NJ SCHOOL PERFORMANCE REPORT

SAMUEL SMITH ELEMENTARY SCHOOL
(05-0600-080)
Grades Offered: PK-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	BURLINGTON
District	BURLINGTON CITY
Principal Name	MRS. DUNHAM
Address	250 FARNER AVENUE BURLINGTON, NJ 08016
Phone Number	(609)387-5854
Email Address	MDUNHAM@BURLINGTON-NJ.NET
Website	https://sses.burlington-nj.net/
Facebook	https://m.facebook.com/profile.php?id=1606462149625026

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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	179	164	156
KG	47	43	40
1	62	40	45
2	42	53	38
Total	330	300	279

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	42.7%	46.3%	47.0%
Male	57.3%	53.7%	53.0%
Economically Disadvantaged Students	54.8%	52.0%	49.1%
Students with Disabilities	20.0%	19.7%	21.1%
English Learners	8.2%	6.0%	5.7%
Homeless Students		4.3%	2.5%
Students in Foster Care		0.7%	1.4%
Military-Connected Students		0.0%	0.7%
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	38.5%	37.7%	34.4%
Hispanic	8.5%	9.7%	13.6%
Black or African American	47.9%	47.7%	48.4%
Asian	5.2%	5.0%	3.6%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	179	164	156
KG - Half Day	0	0	0
KG - Full Day	47	43	40

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	90.7%
Spanish	4.3%
Panjabi	1.8%
Gujarati	1.1%
Other Languages	2.2%

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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	*	*	*

English Language Proficiency Test - Participation and Performance

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

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

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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.

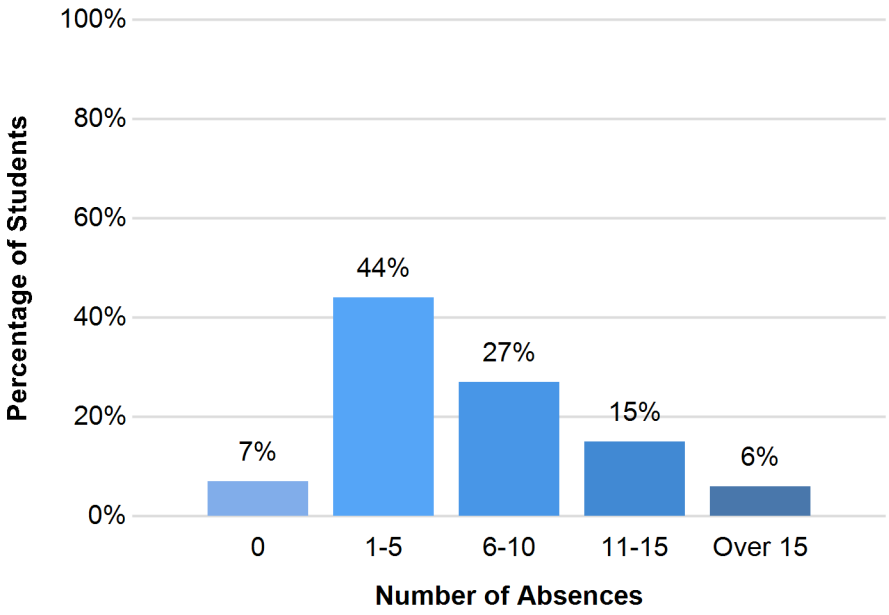
Chronic Absenteeism

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	3	2.4	10.2	Met
White	1	2.2	10.2	Met
Hispanic	*	*	**	**
Black or African American	0	0	10.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	1	1.9	10.2	Met
Students with Disabilities	3	9.4	10.2	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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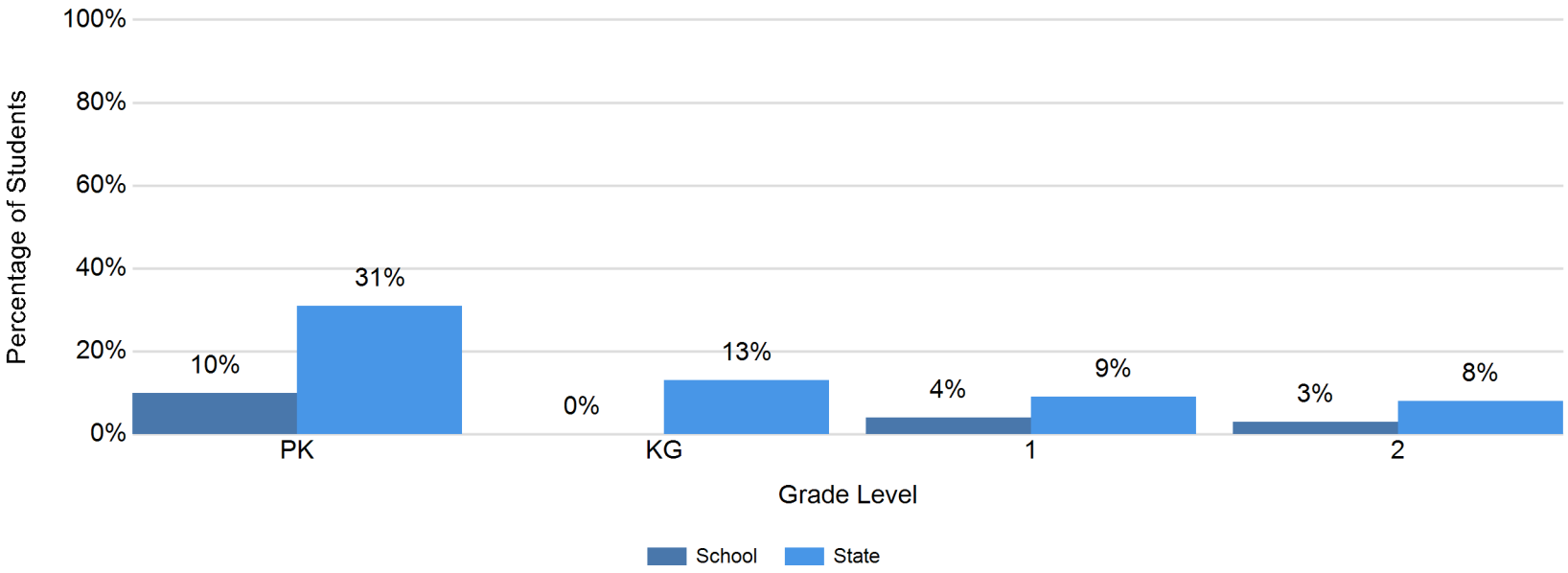
Chronic Absenteeism by Grade

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	*	*
Any Suspension	*	*
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
11

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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)	$849	$17,750	$18,599

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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	33	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	12.5	10.7
Teachers in district for 4 or more years	87.9%	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	16	9,374
Average years experience in public schools	16.4	16.0
Average years experience in district	9.1	12.0
Administrators in district for 4 or more years	81.3%	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	8:1	9:1
Students to Administrators	279:1	103:1
Teachers to Administrators	33:1	11:1
Students to Librarians/Media Specialists		549:1
Students to Nurses		329:1
Students to Counselors		206:1
Students to Child Study Team		165:1

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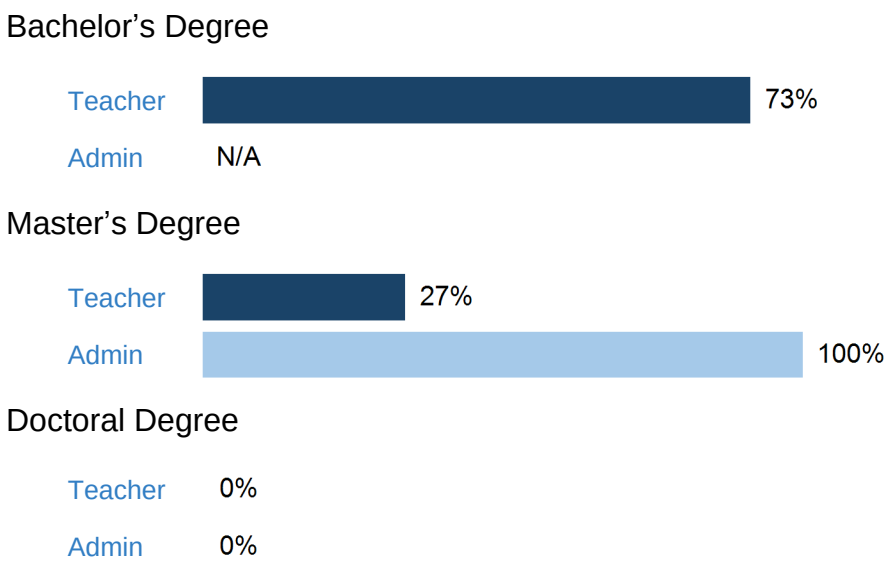
Teachers and Administrators - Level of Education

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	93.2%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	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	97.6%

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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	97.0%	100.0%
Male	3.0%	0.0%
White	87.9%	0.0%
Hispanic	0.0%	0.0%
Black or African American	9.1%	100.0%
Asian	3.0%	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:	• Our Early Childhood Program is rated 5 Stars via Grow NJ Kids. • Curriculum: Creative Curriculum, Harcourt StoryTown, Pearson enVision Math 2.0 and Next Gen Science Standards. • Every student uses technology daily via SmartBoards, iPads, Dell Laptops and/or Desktops.
Mission, Vision, Theme:	Mission We inspire, nurture, support, prepare and challenge all to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and engaged partners in the global community. Vision We are P.R.O.U.D. (Part
Awards, Recognition, Accomplishments:	Monthly, we host Super Awards assembly to recognize students for good citizenship, perfect attendance and academics. Also, one room is selected as the “Classiest Class”. One student is given the Principal’s Award for exceeding all expectations academica

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Courses, Curriculum, Instruction:	Early Childhood: Creative Curriculum by Teaching Strategies; Zoo Phonics Elementary: Harcourt StoryTown, Zoo Phonics and Pearson enVision Math 2.0. STEM and Informational Text for Science/Social Studies. Assessments: TS GOLD, ESI Screening, Fountas & P
Clubs and Activities:	Smith School Safety Patrol Second Grade Buddies Extended Learning Program (gifted) Garden Club

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Before and After School Programs:	Wordsmiths is a program that focuses on improving ELA skills. We also offer the STEM Lego Club, which focuses on hands-on activities and project based learning in the areas of science, technology, engineering and mathematics. The Study Skills program is
Staff and Professional Learning:	Smith School Safety Team; School Improvement Panel (ScIP); Common Planning Times (CPT); Faculty Meetings; Professional Learning Communities (STEM, Best Practices, Early Childhood, Grade Level); Vertical and Horizontal Articulation; Inclusion Support Confe

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Student Supports and Services:	Additional support services aid students struggling in their learning based on academic (Title I), language (ELL), or other special needs. An Intervention and Referral Services Team is present in each school building to provide academic and behavioral ass
Student Health and Wellness:	Breakfast Program, served in the classroom daily; Lunch Program; Workout Wednesdays; Family Fitness Night; Physical Education; Recess (25 minutes); Preschool Gross Motor (30 minutes AM & PM); Health lessons taught by school nurse.
Parent and Community Involvement:	Our Parent Teacher Association (PTA) works diligently to support the vision of Samuel Smith School and to supplement activities and programs for the student body. The Early Childhood Advisory Council and School Safety Team also includes parents in an eff

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Climate Surveys:	All stakeholders are surveyed annually. Parents are surveyed at the beginning and end of the year. Staff and students are surveyed annually. The Community and Parent Involvement Specialist/Social Worker along with the School Safety Team Facilitator wor
Facilities:	The original construction of Samuel Smith School was in 1920. Additions were included in 1949. The Early Childhood wing was erected in 2002. Smith School is a fully air-conditioned facility. There is a gymnasium/auditorium space and a cafeteria. We a

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Early Childhood Education:	Our preschool program offers hands-on, developmentally appropriate instruction that incorporates a range of skills necessary for whole-child development and early learning. The preschool environment is structured, but allows for and fosters self-directed

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Other Information:	At the elementary level, there is a strong emphasis on English and Language Arts, as well as, Math. Directly linked to the New Jersey Student Learning Standards, we utilize Harcourt StoryTown and Pearson enVision Math 2.0. In ELA, we have a 90 minute, un