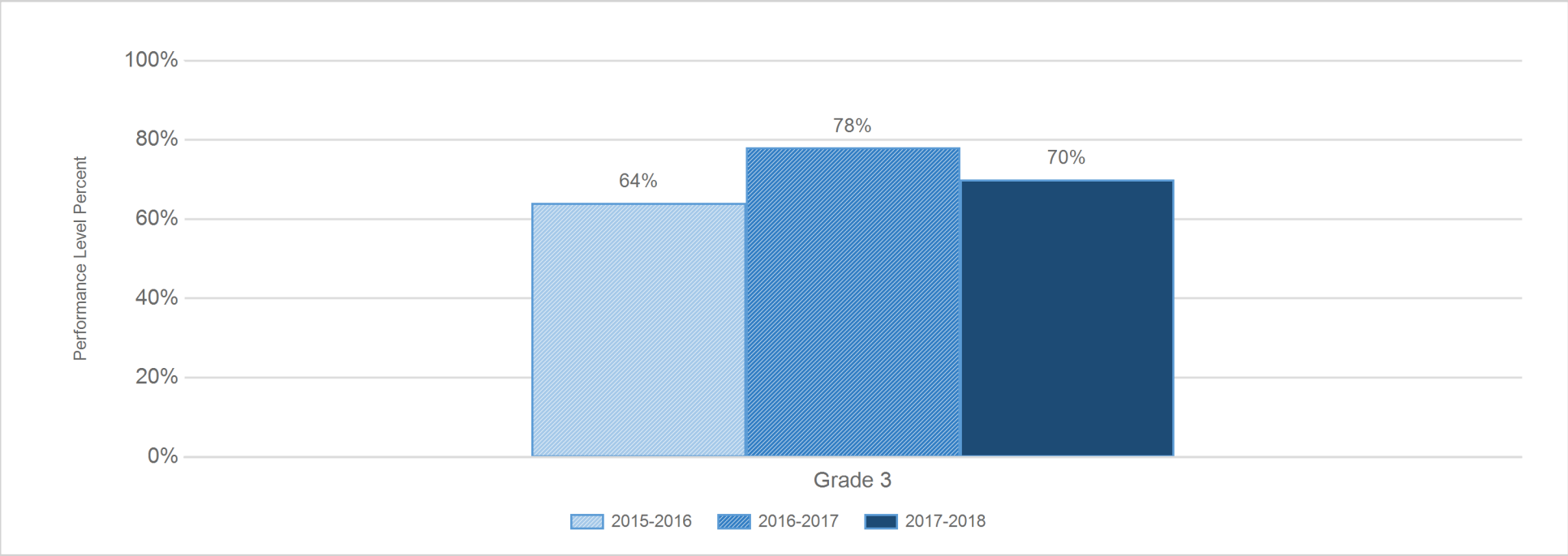
English Language Arts/Literacy Assessment - Performance Trends

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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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	105	97.2	71.4	65.7	45.0	71.4	80	Not Met
White	82	96.5	73.2	66.1	54.1	73.2	80	Met Target†
Hispanic	11	100.0	45.5	42.4	29.2	45.5	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	*	77.0	90.0	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	81.1	53.0	*	**	**
Female	59	98.3	69.5	69.4	46.0	69.5		
Male	46	95.9	74.0	62.3	43.9	74.0		
Economically Disadvantaged Students	*	*	*	30.9	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	67.8	55.9	*		
Students with Disabilities	19	90.5	42.1	*	17.1	40.0	N	N
Students without Disabilities	86	98.9	77.9	*	50.5	77.9		
English Learners	*	*	*	31.5	24.6	*	**	**
Non-English Learners	*	*	*	66.9	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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	105	767	771	752	0%	*	*	48%	24%	71%	53%
White	82	769	772	760	0%	*	*	49%	24%	73%	64%
Hispanic	12	746	752	739	0%	*	*	*	*	42%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	58	767	770	752	0%	*	*	*	*	71%	53%
Male	47	768	773	751	0%	*	*	*	*	72%	53%
Economically Disadvantaged Students	10	743	*	736	0%	*	*	*	*	30%	35%
Non-Economically Disadvantaged Students	95	770	*	762	0%	*	*	*	*	76%	66%
Students with Disabilities	18	754	*	730	0%	*	*	*	*	44%	29%
Students without Disabilities	87	770	*	756	0%	*	*	*	*	77%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	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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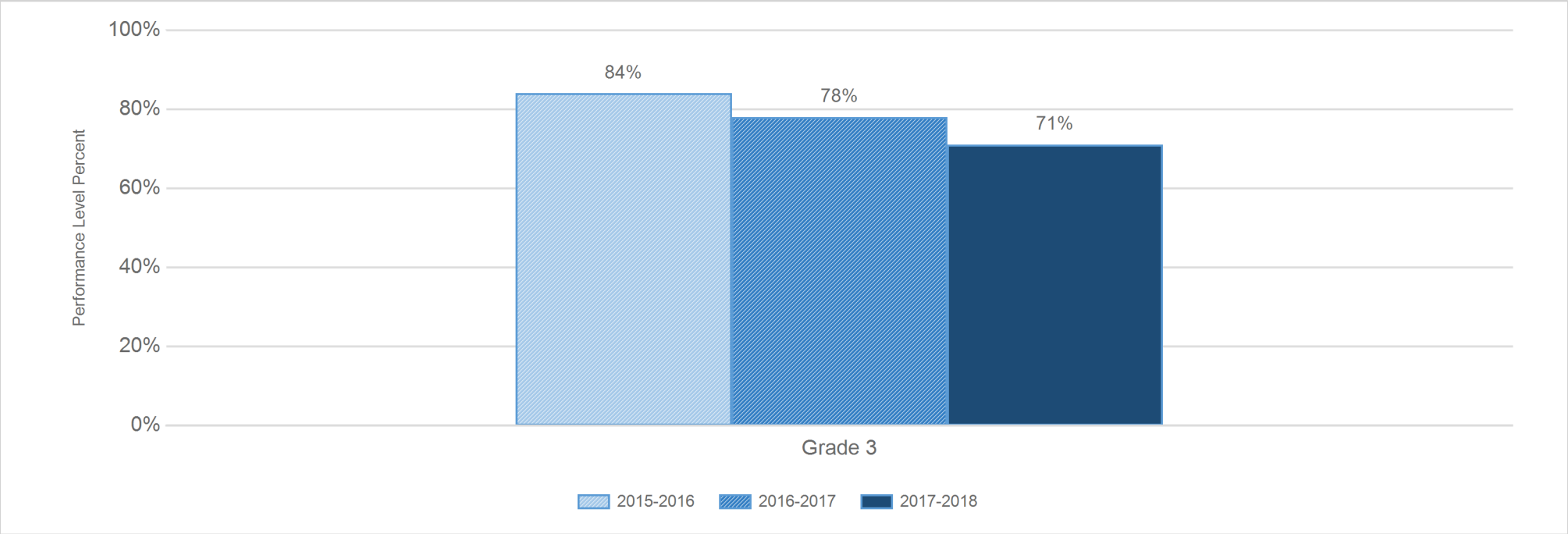
Mathematics Assessment – Performance Trends

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	*	*

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	46.7%	**	**

† 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	16	87.5%	12.5%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

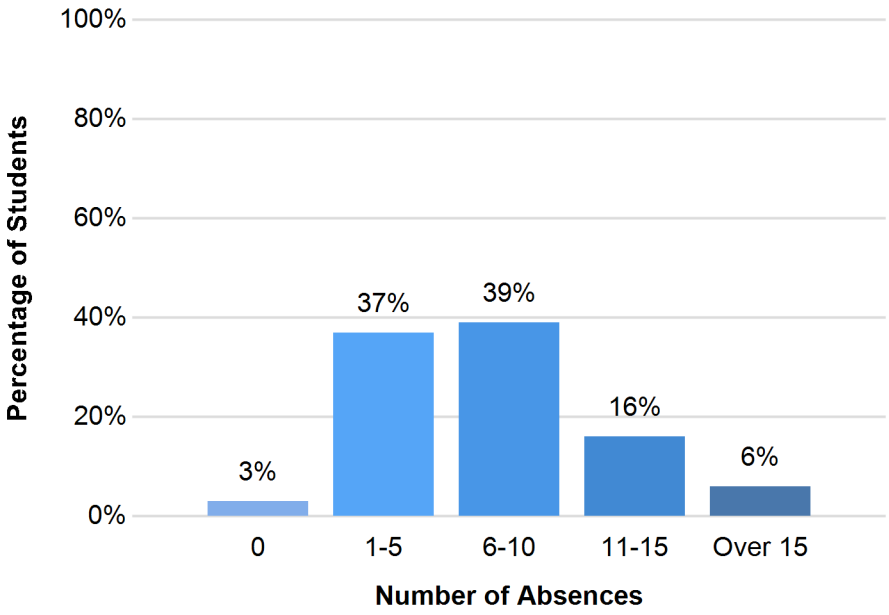
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	14	3.7	9.6	Met
White	8	2.9	9.6	Met
Hispanic	4	7.4	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	3	7.0	9.6	Met
Students with Disabilities	2	3.3	9.6	Met
English Learners	2	9.1	9.6	Met

Days Absent

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



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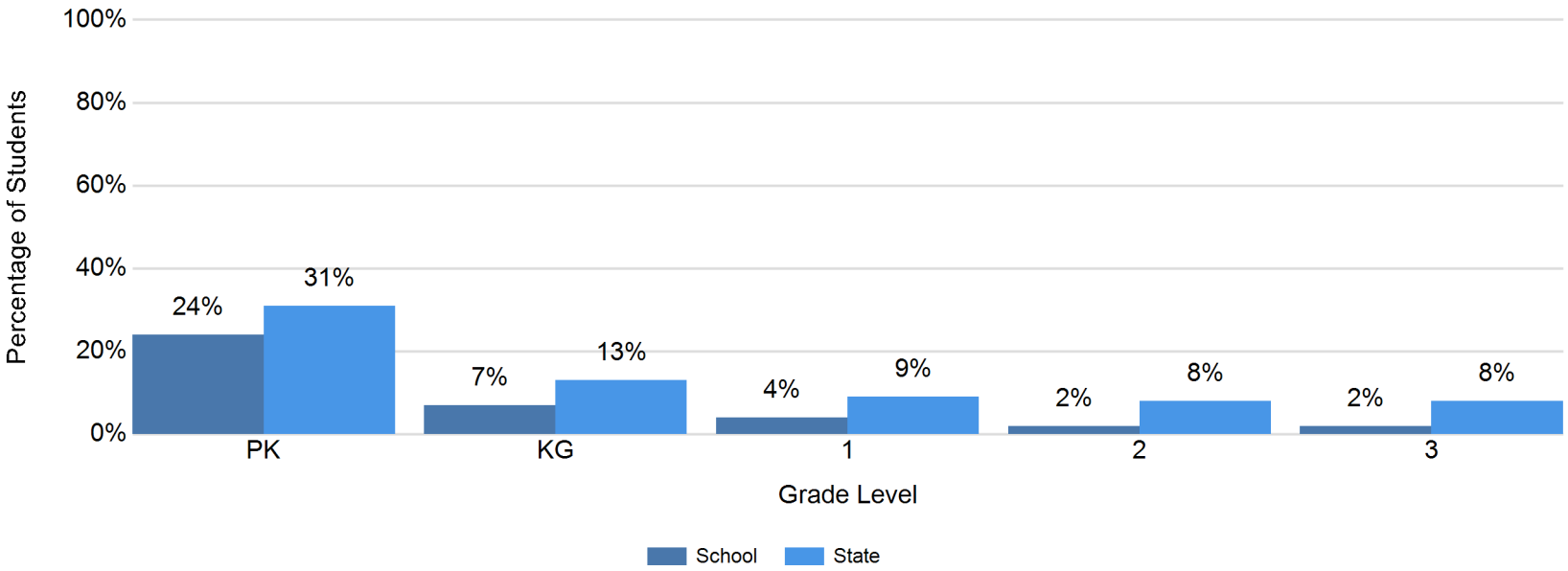
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.48

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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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

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(03-4310-080)
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 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

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)	$329	$17,387	$17,716

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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	37	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	73.0%	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	20	9,374
Average years experience in public schools	18.4	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	414:1	139:1
Teachers to Administrators	37:1	13:1
Students to Librarians/Media Specialists		696:1
Students to Nurses		556:1
Students to Counselors		309:1
Students to Child Study Team		199:1

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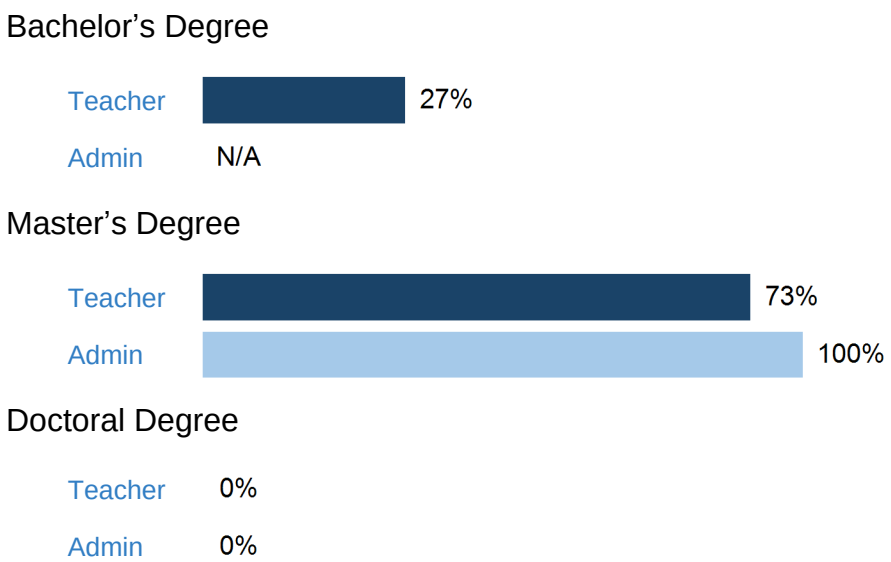
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	90.0%	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	97.7%

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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	97.3%	100.0%
Male	2.7%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

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

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

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School Narrative

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

Highlights:	• Identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year. • Two of the teachers were recognized as Exemplary Elementary Educators in the years 2015-16 and 2016-17. • Two staff members received Governor's Educator and Service Professional of the Year recognition for 2017-2018 school year.
Mission, Vision, Theme:	Our mission is to develop successful individuals who will possess the knowledge, skills and values necessary to become independent, self-fulfilled persons in a complex global society and to raise the level of expectation for all students through a challenging academic and co-curricular program conducted in a caring and intellectually stimulating environment. We recently created a Profile of a Ramsey Graduate that outlines the competencies we hope and expect our students to leave our district with after their K-12 experience. This Profile was co-created with input from various stakeholder groups. Our district goals are Developing a Ramsey Graduate, Teaching for Understanding, Achieving Excellence through Equity, and Enhancing the Student Experience.
Awards, Recognition, Accomplishments:	Tisdale School was identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year. In addition, two teachers were recognized as Exemplary Elementary Educators in the years 15-16 and 16-17. We also participate yearly in the Governor's Educator and Service Professional of the Year program and had two staff members earn this title in the 17-18 school year.

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Courses, Curriculum, Instruction:	Curriculum consists of reading, language arts, mathematics, health, social studies, science, technology, art, music, enrichment, library and physical education. Goals focus on teaching children to think, communicate effectively, work well with others, be creative, and to use their knowledge to solve complex problems. Classroom experiences are designed to ensure that students develop the necessary skills and strategies to become lifelong learners and face the challenges of the next century.
Clubs and Activities:	Winter Clubs are offered through our PTO, are parent led and provide opportunities for students to engage in extracurricular activities in addition to their school day. Some clubs offered include Yoga, Book Club, Scrapbooking, Legos, Art, Fashion, and Photography.

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Before and After School Programs:	Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation.
Staff and Professional Learning:	Staff participates in a variety of Professional Development opportunities throughout the year ranging from professional book study groups, residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.

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Student Supports and Services:	The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.
Student Health and Wellness:	Students enjoy recess twice daily and PE classes two times per week. A character education committee coordinates school assemblies that focus on taking care of ourselves, our school and our community. Banana Splits is a program offered to students who have suffered a loss or challenge in their lives ranging from divorce to family illness. Our school support staff also provides in school counseling on an as needed basis to students who qualify.
Parent and Community Involvement:	Parents are an integral part of our school. They volunteer and provide funds for a variety of activities. They volunteer in the library, classroom reading, and participate in PTO projects. Family Sing and the Grandfriends Tea serve as symbols of the school?s belief in the importance of families and a positive school community. Parents serve as mentors in the student run school store and presenters in the Meet the Masters, art appreciation program.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.
Facilities:	The school was built in 1952, completed its first addition in 1961, a second addition in 1998, and a third addition in the spring of 2003. The school contains 30 classrooms, a cafeteria, gymnasium, health/main office, science lab, courtyard, and several smaller teaching areas for support classes. The media center, completed in the spring of 1998, houses a wealth of books, a large instructional area which includes a SMART Board with Apple TV, iPads, chromebooks and a lab equipped with desktop computers.
School Safety:	School safety is a priority of all staff. Our school employs strict visitor protocols, students and staff practice required safety drills monthly, and there is a school Crisis and Safety Committee that reviews procedures in place throughout the year with all stakeholders.

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Technology and STEM:	All classrooms our equipped with Smartboards. Students have access to Chromebooks, iPads, and virtual reality equipment. Our Media Center houses a lab, iPad and Chromebook cart, Makerspace area for students to explore, tinker and build and provides opportunities for students to engage in Coding through the use of Ozobots and Beebots. Our Math and Science curriculum supports students in engaging in STEM like tasks and concepts that are clearly connected to real world, authentic learning.
Early Childhood Education:	The Integrated 4-Year-Old Preschool Program is an inclusionary program that is comprised of general education preschoolers and those who have special needs. Children with special needs are placed in the program through an evaluation performed by the Ramsey Preschool Child Study Team. The program utilizes the Creative Curriculum and provides a developmentally appropriate, enriching educational experience for all children. The focus of our early childhood curriculum is to help children become enthusiastic learners. Children are encouraged to be active, creative explorers who are confident to try out their ideas and express their thoughts.Children are provided the opportunity to become independent, self-confident, inquisitive learners who learn at their own pace and in the way which is best for them. All children are nurtured and recognized for their unique interests, strengths, and needs so that they can view themselves as an integral part of our ?Community of Learners?.

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Other Information:	Each classroom is also equipped with several networked computers that have direct access to the Internet. All of our classrooms are furnished with SMART Boards equipped with Air Play, and technology is utilized to enhance teaching and learning at all grade levels using a variety of software, chromebooks, and iPads. A section of the media center is also starting to evolve into a Maker Space with access for children to ?tinker? with a plethora of materials.Tisdale School is an exciting learning community. The students have the opportunity to participate and become involved with visiting authors, illustrators, scientists, musicians, and dancers through fine assembly programs. Children have performed on stage, conducted research, solved complex mathematical problems, studied a variety of topics, and discovered the joy of reading and writing. They have learned the importance of helping others through various community service projects throughout the school year such as the food and coat drive. Students are also exposed to the character trait of the month such as honesty, kindness, and responsibility through literature, song, and projects. All of these experiences enrich and support learning at Tisdale School. The students thrive in an atmosphere that is rich in educational opportunity. They are nurtured by a caring network of teachers, parents, administrators, and community members who recognize the vital role of a neighborhood school.