NJ SCHOOL PERFORMANCE REPORT

GEORGE L CATRAMBONE
(25-2770-300)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	LONG BRANCH CITY
Principal Name	MR. VOLPE
Address	240 PARK AVENUE LONG BRANCH, NJ 07740
Phone Number	(732)222-3215
Email Address	CVOLPE@LONGBRANCH.K12.NJ.US
Website	https://www.longbranch.k12.nj.us

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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	0	0	0
KG	45	56	62
1	177	168	178
2	146	171	164
3	169	142	170
4	182	160	149
5	148	167	163
Total	867	864	886

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	47.6%	49.3%	50.6%
Male	52.4%	50.7%	49.4%
Economically Disadvantaged Students	92.4%	91.1%	91.5%
Students with Disabilities	10.4%	3.8%	4.0%
English Learners	27.3%	29.7%	40.0%
Homeless Students		1.0%	1.4%
Students in Foster Care		0.6%	0.6%
Military-Connected Students		0.2%	0.2%
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	27.3%	29.1%	28.9%
Hispanic	58.5%	58.3%	59.3%
Black or African American	11.5%	10.3%	9.3%
Asian	1.3%	0.2%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.4%	2.1%	1.8%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	45	56	62

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
Spanish	51.9%
English	23.4%
Portuguese	23.4%
Other Languages	1.4%

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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	50	56	50	Met Standard	62	53	50	Exceeds Standard
White	50	58	50	Met Standard	63	57	51	Exceeds Standard
Hispanic	49	58	49	Met Standard	64	55	48	Exceeds Standard
Black or African American	55.5	50.5	44	Met Standard	51	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	47	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	44.5	49	**	*	49	51	**
Economically Disadvantaged	51	56	48	Met Standard	64	53	47	Exceeds Standard
Students with Disabilities	32	33	41	Not Met	62	43	43	Exceeds Standard
English Learners	52	56	54	Met Standard	64.5	58	51	Exceeds Standard

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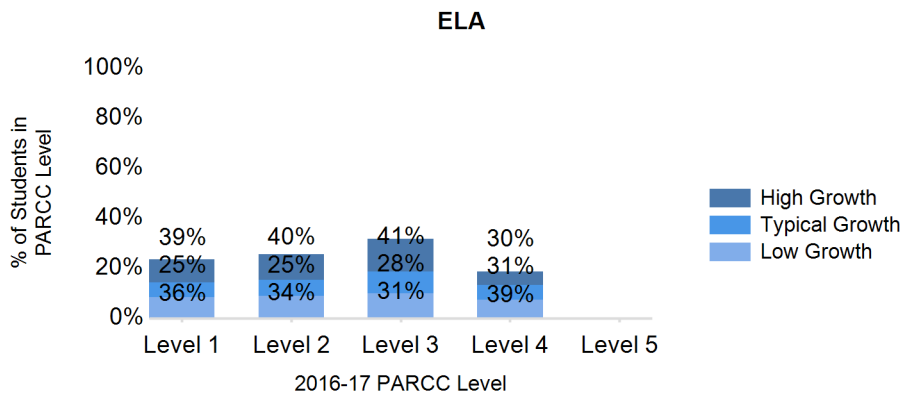
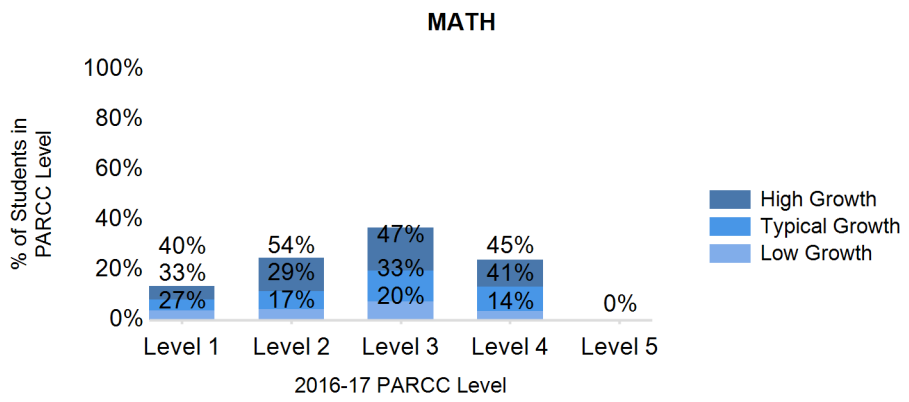
Student Growth by Performance Level

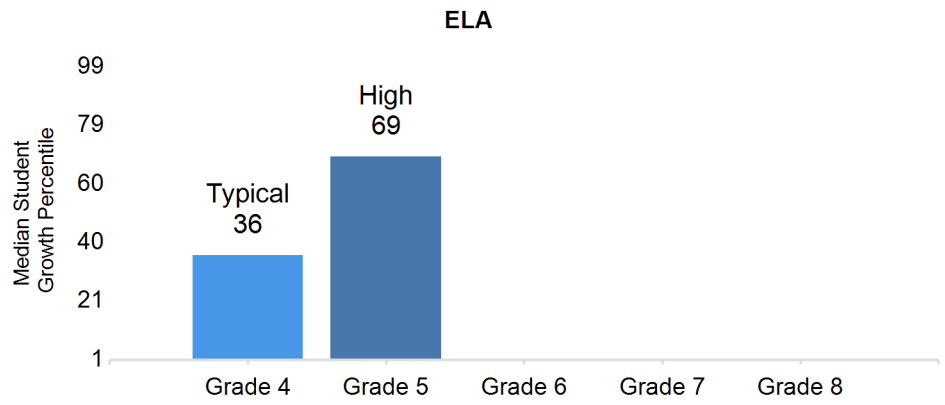
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

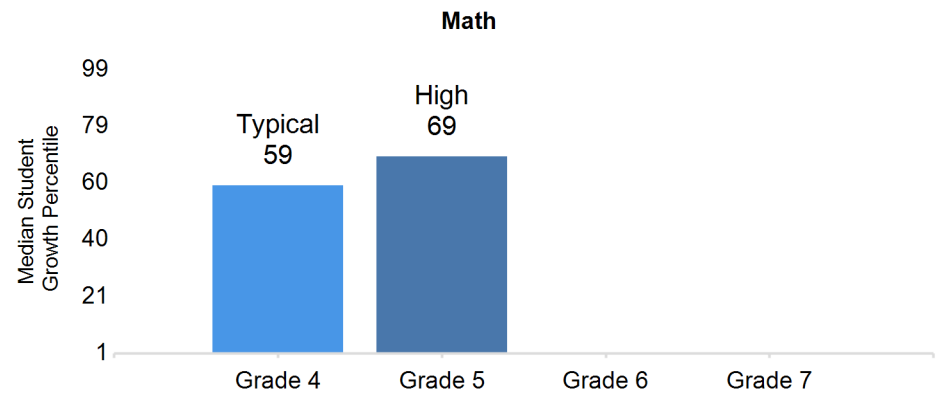




Student Growth by Grade

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	575	99.7	27.3	34.1	56.7	27.3	22.7	Met Target
White	150	100.0	35.3	42.7	65.6	35.3	26.6	Met Target
Hispanic	351	100.0	23.3	31.0	42.5	23.3	20.8	Met Target
Black or African American	63	100.0	30.2	29.5	37.3	30.2	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	44.8	63.4	*	**	**
Female	277	99.6	32.1	42.8	64.5	32.1		
Male	298	99.7	22.8	26.3	49.4	22.8		
Economically Disadvantaged Students	521	99.8	26.2	30.9	38.5	26.2	21.9	Met Target
Non-Economically Disadvantaged Students	54	98.3	38.9	49.2	67.5	38.9		
Students with Disabilities	45	97.9	*	10.3	21.6	*	10.1	Not Met
Students without Disabilities	530	99.8	*	38.2	63.9	*		
English Learners	310	100.0	20.4	*	27.3	20.4	16.3	Met Target
Non-English Learners	265	99.3	35.5	*	59.4	35.5		
Homeless Students	*	*	*	27.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
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	214	719	726	750	31%	23%	24%	*	*	22%	52%
White	55	724	733	759	22%	31%	25%	*	*	22%	61%
Hispanic	129	716	721	736	35%	22%	21%	*	*	22%	38%
Black or African American	24	723	729	733	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	98	725	732	756	28%	22%	22%	*	*	28%	57%
Male	116	715	721	744	34%	24%	25%	*	*	17%	46%
Economically Disadvantaged Students	196	718	723	733	*	*	*	*	*	20%	34%
Non-Economically Disadvantaged Students	18	738	748	762	*	*	*	*	*	44%	64%
Students with Disabilities	17	693	*	719	*	*	*	*	*	*	24%
Students without Disabilities	197	722	*	756	*	*	*	*	*	*	57%
English Learners	64	695	694	712	*	*	*	*	*	*	15%
Non-English Learners	150	730	734	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	723	727	756	27%	29%	22%	*	*	23%	58%
White	44	736	737	764	*	25%	25%	*	*	36%	68%
Hispanic	106	719	*	744	28%	32%	24%	16%	0%	16%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	87	728	*	762	20%	26%	30%	*	*	24%	63%
Male	81	717	*	751	35%	31%	14%	*	*	21%	53%
Economically Disadvantaged Students	152	723	*	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	16	720	*	767	*	*	*	*	*	25%	70%
Students with Disabilities	15	696	*	726	*	*	*	*	*	*	25%
Students without Disabilities	153	725	*	762	*	*	*	*	*	*	64%
English Learners	32	699	698	720	*	*	*	*	*	*	17%
Non-English Learners	136	728	731	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
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 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	200	740	736	755	10%	20%	35%	*	*	36%	58%
White	53	745	*	763	*	*	28%	*	*	47%	68%
Hispanic	120	738	734	743	9%	21%	39%	*	*	31%	43%
Black or African American	24	736	730	738	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	747	763	*	*	*	*	*	*	65%
Female	94	745	743	762	*	15%	32%	*	*	44%	66%
Male	106	735	729	749	*	24%	38%	*	*	29%	51%
Economically Disadvantaged Students	177	740	735	739	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	23	737	740	766	*	*	*	*	*	39%	71%
Students with Disabilities	14	700	*	724	*	*	*	*	*	*	22%
Students without Disabilities	186	743	*	762	*	*	*	*	*	*	65%
English Learners	18	725	*	712	*	*	*	*	*	17%	11%
Non-English Learners	182	741	*	757	*	*	*	*	*	38%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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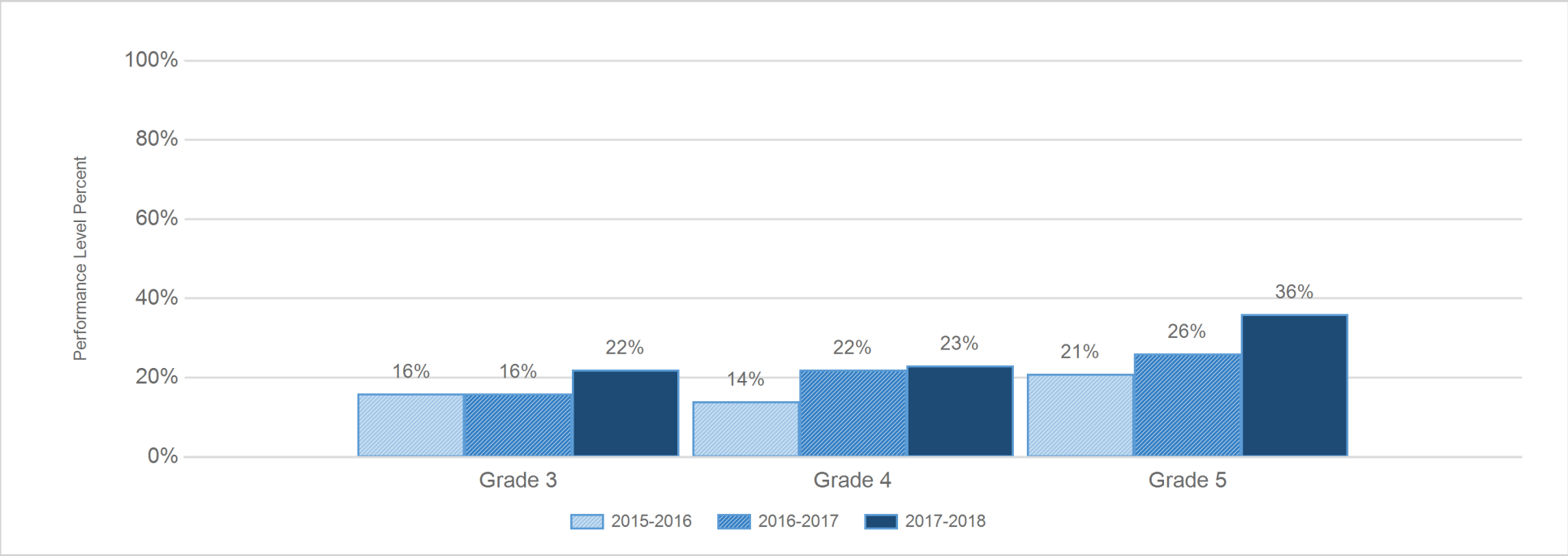
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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	590	99.7	36.4	30.5	45.0	36.4	29.5	Met Target
White	157	100.0	43.3	38.9	54.1	43.3	36.7	Met Target
Hispanic	357	100.0	35.0	28.6	29.2	35.0	28	Met Target
Black or African American	63	100.0	27.0	21.9	23.4	27.0	16.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	41.3	53.0	*	**	**
Female	281	99.7	38.4	33.3	46.0	38.4		
Male	309	99.7	34.7	28.0	43.9	34.7		
Economically Disadvantaged Students	533	99.8	35.8	29.0	26.6	35.8	28.8	Met Target
Non-Economically Disadvantaged Students	57	98.6	42.2	38.0	55.9	42.2		
Students with Disabilities	45	97.9	15.6	10.9	17.1	15.6	12	Met Target
Students without Disabilities	545	99.8	38.1	33.7	50.5	38.1		
English Learners	325	100.0	34.2	*	24.6	34.2	27	Met Target
Non-English Learners	265	99.3	39.3	*	46.9	39.3		
Homeless Students	*	*	*	22.2	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
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	220	735	739	752	13%	25%	27%	*	*	35%	53%
White	57	742	746	760	*	19%	30%	*	*	44%	64%
Hispanic	133	734	737	739	13%	29%	27%	*	*	32%	38%
Black or African American	24	725	731	734	*	*	*	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	101	736	740	752	11%	27%	26%	*	*	37%	53%
Male	119	734	739	751	15%	23%	29%	*	*	34%	53%
Economically Disadvantaged Students	200	734	737	736	*	*	*	*	*	35%	35%
Non-Economically Disadvantaged Students	20	743	752	762	*	*	*	*	*	40%	66%
Students with Disabilities	17	708	*	730	*	*	*	*	*	24%	29%
Students without Disabilities	203	737	*	756	*	*	*	*	*	36%	57%
English Learners	70	727	725	726	*	37%	33%	*	*	17%	23%
Non-English Learners	150	739	743	754	*	19%	25%	*	*	43%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

GEORGE L CATRAMBONE
(25-2770-300)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	731	731	748	15%	26%	29%	*	*	30%	49%
White	50	742	740	755	*	24%	28%	*	*	42%	60%
Hispanic	112	730	*	737	15%	28%	31%	*	*	26%	34%
Black or African American	16	716	*	730	*	*	*	*	*	19%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	92	733	*	748	15%	21%	32%	*	*	33%	50%
Male	90	730	*	748	16%	31%	27%	*	*	27%	49%
Economically Disadvantaged Students	160	733	*	733	*	*	*	*	*	31%	30%
Non-Economically Disadvantaged Students	22	722	*	758	*	*	*	*	*	23%	62%
Students with Disabilities	15	711	*	725	*	*	*	*	*	*	22%
Students without Disabilities	167	733	*	753	*	*	*	*	*	*	55%
English Learners	46	715	714	722	33%	33%	24%	*	*	11%	16%
Non-English Learners	136	737	734	750	10%	24%	31%	*	*	36%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	*	*	*	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-05
2017-2018

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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	210	742	739	748	7%	18%	35%	*	*	40%	49%
White	58	742	*	756	*	24%	29%	*	*	40%	60%
Hispanic	124	745	739	736	*	14%	39%	*	*	44%	32%
Black or African American	24	728	728	730	*	*	*	*	*	25%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	746	754	*	*	*	*	*	*	55%
Female	97	743	740	749	*	12%	36%	*	*	43%	50%
Male	113	741	738	747	*	22%	35%	*	*	38%	48%
Economically Disadvantaged Students	181	742	738	733	*	*	*	*	*	41%	29%
Non-Economically Disadvantaged Students	29	740	744	758	*	*	*	*	*	38%	62%
Students with Disabilities	14	718	*	726	*	*	*	*	*	14%	20%
Students without Disabilities	196	744	*	752	*	*	*	*	*	42%	55%
English Learners	28	744	*	718	*	*	*	*	*	39%	13%
Non-English Learners	182	742	*	750	*	*	*	*	*	41%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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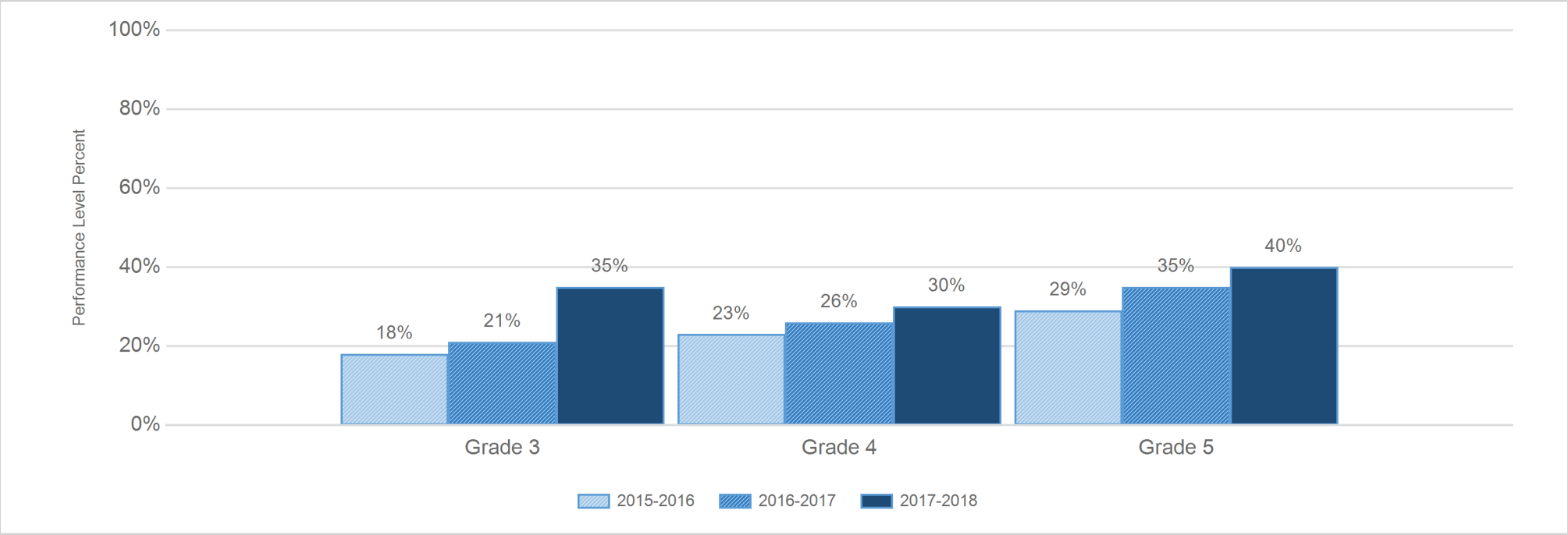
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	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	47.9%	60.7%	Met Target†

† 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	101	88.1%	11.9%
3-4	148	*	*
5 or more	86	*	*

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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.

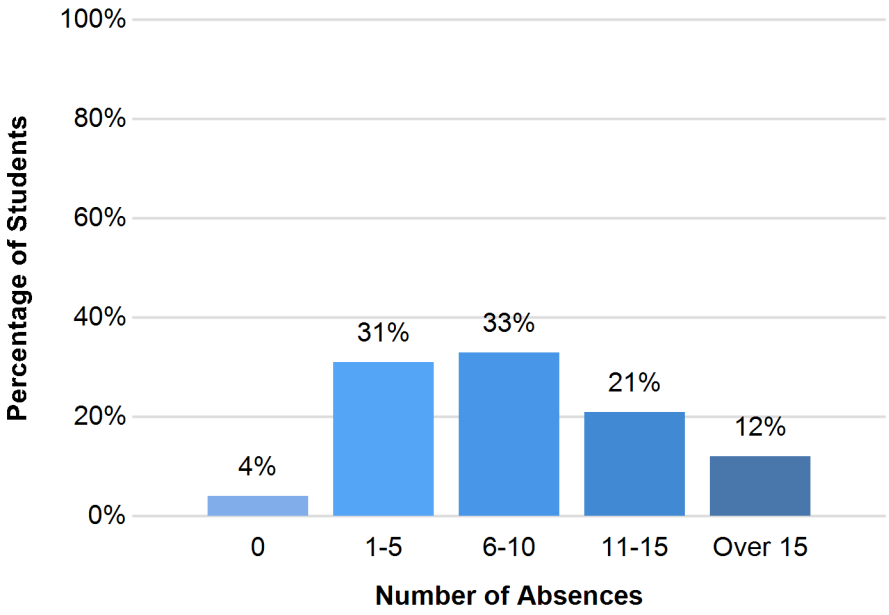
Chronic Absenteeism

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	61	7.0	8.9	Met
White	22	8.8	8.9	Met
Hispanic	32	6.2	8.9	Met
Black or African American	6	7.4	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	6.3	**	**
Economically Disadvantaged Students	55	6.8	8.9	Met
Students with Disabilities	4	11.8	8.9	Not Met
English Learners	22	6.5	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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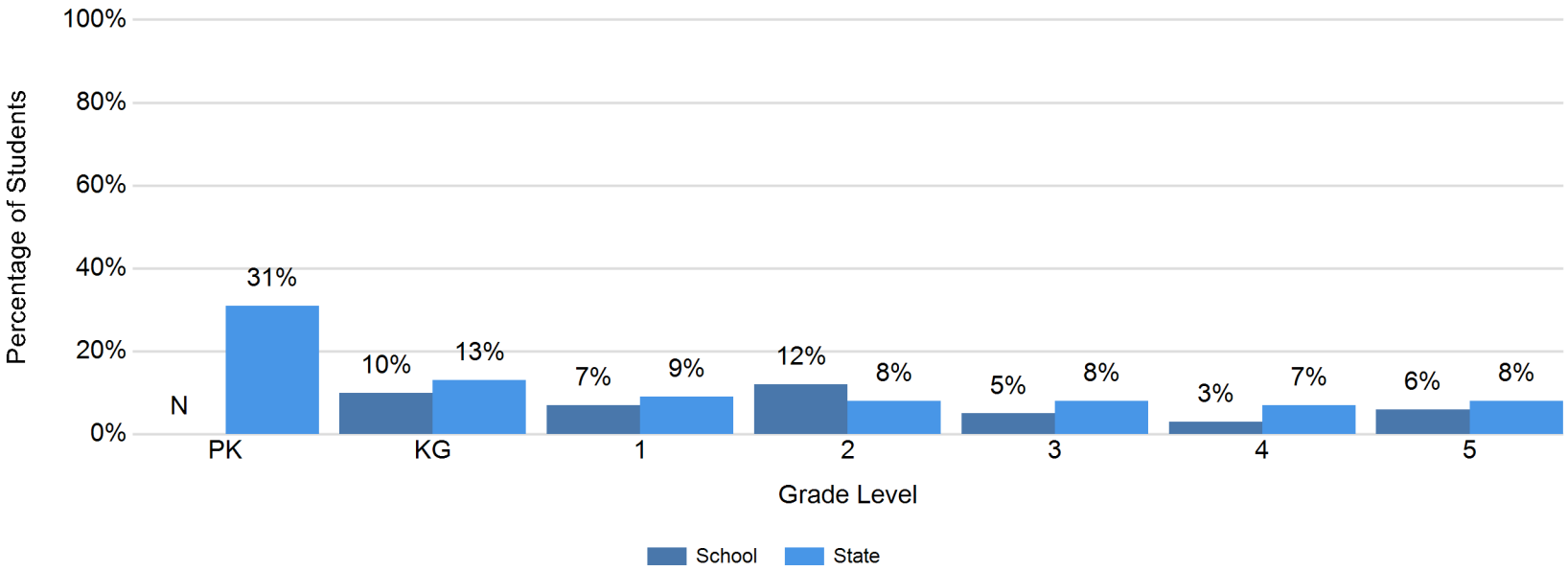
Chronic Absenteeism by Grade

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	15
Weapons	0
Vandalism	8
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	2.60

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

NJ SCHOOL PERFORMANCE REPORT

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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	1	0	1
No Identified Nature	2		2

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	30	3.4%
Out-of-School Suspensions	*	*
Any Suspension	31	3.5%
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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
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)	$743	$15,320	$16,063

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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	85	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	82.4%	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	41	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	92.7%	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	10:1	11:1
Students to Administrators	222:1	140:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		1147:1
Students to Nurses		521:1
Students to Counselors		521:1
Students to Child Study Team		169:1

NJ SCHOOL PERFORMANCE REPORT

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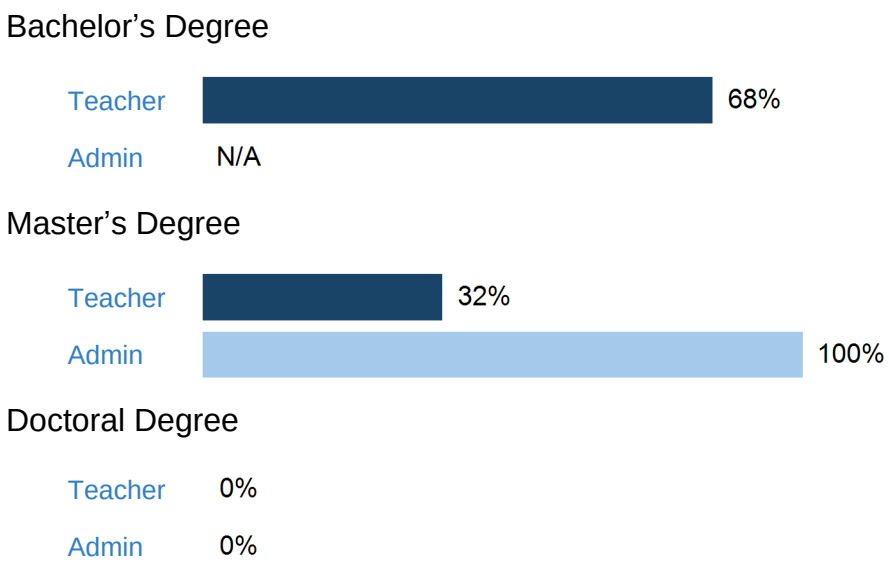
Teachers and Administrators - Level of Education

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	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.2%

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Key terms for staff data:
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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	88.2%	75.0%
Male	11.8%	25.0%
White	69.4%	75.0%
Hispanic	20.0%	0.0%
Black or African American	8.2%	25.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

GEORGE L CATRAMBONE
(25-2770-300)
Grades Offered: PK-05
2017-2018

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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	7.46	15.0%
Mathematics Proficiency	33.65	15.0%
English Language Arts Growth	48.76	20.0%
Mathematics Growth	87.36	20.0%
Progress Towards English Language Proficiency	33.62	20.0%
Chronic Absenteeism	57.25	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.84	n/a
Summative Rating: Percentile Rank of Summative Score	42.12	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target†	Met	No
White	40.60	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	58.18	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	66.51	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	67.31	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	44.50	14.08	No	Not Met	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	57.32	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	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:	• Awarded 2017 National Green Ribbon Award • Silver Level status throught New Jersey Sustainable Schools • Awarded the 2018 Bronze Certification for New Jersey Future Ready Schools
Mission, Vision, Theme:	The George L. Catrambone Elementary School is a kindergarten through fifth grade school that is fully committed to academic excellence by providing all students with a solid educational foundation. Through the efforts of the administration, faculty, and support staff, a quality learning experience enables students to reach their academic goals. This commitment is fueled by high expectations for student achievement and rich academic experiences.
Awards, Recognition, Accomplishments:	In 2017, The George L. Catrambone School (GLC) was honored with receiving National Green Ribbon status. GLC is an Energy Star rated school, and a winner of the 2017 Saving Makes $Cents Award from Sustainable Jersey. GLC was identified as a Healthier US Bronze School and is the proud recipient of the Eco Schools "Green Flag" Award from the National WIldlife Federation.

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Courses, Curriculum, Instruction:	Students receive instruction through the McGraw-Hill Treasures reading program, Everyday Mathematics, and the SchoolWide writing curriculum. All of our programs have an emphasis on technology, communication, and the facilitation of school-family cooperation. These courses help to prepare our students to become strong 21st century learners and leaders.
Clubs and Activities:	"The Engineering Magnet at GLC introduces students to Science, Technology, Engineering, and Mathematics. With the Project Lead the Way Launch curriculum, students in grades K-5 are engaged in problem-solving and critical thinking skills with a variety of hands-on activities, projects, and problems. Students on both the Green Team and Power Save Committee promote environmental awareness throughout the school and community. "

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Before and After School Programs:	"The GLC School hosts a district-wide 21st Century Learning Program in which select students are privileged to participate. Each day after school, students enrich their day with STEAM, health and nutrition, sports, and music education. The bilingual tutorial program for English Language Learners and the ESSA tutoring program both target students in need of assistance with academics. These programs utilize a small group format to achieve maximum student growth."
Staff and Professional Learning:	Each week, teachers meet in Professional Learning Communities (PLCs). These meetings allow teachers to improve student learning through discussion and evaluation of the curriculum, aligning lessons to the student learning standards, and data analysis. Weekly discussion enables teachers to tailor lessons in order to execute relevant and rigorous lessons based upon students' needs. Teachers also participate in district-wide virtual PD, with a variey of topics to choose from.

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Student Supports and Services:	English Language Learners receive support daily with both push-in and pull-out academic support. The School Safety Team supports our students with trained Anti-Bullying specialists. The I&RS Team works closely with families to support students in need of assistance with health, behavior, academic, or counseling services.
Parent and Community Involvement:	The GLC School prides itself on the strong relationships forged with both the students' families and the community. Back to School Night is held each year to outline the year ahead. Parent/Teacher Conferences are held twice a year to discuss students' academic progress. GLC also hosts parent-involvement workshops to celebrate and promote literacy, math, and the importance of the home-school connection.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, staff, and parents all particpate in a School Climate Survey each year. This survey is used to evaluate the overall atmostphere of GLC and make any necessary changes to ensure the success and comfort of the students, their families, and the staff.
Facilities:	GLC first opened its doors to students in September 2014. This state of the art Leadership in Energy and Environmental Design (LEED) building houses a spacious library, 2 computer labs, STEM lab, art room (complete with a kiln pottery oven), and both a vocal music room and instrumental music room. The GLC School was designed to advance our students' academic, technological, and fine arts education so that they each achieve true academic success.

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Other Information:	The students at GLC have many opportunities to enhance their daily learning through the use of technology. All third through fifth grade students and teachers utilize Asus tablets to complement and enrich the components of the daily curriculum. The STEM labs utilize iPads in order to enhance and supplement the Launch curriculum. A wireless hub allows access to the school network and connectivity to the Internet throughout the entire school. Teachers utilize Google Classroom to create and monitor student assignments. The George L. Catrambone School is a safe and secure environment that encourages children to strive to reach their fullest potential. We value our involved parents and guardians who are essential to our students' success. The faculty and staff at the GLC School strive to create positive learning experiences each day for every child.