



Carl T. Mitnick School  
2016-2017


Grade Span 01-02

09-2840-080  
CAPE MAY  
LOWER TWP  
905 SEASHORE ROAD  
CAPE MAY, NJ 08204-4650

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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### Other Resources:

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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	237	206	208
2	231	221	209
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	20	11	1
Total	488	438	418

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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	2014-15	2015-16	2016-17
Female	52%	52%	49%
Male	48%	48%	51%
Economically Disadvantaged Students	60%	55%	53%
Students with Disabilities	20%	21%	20%
English Learners	2%	3%	4%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	78.7%
Hispanic	12.9%
Black or African American	6.9%
Asian	1.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.2%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	91.4%
Spanish	7.2%
Other	1.3%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

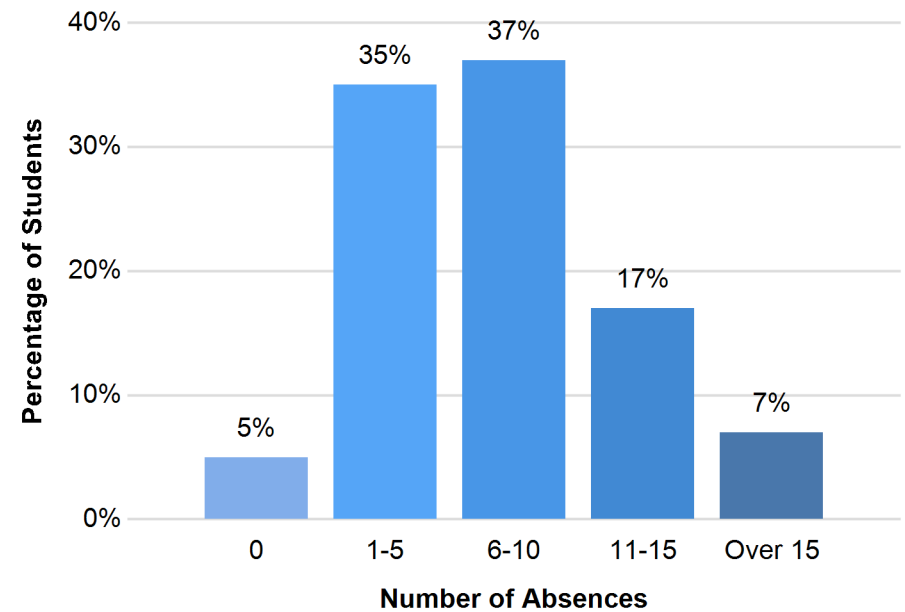
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	8.40	Met Target
White	5.70	8.40	Met Target
Hispanic	1.90	8.40	Met Target
Black or African American	6.50	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.10	8.40	Met Target
Students with Disabilities	8.00	8.40	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





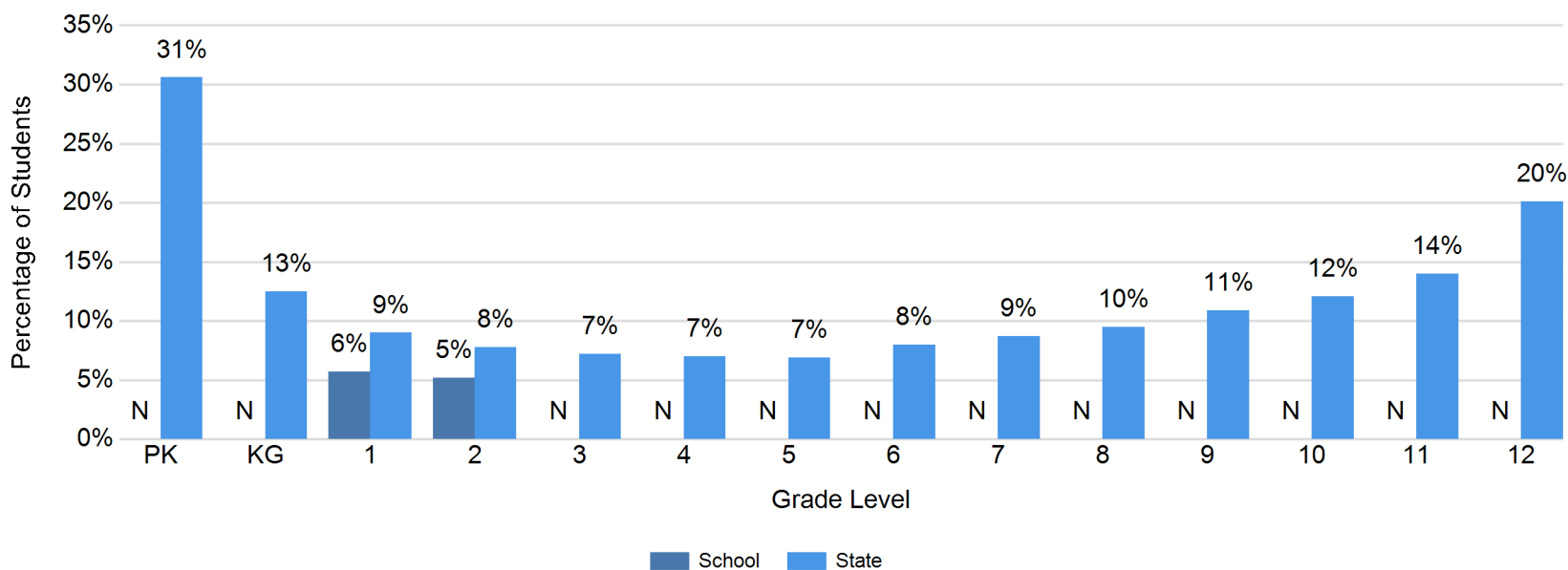
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.96

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$685	\$13,979	\$14,664



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	89%	74%

### 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	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	44%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	209:1	190:1
Librarian/Media Specialists		570:1
Nurses		427:1
Counselors		342:1
Child Study Team		342:1



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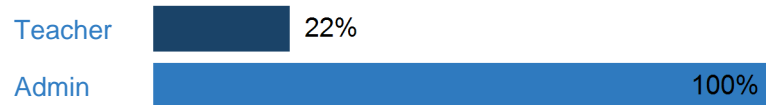
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	91%



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### School General Info

<b>Principal:</b>	Mr. Shivers	<b>Email Address:</b>	<a href="mailto:cshivers@lowertwpschools.com">cshivers@lowertwpschools.com</a>
<b>Address:</b>	905 SEASHORE ROAD CAPE MAY, NJ 08204-4650	<b>Website:</b>	<a href="http://www.lowertwpschools.com">www.lowertwpschools.com</a>
<b>Phone:</b>	(609)884-9470	<b>Facebook:</b>	<a href="https://www.facebook.com/Carl-T-Mitnick-Elementary-School">https://www.facebook.com/Carl-T-Mitnick-Elementary-School</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Special area teachers worked collaboratively with homeroom teachers to implement project based learning.</li> <li>• Additional technology resources, including iPads and Chromebooks, were purchased for both grade levels.</li> <li>• Parents were invited to see our "Welcome to Broadway" concert, along with our end of the year art show.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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 Common Core State Standards.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Two of our teachers received Cape Educational Grants each worth \$500. These teachers were recognized at a luncheon.</p>






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 <b>Courses, Curriculum, Instruction:</b>	<p>Journeys, Fountas &amp; Pinnell Benchmark Assessment, Units of Study in Narrative, Opinion, and Information writing, GOMath, inquiry-based learning in 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.</p>
 <b>Clubs and Activities:</b>	<p>Mitnick is a Bucket Filling School. Each month, teachers recommend several students that display positive behavior. These students' accomplishments are recognized during a celebration where certificates and prizes are awarded. Attendance incentives promote and reward good attendance. Each marking period individual students and classes are recognized for their attendance.</p>
 <b>Before and After School Programs:</b>	<p>Students requiring additional support may be recommended by their teachers for our morning tutoring program. These students are invited to attend this hour long program two days a week.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p><b>Student Supports and Services:</b></p>	<p>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. Teachers can recommend students to work with an interventionist during the year to provide additional support.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our district has a Wellness Committee which hosts a variety of events and programs throughout the year. Our Fruit of the Month program exposes students to a variety of fruits, and offers opportunities to sample them during the year. This committee also hosts a 5K Family Fun Run/Walk. T-shirts and water bottles are given to participants.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>In addition to Back to School Night, and parent/teacher conferences, parents are invited to a variety of events including writing celebrations, curriculum nights, an art show, 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 Sandman Carnival.</p>



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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.



David C. Douglass Memorial School  
2016-2017


Grade Span PK-KG

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Grade	2014-15	2015-16	2016-17
PK	186	158	206
KG	210	198	186
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	31	24	0
Total	427	380	392

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	185	158	206
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	209	198	186

### 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	2014-15	2015-16	2016-17
Female	48%	49%	46%
Male	52%	51%	54%
Economically Disadvantaged Students	50%	53%	53%
Students with Disabilities	12%	12%	19%
English Learners	6%	5%	4%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	80.6%
Hispanic	9.9%
Black or African American	8.9%
American Indian or Alaska Native	0.3%
Asian	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	93.9%
Spanish	5.4%
Other	0.9%





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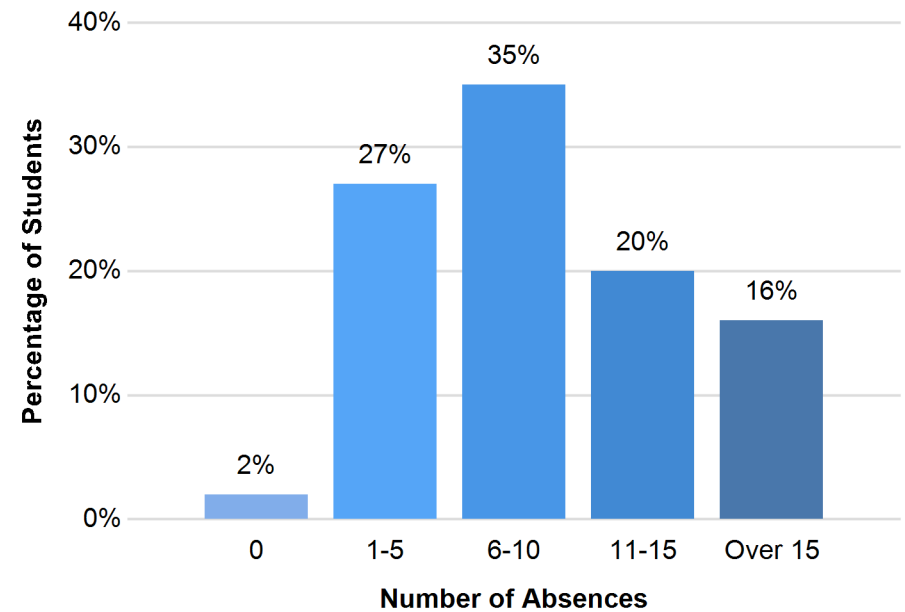
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.80	12.50	Not Met
White	11.60	12.50	Met Target
Hispanic	17.40	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.50	12.50	Not Met
Students with Disabilities	17.10	12.50	Not Met
English Learners	N	**	**

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### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





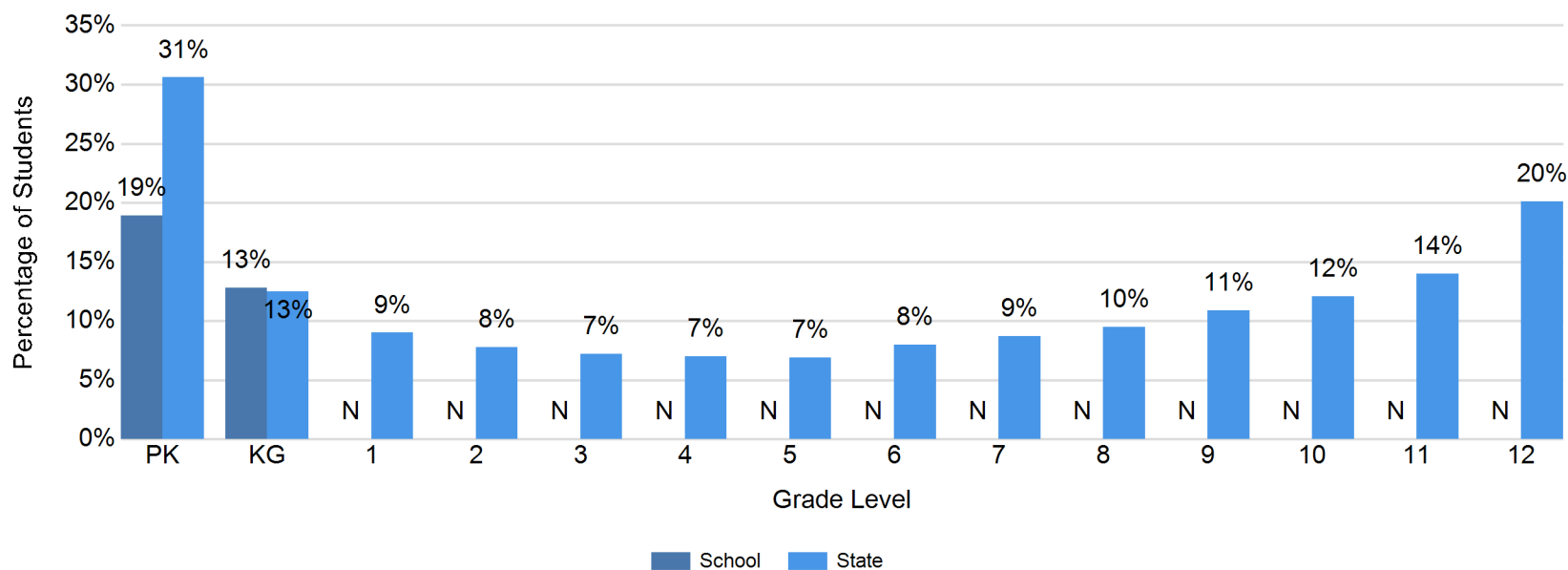
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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Grade Span PK-KG

09-2840-070  
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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.

Category	School
Typical Start Time	9:30AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$685	\$13,979	\$14,664



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	32	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	13.9	10.5
Teachers in district for 4 or more years	97%	74%

### 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	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	44%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	392:1	190:1
Librarian/Media Specialists		570:1
Nurses		427:1
Counselors		342:1
Child Study Team		342:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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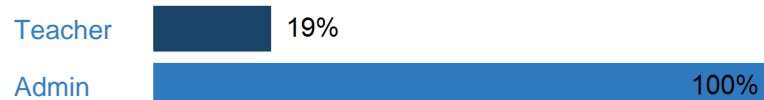
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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### School General Info

<b>Principal:</b>	Mr. Bailey	<b>Email Address:</b>	<a href="mailto:nbailey@lowertwpschools.com">nbailey@lowertwpschools.com</a>
<b>Address:</b>	2600 BAYSHORE RD VILLAS, NJ 08251-4650	<b>Website:</b>	<a href="http://www.lowertwpschools.com">www.lowertwpschools.com</a>
<b>Phone:</b>	(609)884-9430	<b>Facebook:</b>	<a href="https://www.facebook.com/dcdvmemorialschool">https://www.facebook.com/dcdvmemorialschool</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Classrooms are active learning environments that include authentic assessment and differentiated instruction.</li> <li>• Curriculum includes GOMath, Journeys Reading Program, and Knowing Science.</li> <li>• Technology is incorporated, with all students having access to iPads throughout the school day/week.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Every Student, Every Day - Learning Teaching Exploring Succeeding. Students are empowered to become kind, caring citizens through challenging academic curricula based on the Preschool Teaching and Learning Standards and the New Jersey Student Learning Standards.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>One of our Kindergarten teachers earned the Cape Educational Grant worth \$500 dollars.</p>





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### School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Houghton Mifflin's Journeys Program, Fountas &amp; Pinnell Benchmark Assessment, GOMath!, Second Step Social Skills</p>
 <p><b>Clubs and Activities:</b></p>	<p>Arbor Day Program, Fire Prevention, Lower Cape May Regional High School Child Development Program</p>









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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.

 <b>Staff and Professional Learning:</b>	Professional development opportunities are provided for staff through District Professional Development days, PLC meetings, annual conferences, and individual professional development plans.
 <b>Student Supports and Services:</b>	Intervention and referral services are designed to assist students who are experiencing learning, behavior, or health difficulties. Our ELL students receive support during work stations each day.
 <b>Student Health and Wellness:</b>	Our district has a wellness committee that hosts a variety of events and programs such as a Family Fun Run/Walk, throughout the year. We also have 120 minutes a week of physical education, and 150 minutes a week of recess for our Kindergarten students. Our Preschool students have over 150 minutes a week for recess during their half day program.
 <b>Parent and Community Involvement:</b>	We hold visitations and orientations, bi-annual parent/teacher conferences, and hold various events such as Family Service Nights and ESL Support Night, throughout the year for parents. We also have a very active PTA that hosts district-wide events such as our Harvest Dance, book fairs, and Spring Carnival.



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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.



#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Staff and parents participate in an online or paper school climate survey, while students participate in an age appropriate survey. All surveys are designed to elicit climate and safety information, which allows us to monitor how everyone feels about our climate from different aspects and levels. Results are shared with appropriate stakeholders, and necessary adjustments are made as needed.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Grade Span 03-04

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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
3	206	219	234
4	220	197	227
Ungraded	20	20	0
Total	446	436	461

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	2014-15	2015-16	2016-17
Female	48%	50%	52%
Male	53%	51%	48%
Economically Disadvantaged Students	60%	57%	57%
Students with Disabilities	22%	19%	18%
English Learners	1%	2%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	80.3%
Hispanic	11.7%
Black or African American	7.4%
Asian	0.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	92.0%
Spanish	7.6%
Other	0.4%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	440	98.7	45.50	45.20	54.90	45.5	35.9	Met Target
White	356	98.7	48.30	47.10	63.90	48.3	37.2	Met Target
Hispanic	50	100.0	28.00	33.30	39.80	28	21.5	Met Target
Black or African American	31	97.1	38.70	34.40	35.20	38.7	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	229	98.0	50.70	50.70	62.20	50.7		
Male	211	99.6	39.80	39.70	48.10	39.8		
Economically Disadvantaged Students	250	98.5	37.60	36.10	36.20	37.6	26.2	Met Target
Non-Economically Disadvantaged Students	190	99.0	55.80	57.40	65.80	55.8		
Students with Disabilities	82	100.0	26.80	24.20	20.50	26.8	14.8	Met Target
Students without Disabilities	358	98.4	49.70	51.10	61.90	49.7		
English Learners	14	100.0	14.30	17.20	25.20	14.3	**	**
Non-English Learners	426	98.7	46.50	46.20	57.40	46.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	225	746	746	749	*	17%	34%	41%	*	42%	50%
White	181	746	746	759	*	17%	33%	43%	*	44%	61%
Hispanic	25	736	736	734	*	*	*	*	*	28%	35%
Black or African American	19	754	754	731	*	*	*	*	0%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	122	747	747	754	*	14%	39%	40%	*	41%	55%
Male	103	744	744	745	*	21%	27%	43%	*	44%	46%
Economically Disadvantaged Students	126	740	740	731	*	18%	39%	32%	*	33%	31%
Non-Economically Disadvantaged Students	99	754	754	762	*	16%	27%	54%	*	55%	63%
Students with Disabilities	34	720	720	720	*	32%	29%	*	*	12%	24%
Students without Disabilities	191	750	750	755	*	15%	35%	*	*	48%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

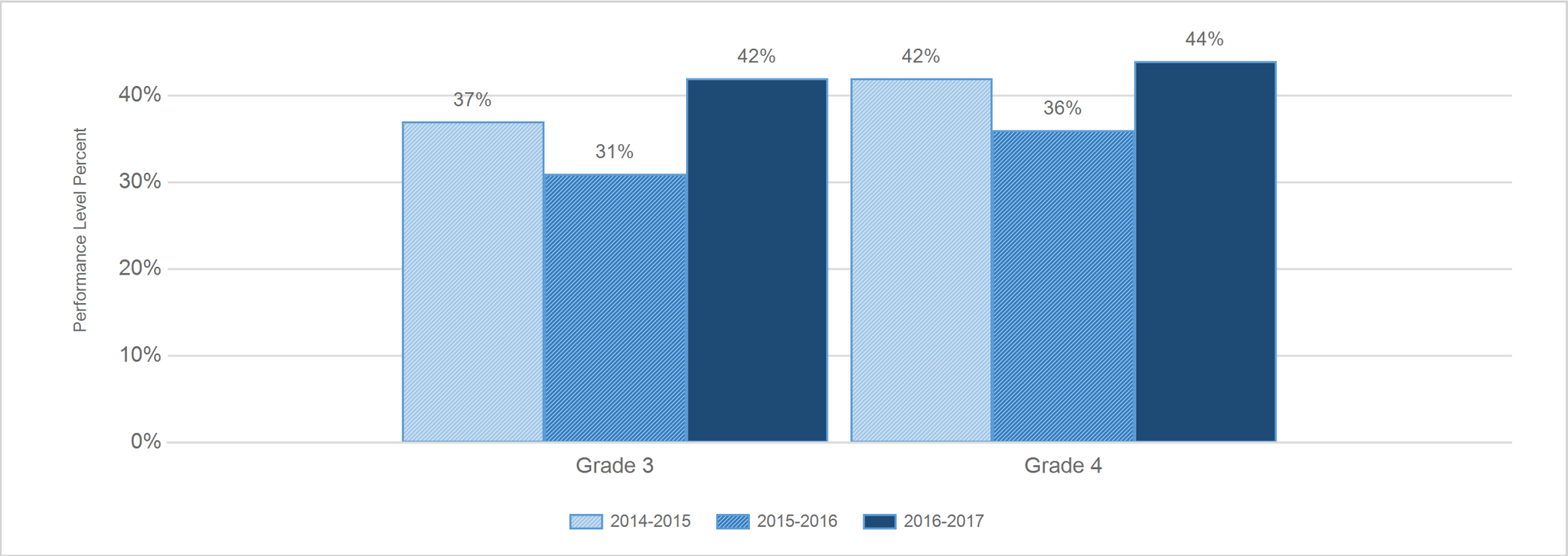
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	216	746	746	753	*	19%	34%	37%	*	44%	56%
White	173	748	748	762	*	16%	32%	41%	*	49%	67%
Hispanic	27	739	739	740	*	*	37%	*	*	26%	40%
Black or African American	13	731	731	737	0%	*	*	*	0%	15%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	112	754	754	758	*	15%	28%	44%	*	56%	61%
Male	104	738	738	749	*	22%	41%	29%	*	32%	51%
Economically Disadvantaged Students	120	742	742	737	*	21%	42%	29%	*	34%	36%
Non-Economically Disadvantaged Students	96	751	751	764	*	16%	25%	46%	*	57%	69%
Students with Disabilities	30	727	727	725	*	*	*	*	*	*	25%
Students without Disabilities	186	749	749	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	440	98.7	38.20	36.30	43.50	38.2	32	Met Target
White	356	98.7	40.20	38.00	52.40	40.2	32.2	Met Target
Hispanic	50	100.0	30.00	28.90	27.60	30	26.5	Met Target
Black or African American	31	97.2	29.10	25.80	21.70	29.1	26.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	229	98.0	40.60	39.60	44.10	40.6		
Male	211	99.6	35.50	33.10	42.90	35.5		
Economically Disadvantaged Students	250	98.5	33.60	29.50	25.10	33.6	22.8	Met Target
Non-Economically Disadvantaged Students	190	99.0	44.20	45.30	54.30	44.2		
Students with Disabilities	82	100.0	25.60	20.90	16.50	25.6	14.8	Met Target
Students without Disabilities	358	98.4	41.10	40.60	48.80	41.1		
English Learners	14	100.0	14.20	13.40	23.30	14.2	**	**
Non-English Learners	426	98.7	39.00	37.10	45.20	39		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	225	742	742	751	5%	20%	37%	32%	5%	37%	53%
White	181	743	743	759	*	18%	38%	33%	*	38%	63%
Hispanic	25	736	736	738	*	*	40%	*	*	28%	37%
Black or African American	19	744	744	733	0%	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	122	741	741	751	*	25%	36%	30%	*	36%	52%
Male	103	743	743	751	*	16%	39%	35%	*	39%	53%
Economically Disadvantaged Students	126	738	738	736	*	26%	36%	30%	*	33%	34%
Non-Economically Disadvantaged Students	99	748	748	761	*	13%	39%	35%	*	43%	65%
Students with Disabilities	34	724	724	729	*	32%	41%	*	*	12%	29%
Students without Disabilities	191	745	745	755	*	18%	37%	*	*	42%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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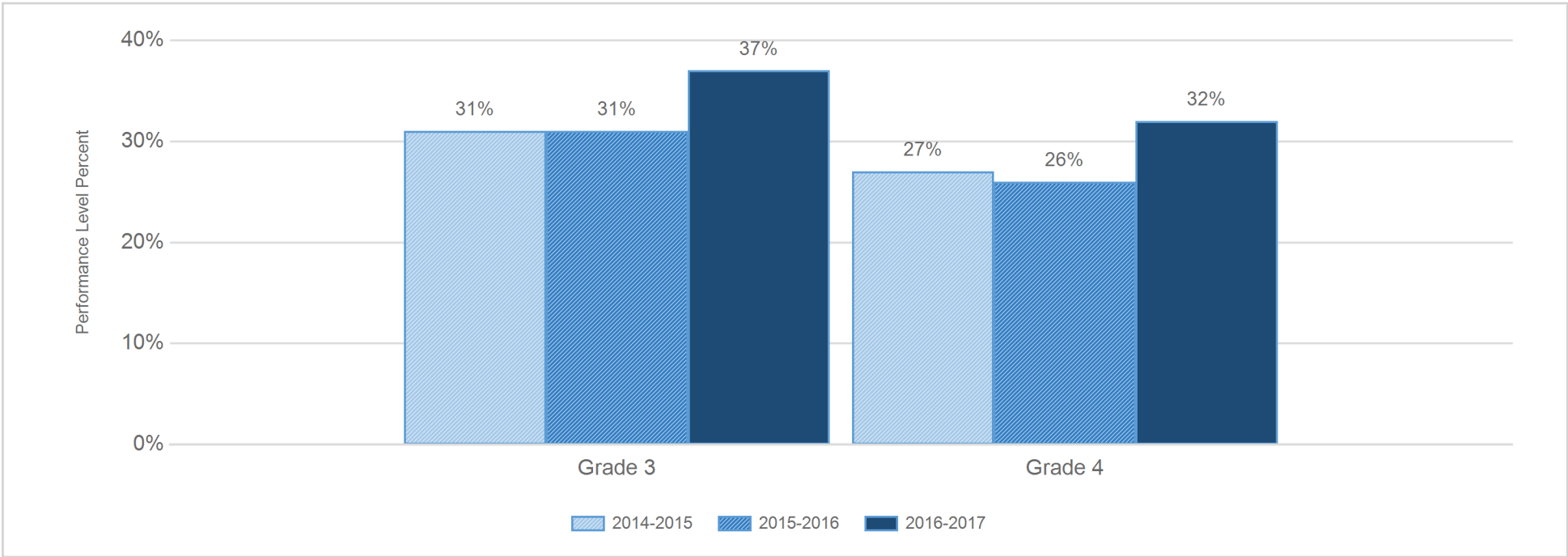
**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	217	737	737	747	*	29%	30%	30%	*	32%	47%
White	173	740	740	755	*	27%	32%	34%	*	36%	59%
Hispanic	27	728	728	734	*	*	*	*	*	26%	30%
Black or African American	14	714	714	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	112	742	742	747	*	23%	30%	37%	*	39%	47%
Male	105	732	732	747	*	34%	31%	23%	*	25%	48%
Economically Disadvantaged Students	121	730	730	732	*	31%	31%	22%	*	23%	27%
Non-Economically Disadvantaged Students	96	745	745	757	*	26%	29%	41%	*	44%	61%
Students with Disabilities	30	717	717	724	*	*	*	*	*	*	22%
Students without Disabilities	187	740	740	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	12	12
4	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

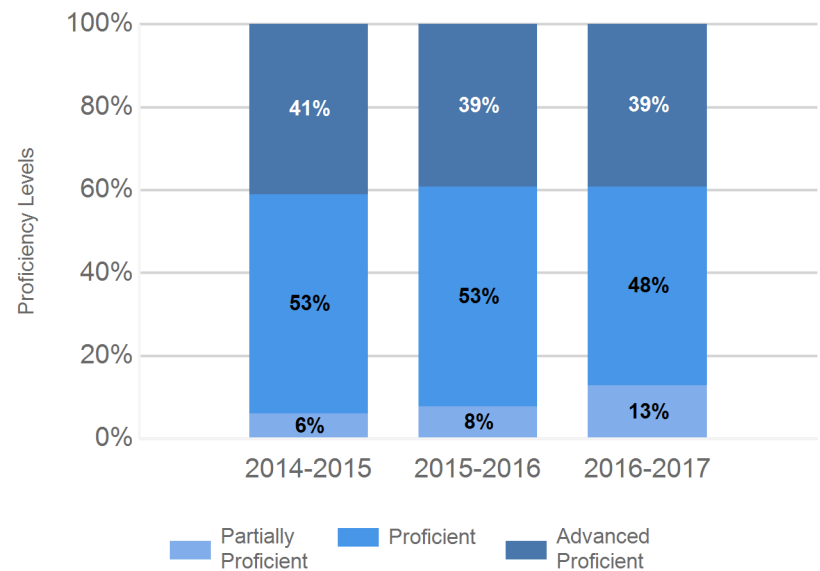
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	39%	48%	13%
White	44%	46%	9%
Hispanic	24%	45%	31%
Black or African American	*	69%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	32%	50%	17%
Students with Disabilities	11%	68%	22%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	52	50	Met Target	52	61	50	Met Target
White	53	53	50	Met Target	53	61	52	Met Target
Hispanic	61	55	49	Exceeds Target	45	65	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53.5	51.5	47	Met Target	48.5	57	46	Met Target
Students with Disabilities	54	46	41	Met Target	48	50	43	Met Target
English Learners	*	*	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





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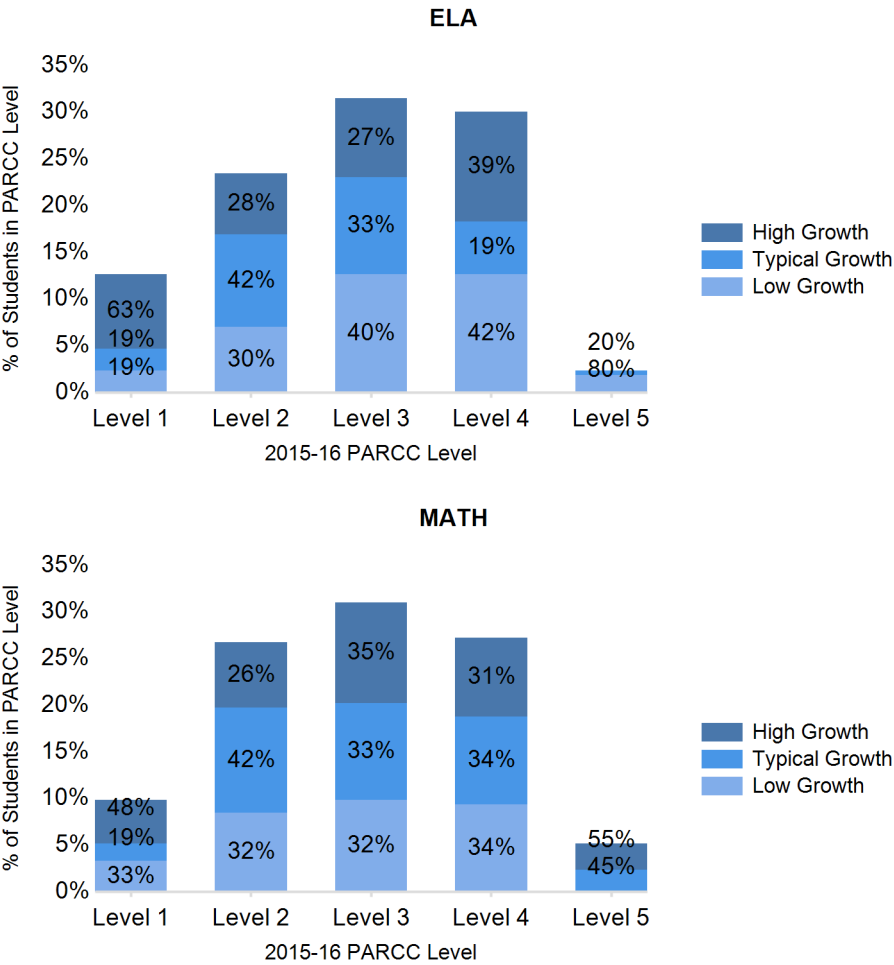
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

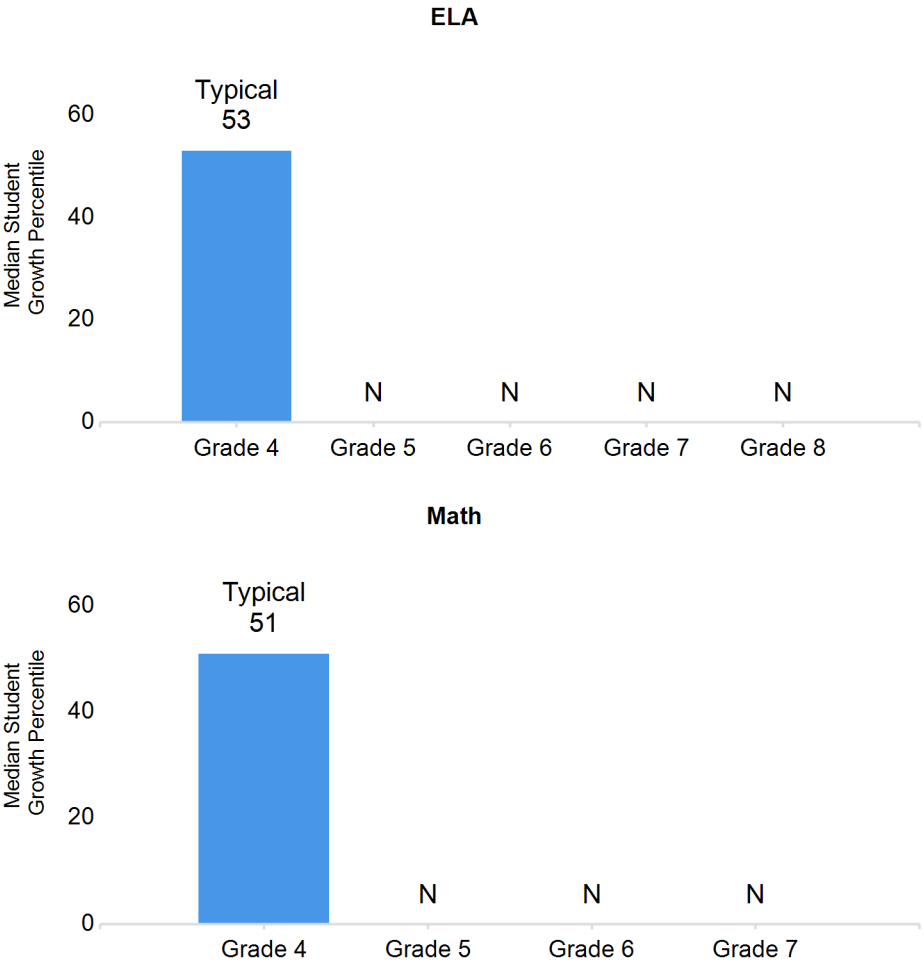
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

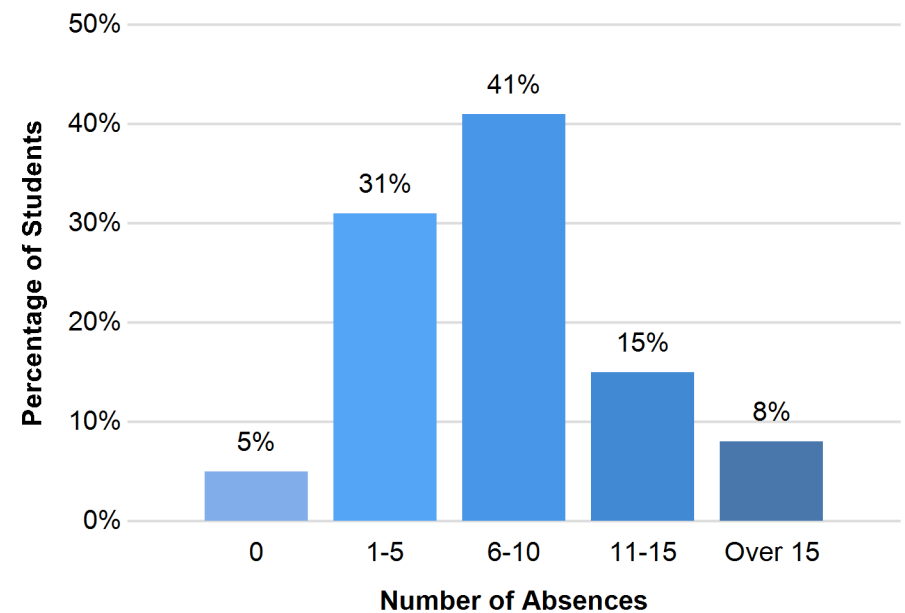
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	7.10	Met Target
White	7.00	7.10	Met Target
Hispanic	1.90	7.10	Met Target
Black or African American	5.60	7.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.50	7.10	Not Met
Students with Disabilities	9.00	7.10	Not Met
English Learners	N	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

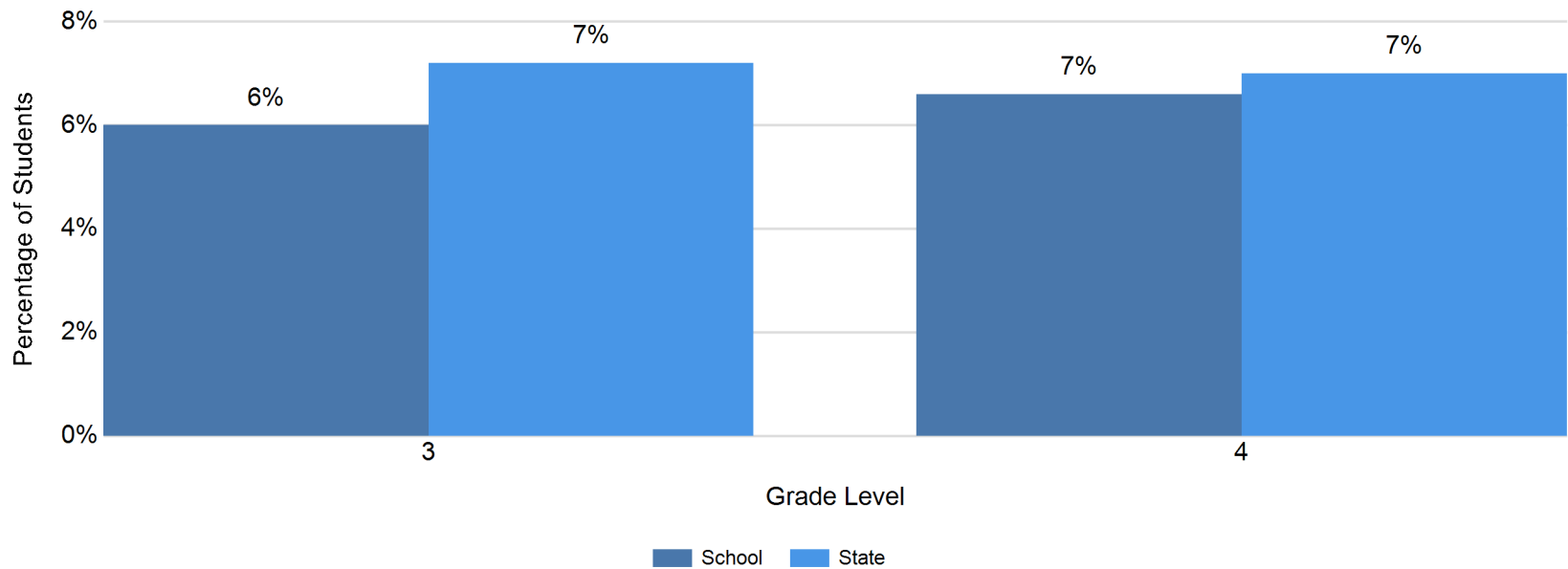
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.65

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.0%
Any Suspension	2.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	117.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$685	\$13,979	\$14,664



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	39	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	67%	74%

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	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	44%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	461:1	190:1
Librarian/Media Specialists		570:1
Nurses		427:1
Counselors		342:1
Child Study Team		342:1



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**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.8	17.5%
Mathematics Proficiency	38.9	17.5%
English Language Arts Growth	69.1	25.0%
Mathematics Growth	53.8	25.0%
Chronic Absenteeism	62.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.0
Summative Rating: Percentile rank of Summative Score		52.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	38.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	58.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	70.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Maud Abrams School**  
**2016-2017**  
**Grade Span 03-04**




**09-2840-060**  
**CAPE MAY**  
**LOWER TWP**  
**714 TOWNBANK RD**  
**CAPE MAY, NJ 08204-4650**

### School General Info

<b>Principal:</b>	Mr. King	<b>Email Address:</b>	<a href="mailto:jking@lowertwpschools.com">jking@lowertwpschools.com</a>
<b>Address:</b>	714 TOWNBANK RD CAPE MAY, NJ 08204-4650	<b>Website:</b>	<a href="http://www.lowertwpschools.com">www.lowertwpschools.com</a>
<b>Phone:</b>	(609)884-9420	<b>Facebook:</b>	<a href="https://www.facebook.com/Maud-Abrams-School">https://www.facebook.com/Maud-Abrams-School</a>
		<b>Twitter:</b>	<a href="https://twitter.com/lowertwpschools">https://twitter.com/lowertwpschools</a>




### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Celebration of our 50th Anniversary. Maud Abrams has been serving the students of Lower Township for 50 years!</li> <li>• Increased technology made available to our students, including 2 additional Chromebook carts.</li> <li>• Morning and afternoon programs targeting students struggling with grade level proficiency in Math and Reading.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Dedicated to academic excellence, Lower Township Elementary Schools will nurture and challenge all students in a safe, and innovative learning community. By encouraging respect and responsibility, students become self-directed, passionate, lifelong learners who will reach their potential. We are dedicated to supporting all students in exceeding the New Jersey Student Learning Standards.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Maud Abrams school celebrated its 50th Anniversary. Several teachers were awarded grants to utilize in the classroom for the direct benefit of our students including Chromebooks, and money used for publishing student writing. Every class achieved 100% participation on the Accelerated Reader Scoreboard, and the building reached their goal of 20,000 AR points. Monthly star readers selected by each teacher were recognized and pictured in the Library hallway.</p>

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.

 <div> Courses, Curriculum, Instruction: </div>	On-going professional development and implementation of the Units of Study writing program, emphasizing rigorous, coherent writing through sequential units of study in opinion, information, and narrative writing has enriched the Journeys language arts program. Students meet each day in homogenous groups for ninety minutes of language arts, which includes whole group reading, small guided reading groups, and writing.
 <div> Clubs and Activities: </div>	Two of our teachers developed and implemented a "Young Authors Club" which invited students in 3rd grade to stay after school once a week and enrich their writing skills. Students collaborated with each other, and the teacher through traditional and digital means. K-Kids club was also continued which allows students an opportunity to get involved in local community outreach projects.
 <div> Before and After School Programs: </div>	We host a morning reading program which assists students who are reading below grade level. We also have an afternoon reading and math assistance program for struggling students. Certified teachers are assigned to groups of students to assist them in reaching their goals.







**Maud Abrams School**  
**2016-2017**  
**Grade Span 03-04**

09-2840-060  
 CAPE MAY  
 LOWER TWP  
 714 TOWNBANK RD  
 CAPE MAY, NJ 08204-4650



**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.

 <p><b>Staff and Professional Learning:</b></p>	<p>Monthly grade level PLC meetings are run throughout the year. Staff engage in data analysis and curriculum review to better ensure success for all students. Staff was trained in the MobyMax program, Google Tools, Dyslexia, Universal Design for Learning, and classroom management strategies.</p>
 <p><b>Student Supports and Services:</b></p>	<p>We have ESL support services for our students in 3rd and 4th grade. Students receive direct instruction, as well as support within the classroom. We also have before and after school Math and Reading assistance programs. We have a daily HW help session available for interested students. Our guidance counselor also provides support for students during lunches. We have a Banana Splits program targeting support for students from fractured households.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students are offered breakfast and lunch daily. We have a Wellness Committee which promotes good eating habits throughout the year. This committee also encourages physical fitness by hosting a 5k, and other events promoting exercise and wellness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our PTA is very supportive of our schools. They host multiple events throughout the year, and assist at our Annual Green and White day. The PTA also supports our special programs with funding each year. Our local Rotary Club and Kiwanis are active in the school and community.</p>

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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>Annual staff and student survey is available on our school webpage.</div>
 <div>Facilities:</div>	<div>Maud Abrams is 50 years old, and consists of a library, art room, computer lab, STEM room, physical education room, cafeteria, faculty lounge, book room / OT / PT room. There is also a large field behind the school for soccer, kickball, and other games.</div>




Maud Abrams School  
2016-2017  
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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.

<div>Other Information:</div>	<p>Students receive training in School Bus Safety, as well as Fire Safety. Laptop and Chromebook carts are present in every wing of the school for use by students in the classroom. This is in addition to the Computer Lab and STEM room devices. Students and staff work on the Google platform, and all have specific email addresses with which to access the technology, and share work with teachers.</p>
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Sandman Consolidated School  
2016-2017  
Grade Span 05-06

09-2840-050  
CAPE MAY  
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838 SEASHORE RD  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



**Sandman Consolidated School**  
**2016-2017**  
**Grade Span 05-06**

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**Footnotes**

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.





Sandman Consolidated School  
2016-2017  
Grade Span 05-06

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CAPE MAY  
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	222	221	214
6	205	216	223
Ungraded	19	15	1
Total	446	452	438

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	2014-15	2015-16	2016-17
Female	53%	50%	48%
Male	48%	50%	52%
Economically Disadvantaged Students	55%	58%	60%
Students with Disabilities	27%	27%	23%
English Learners	0%	0%	1%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	81.1%
Hispanic	10.5%
Black or African American	6.6%
Asian	1.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	92.0%
Spanish	5.7%
Other	2.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	427	99.6	45.00	45.20	54.90	45	42.9	Met Target
White	345	99.4	45.80	47.10	63.90	45.8	44.5	Met Target
Hispanic	46	100.0	39.10	33.30	39.80	39.1	34.1	Met Target
Black or African American	27	100.0	29.60	34.40	35.20	29.6	31.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	203	99.5	50.80	50.70	62.20	50.8		
Male	224	99.6	39.80	39.70	48.10	39.8		
Economically Disadvantaged Students	244	99.6	34.40	36.10	36.20	34.4	34.8	Met Target†
Non-Economically Disadvantaged Students	183	99.5	59.00	57.40	65.80	59		
Students with Disabilities	108	100.0	22.20	24.20	20.50	22.2	16.7	Met Target
Students without Disabilities	319	99.4	52.60	51.10	61.90	52.6		
English Learners	15	100.0	20.00	17.20	25.20	20	**	**
Non-English Learners	412	99.5	45.90	46.20	57.40	45.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**Sandman Consolidated School**  
**2016-2017**

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**09-2840-050**  
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**CAPE MAY, NJ 08204-4650**

**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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	208	746	746	756	*	17%	35%	42%	*	46%	59%
White	170	746	746	763	*	17%	35%	41%	*	45%	69%
Hispanic	17	744	744	743	0%	*	*	*	0%	53%	44%
Black or African American	15	741	741	740	0%	*	*	*	0%	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	99	751	751	761	*	14%	34%	47%	*	52%	66%
Male	109	742	742	750	*	20%	35%	38%	*	40%	53%
Economically Disadvantaged Students	116	738	738	740	*	*	37%	34%	*	35%	40%
Non-Economically Disadvantaged Students	92	757	757	765	*	*	32%	52%	*	60%	71%
Students with Disabilities	34	724	724	725	*	41%	35%	*	*	12%	22%
Students without Disabilities	174	751	751	762	*	13%	35%	*	*	52%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	208	746	746	757	*	17%	35%	42%	*	46%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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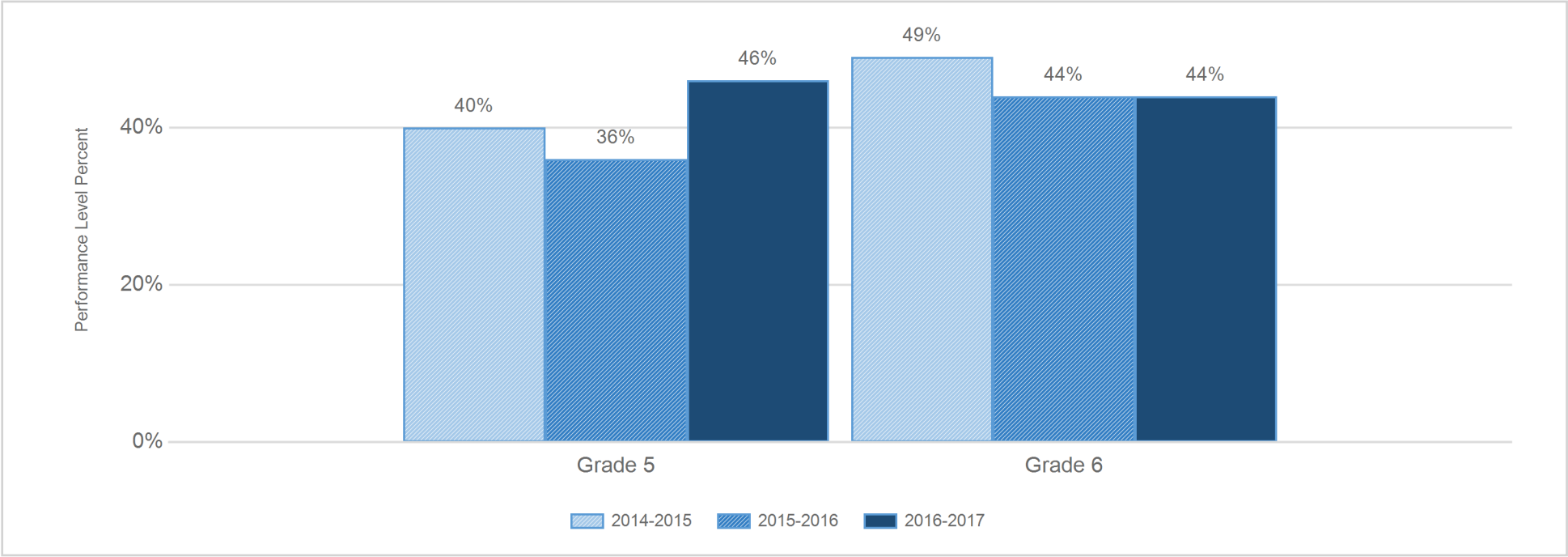
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	223	745	745	752	7%	20%	30%	34%	10%	44%	54%
White	177	747	747	758	*	20%	28%	35%	*	47%	63%
Hispanic	30	738	738	740	*	*	33%	*	0%	30%	38%
Black or African American	13	725	725	736	*	*	*	*	0%	15%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	109	752	752	758	*	15%	31%	39%	*	51%	61%
Male	114	739	739	746	*	25%	29%	29%	*	37%	46%
Economically Disadvantaged Students	130	738	738	737	*	*	34%	27%	*	33%	34%
Non-Economically Disadvantaged Students	93	755	755	761	*	*	25%	43%	*	58%	65%
Students with Disabilities	63	721	721	722	*	*	19%	*	*	19%	17%
Students without Disabilities	160	755	755	758	*	*	34%	*	*	53%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**Sandman Consolidated School**  
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**Grade Span 05-06**

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	428	99.6	34.30	36.30	43.50	34.3	35.6	Met Target†
White	345	99.4	35.70	38.00	52.40	35.7	38.3	Met Target†
Hispanic	47	100.0	27.70	28.90	27.60	27.7	20.2	Met Target
Black or African American	27	100.0	22.20	25.80	21.70	22.2	15.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	203	99.5	38.40	39.60	44.10	38.4		
Male	225	99.6	30.70	33.10	42.90	30.7		
Economically Disadvantaged Students	245	99.6	25.30	29.50	25.10	25.3	28	Met Target†
Non-Economically Disadvantaged Students	183	99.5	46.50	45.30	54.30	46.5		
Students with Disabilities	109	100.0	17.40	20.90	16.50	17.4	11.2	Met Target
Students without Disabilities	319	99.4	40.10	40.60	48.80	40.1		
English Learners	16	100.0	12.60	13.40	23.30	12.6	**	**
Non-English Learners	412	99.5	35.20	37.10	45.20	35.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	207	737	737	747	*	31%	39%	24%	*	27%	46%
White	168	738	738	754	*	32%	37%	26%	*	28%	57%
Hispanic	18	731	731	735	*	*	*	*	*	17%	30%
Black or African American	15	728	728	729	0%	*	*	*	0%	13%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	97	739	739	747	*	28%	43%	25%	*	28%	47%
Male	110	735	735	746	*	34%	35%	24%	*	26%	46%
Economically Disadvantaged Students	115	729	729	732	*	40%	40%	15%	*	15%	27%
Non-Economically Disadvantaged Students	92	746	746	756	*	20%	37%	36%	*	41%	59%
Students with Disabilities	33	719	719	725	*	*	*	*	*	*	19%
Students without Disabilities	174	740	740	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%





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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

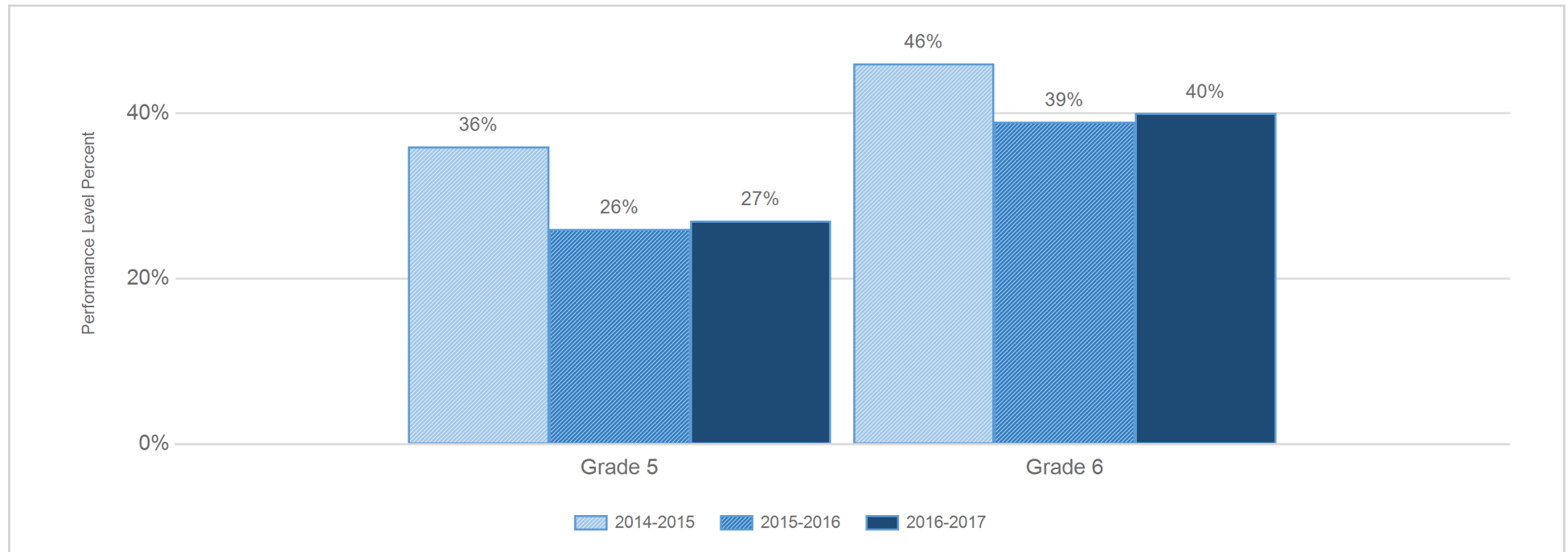
Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	223	740	740	743	11%	19%	31%	34%	6%	40%	44%
White	177	742	742	751	10%	18%	31%	34%	7%	41%	54%
Hispanic	30	736	736	731	*	*	33%	*	0%	30%	27%
Black or African American	13	727	727	724	*	*	*	*	0%	31%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	109	745	745	745	*	18%	30%	37%	*	45%	45%
Male	114	736	736	742	*	20%	31%	31%	*	34%	43%
Economically Disadvantaged Students	130	733	733	728	*	21%	32%	29%	*	31%	24%
Non-Economically Disadvantaged Students	93	751	751	752	*	17%	28%	41%	*	52%	56%
Students with Disabilities	63	714	714	717	*	29%	27%	*	*	11%	13%
Students without Disabilities	160	750	750	748	*	16%	32%	*	*	51%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	11
6	*	*

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	52	50	Met Target	65	61	50	Exceeds Target
White	53	53	50	Met Target	65	61	52	Exceeds Target
Hispanic	54	55	49	Met Target	73	65	47	Exceeds Target
Black or African American	38	*	45	Not Met	61	*	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48.5	51.5	47	Met Target	63	57	46	Exceeds Target
Students with Disabilities	45	46	41	Met Target	50	50	43	Met Target
English Learners	46	*	53	**	46	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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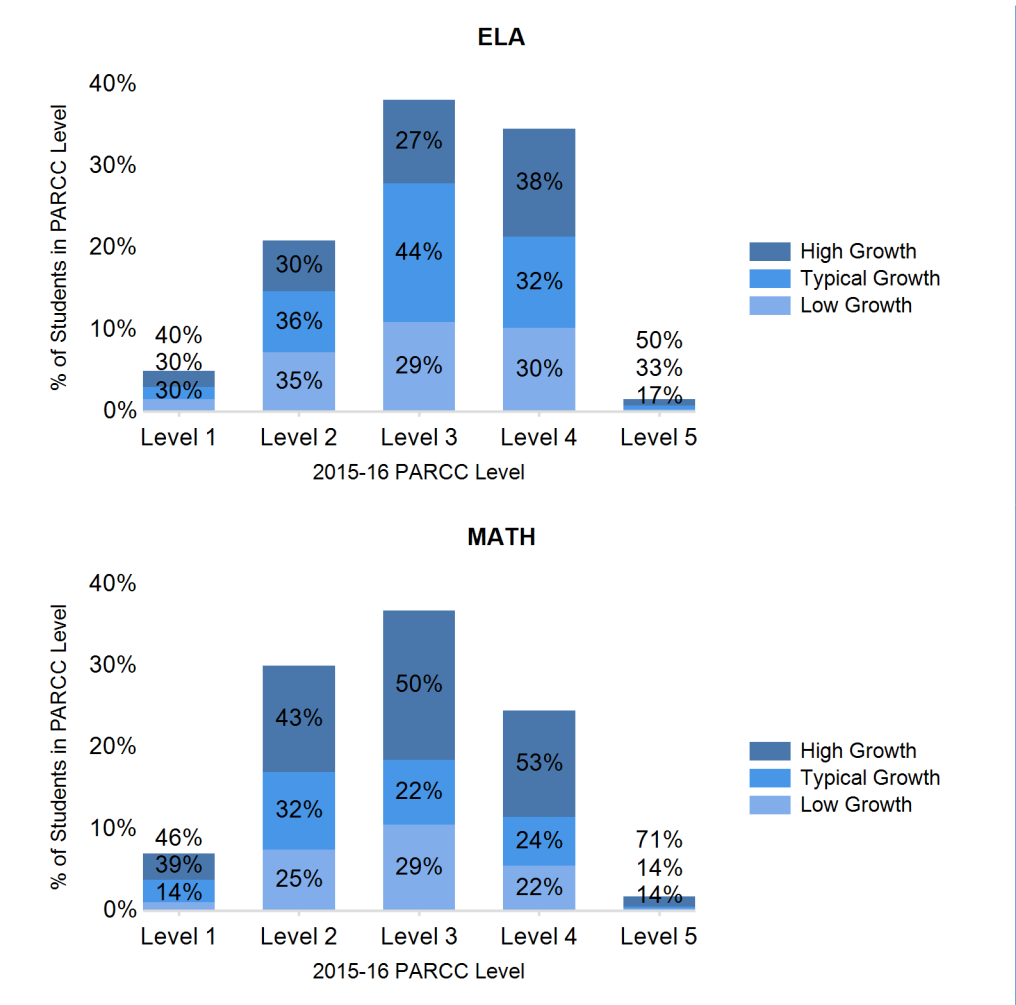
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

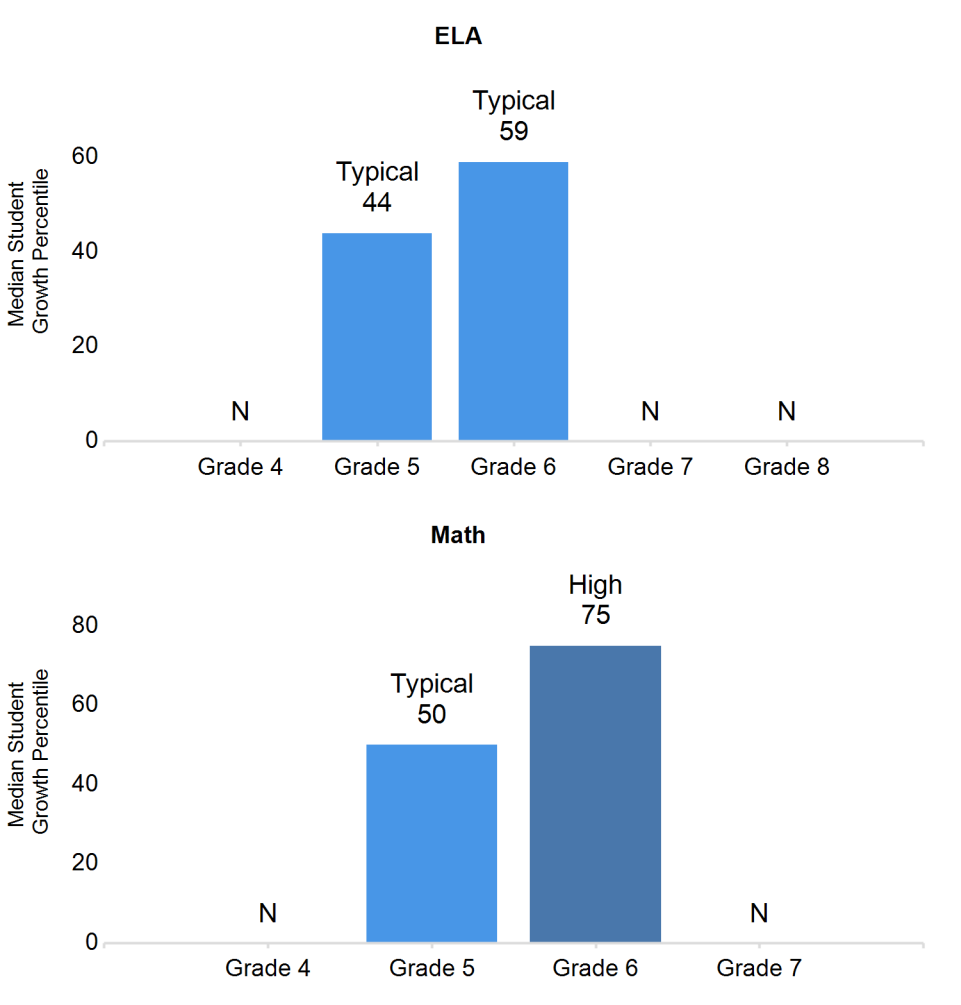
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

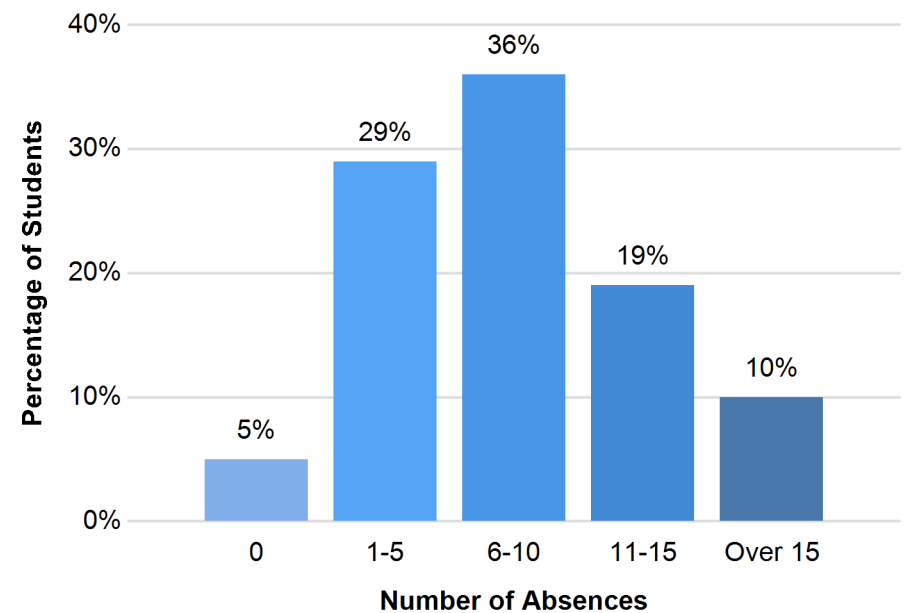
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	7.50	Not Met
White	7.50	7.50	Met Target
Hispanic	8.70	7.50	Not Met
Black or African American	13.30	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.80	7.50	Not Met
Students with Disabilities	10.40	7.50	Not Met
English Learners	N	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

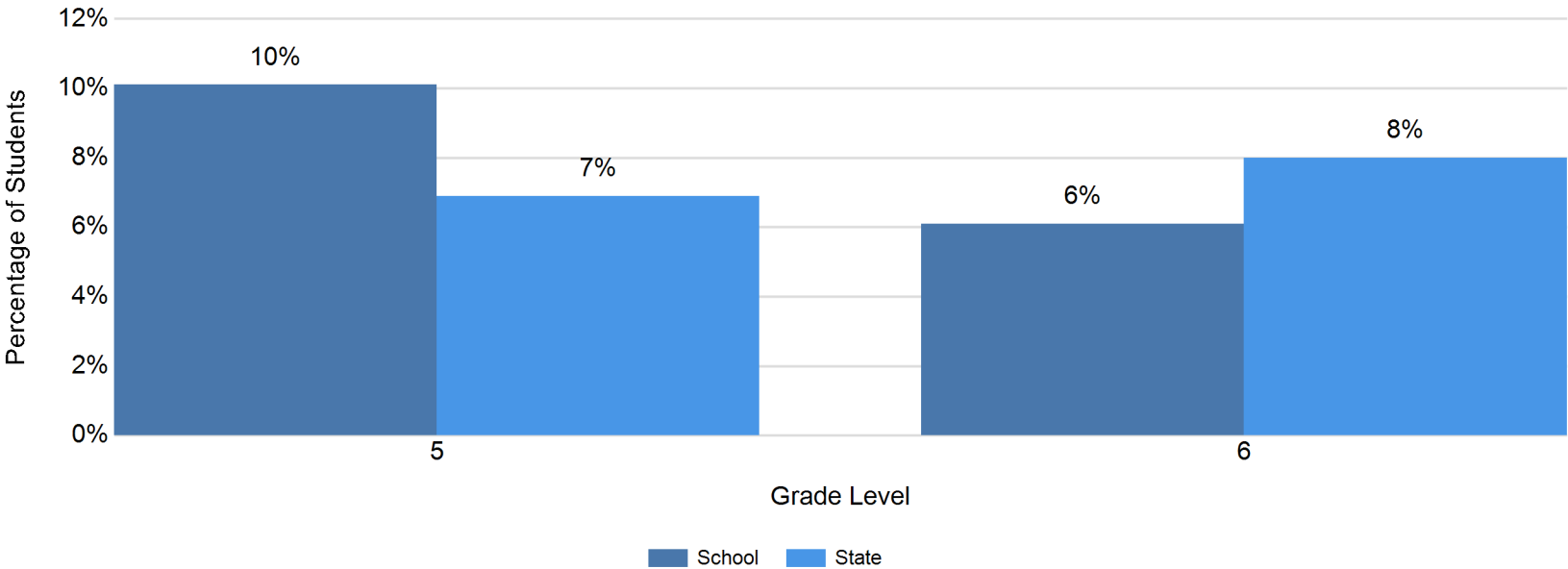
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:55AM
Typical End Time	1:55PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.37

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.3%
Any Suspension	2.3%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	117.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$685	\$13,979	\$14,664



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	38	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	79%	74%

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	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	44%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	438:1	190:1
Librarian/Media Specialists		570:1
Nurses		427:1
Counselors		342:1
Child Study Team		342:1



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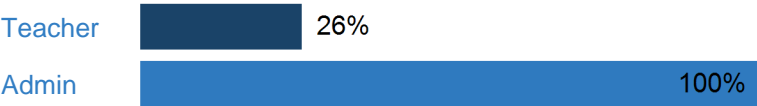
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.7	17.5%
Mathematics Proficiency	27.2	17.5%
English Language Arts Growth	53.8	25.0%
Mathematics Growth	90.9	25.0%
Chronic Absenteeism	39.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		51.5
<b>Summative Rating:</b> Percentile rank of Summative Score		52.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
White	44.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	62.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	51.4	11.9	No	Met Target†	Met Target	Not Met	Not Met	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	60.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Cathcart	<b>Email Address:</b>	<a href="mailto:vcathcart@lowertwpschools.com">vcathcart@lowertwpschools.com</a>
<b>Address:</b>	838 SEASHORE RD CAPE MAY, NJ 08204-4650	<b>Website:</b>	<a href="http://www.lowertwpschools.com">www.lowertwpschools.com</a>
<b>Phone:</b>	(609)884-9410	<b>Facebook:</b>	<a href="https://www.facebook.com/sandmanconsolidated">https://www.facebook.com/sandmanconsolidated</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• New 6th Grade Science Curriculum - Discovery Education</li> <li>• STEM Club has been added as an after school program</li> <li>• The theme this year is "Do a Little Bit More"</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Every Student, Every Day...Learning, Teaching, Exploring, Succeeding. Dedicated to academic excellence, Lower Township Elementary Schools will nurture and challenge all students in a safe and innovative learning community. By encouraging respect and responsibility, students become self-directed, passionate, lifelong learners who will reach their potential. We are dedicated to supporting all students in exceeding the New Jersey Student Learning Standards.</p>






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 <div>Courses, Curriculum, Instruction:</div>	Reading, Writing, Math, Social Studies, Science, Physical Education, STEM, Music, Computers and Art.
 <div>Clubs and Activities:</div>	Art Club, Book Club and STEM Club
 <div>Before and After School Programs:</div>	Beginning and Advanced Band, Chorus, Orchestra, PARCC Readiness, and Homework Help





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 Student Health and Wellness:	All students have breakfast before class each morning. Students have Health/PE on a daily basis with an additional 40 minute period once per week. A new Fitness Park was donated and installed by the PTA.
 Parent and Community Involvement:	The PTA is a very strong and active supporter of all Lower Township Elementary Schools including Sandman. Their fundraising efforts pay for educational field trips, incentives and other activities each year. They also hold monthly events throughout the school year: PTA Meet and Greet, Fall Festival, KISS Dance, Reading Night and the Spring Carnival. Our Food Service Department organized the First Annual Family Step It Up 5K Walk/Run.






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<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>At the end of each school year, all parents, students and staff have the opportunity to participate in a school climate survey. The results of this survey are reviewed and many recommendations and comments assist in the start of new programs, improving already existing programs, staff professional development and community involvement.</p>
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<div>Other Information:</div>	<p>Various anti-bullying messages were reinforced throughout the year by a variety of activities and projects discouraging negative conduct while promoting and rewarding positive behaviors in all school settings including a Week of Respect, Violence Awareness Week and weekly Caught in the Moment awards. The Nature Center of Cape May, the Wetlands Institute, Cold Spring Village, North Cape Nursing Home, and the Cape May County Municipal Utilities Authority supported instructional programs with materials and presenters. The Career Day program, developed by the school guidance counselor, invited dozens of speakers to present to our students and introduce them to the endless opportunities available in the larger community.</p>
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