NJ SCHOOL PERFORMANCE REPORT

CARL T. MITNICK SCHOOL
(09-2840-080)
Grades Offered: 01-02
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	CAPE MAY
District	LOWER TWP
Principal Name	MR. SHIVERS
Address	905 SEASHORE ROAD CAPE MAY, NJ 08204-4650
Phone Number	(609)884-9470
Email Address	CSHIVERS@LOWERTWPSCHOOLS.COM
Website	https://www.lowertwpschools.com
Facebook	https://www.facebook.com/Carl-T-Mitnick-Elementary-School-1567223703593632/
Twitter	https://twitter.com/lowertwpschools

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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
1	212	208	193
2	226	210	206
Total	438	418	399

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	51.6%	49.3%	51.9%
Male	48.4%	50.7%	48.1%
Economically Disadvantaged Students	55.3%	52.9%	53.1%
Students with Disabilities	20.5%	19.9%	19.5%
English Learners	3.2%	4.3%	5.8%
Homeless Students		1.0%	1.5%
Students in Foster Care		2.4%	1.3%
Military-Connected Students		0.0%	0.3%
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	79.2%	78.7%	77.9%
Hispanic	10.7%	12.9%	13.5%
Black or African American	9.4%	6.9%	7.0%
Asian	0.7%	1.0%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	0.0%	0.2%	0.5%

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	91.0%
Spanish	8.3%
Other Languages	0.8%

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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	41.2%	**	**

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	13	*	*
5 or more	N	N	N

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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.

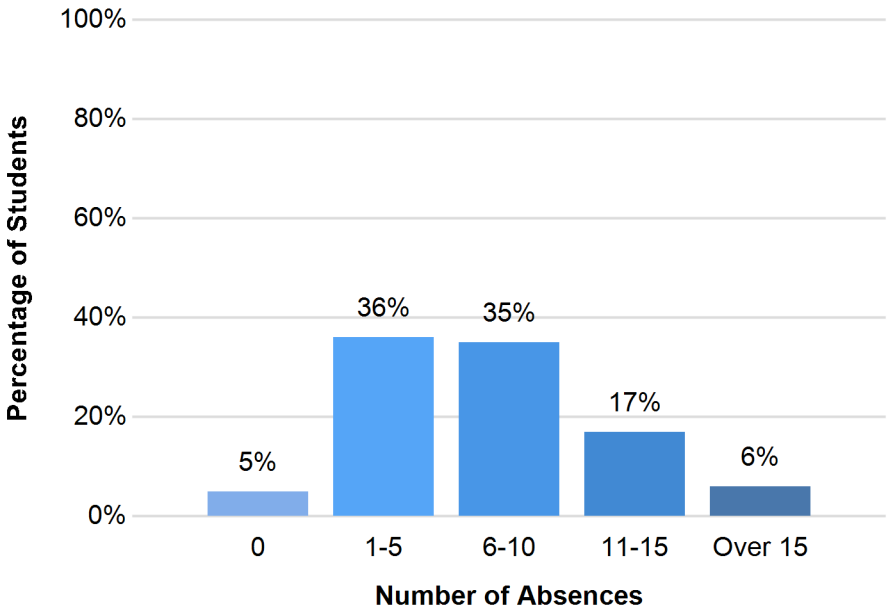
Chronic Absenteeism

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	19	4.7	8.9	Met
White	16	5.0	8.9	Met
Hispanic	1	1.9	8.9	Met
Black or African American	2	7.1	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	13	6.1	8.9	Met
Students with Disabilities	6	7.2	8.9	Met
English Learners	0	0	8.9	Met

Days Absent

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



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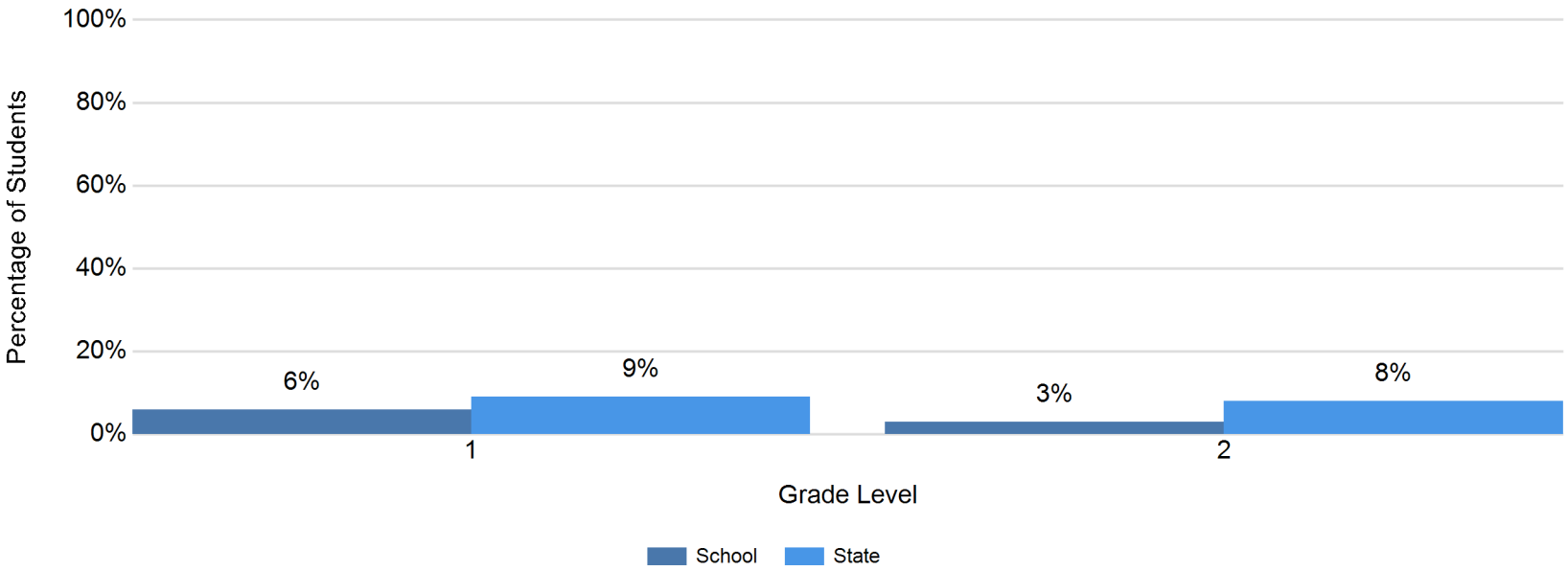
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.50

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	1
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	1	1
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	*	*
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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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	N

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)	$711	$14,526	$15,237

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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	12.8	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	83.8%	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	9	9,374
Average years experience in public schools	5.3	16.0
Average years experience in district	5.3	12.0
Administrators in district for 4 or more years	44.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	200:1	188:1
Teachers to Administrators	19:1	16:1
Students to Librarians/Media Specialists		847:1
Students to Nurses		424:1
Students to Counselors		339:1
Students to Child Study Team		339:1

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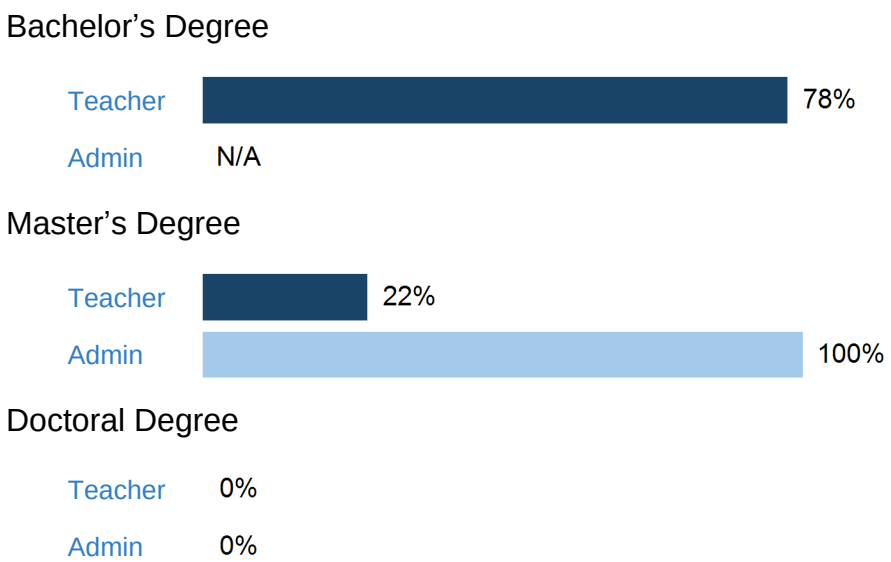
Teachers and Administrators - Level of Education

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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	77.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.2%

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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	94.6%	50.0%
Male	5.4%	50.0%
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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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:	• Special area teachers worked collaboratively with homeroom teachers for two marking periods to implement cross-curricular projects through our Project Based Learning Program. • Teachers effectively integrate technology using Ipad and Chromebook carts. All classrooms have interactive whiteboards. Our computer lab has been updated with new Chromebooks. • Parents were invited to see our "Rock Through the Ages" concert put on by our first and second graders. Students performed rock and roll classics dating all the way back to the 1950s.
Mission, Vision, Theme:	Our mission is to prepare students to meet academic, emotional, and social challenges of the future. We work to create a learning environment that encourages high expectations for success to ensure that all students learn in creative and meaningful ways. This is achieved through the integration of technology, working with students in small groups, and providing developmentally appropriate programs. We strive for each child to meet the rigorous expectations of the New Jersey Student Learning Standards.
Awards, Recognition, Accomplishments:	Our art teacher received funding for a Donors Choose Project enabling her to purchase additional Ipads for the art room. Several of our teachers received grants from Pet Smart enabling them to purchase class pets.

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Courses, Curriculum, Instruction:	Journeys, Fountas & Pinnell Benchmark Assessment, Units of Study in Narrative, Opinion, and Information writing, GOMath, inquiry-based learning in Science (Knowing Science) and Social Studies through a cross-curricular approach, Special area teachers provide additional instruction in the areas of Technology, Library, Music, Art, and Physical Education.
Clubs and Activities:	Mitnick is a Bucket Filling School. Each month, students demonstrating positive behavior are recommended by their teachers to be our monthly bucket fillers. These students' accomplishments are recognized during a celebration where certificates and school supplies are awarded. Attendance incentives promote and reward good attendance. Each marking period individual students and classes are recognized for their attendance.

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Before and After School Programs:	Students requiring additional support may be recommended by their teachers for our morning tutoring program. This program consists of two days a week for Reading and two days for Mathematics.
Staff and Professional Learning:	Professional development opportunities are provided for staff through district-wide in-service days, faculty meetings, and professional learning communities. Teachers are provided with opportunities to attend out-of-district in-services, and later turn-key this information to their colleagues.

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Student Supports and Services:	Our English Language Learners receive support during writing each day from our ESL teacher. There are four special education teachers in the building working with our classified students. Our Intervention and Referral Services Committee meets regularly to assist students requiring additional support. Two teachers with open blocks of time in their schedule are used to provide additional intervention to students requiring more support. Students are recommended by the I&RS Committee and their classroom teachers.
Student Health and Wellness:	Our district has a Wellness Committee which hosts a variety of events and programs throughout the year. Try it Out Tuesday was a new program that was implemented to provide students with opportunities to sample new foods during the school year. Students were then provided with the opportunity to vote on whether to add these items to the lunch menu. On two separate occasions this year teachers had the opportunity to get a five minute massage during the school day courtesy of this committee. This committee also hosts a 5K Family Fun Run/Walk. T-shirts and water bottles are given to participants.
Parent and Community Involvement:	In addition to Back to School Night, and parent/teacher conferences, parents are invited to a variety of events including writing celebrations, curriculum nights, and the end of the year concert. Our PTA hosts a variety of events throughout the year including, but not limited to, Reading in Your PJs, the Kiss Dance, Fall and Spring Book Fairs, and the Spring Carnival.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students take a school climate survey regarding different aspects of school. An online staff survey is also given, and these results are used to determine new ideas, or changes to be implemented the following school year. We also provide parents with a survey, which contains fifteen rating questions, and three open-ended questions. Open-ended compliments are shared with staff members, and negative responses are taken into consideration when planning for the new year.