NJ SCHOOL PERFORMANCE REPORT

HARMONY ELEMENTARY SCHOOL
(25-3160-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MONMOUTH
District	MIDDLETOWN TWP
Principal Name	MR. PAULSON
Address	100 MURPHY ROAD NEW MONMOUTH, NJ 07748-1699
Phone Number	(732)671-2111
Email Address	PAULSONE@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/Domain/10
Facebook	https://www.facebook.com/Harmony-Elementary-School-364031860285895/
Twitter	https://twitter.com/Harmony_NJ

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	119	123	107
KG	68	66	57
1	66	73	69
2	59	66	71
3	64	64	65
4	84	70	64
5	56	81	74
Total	516	543	507

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.8%	50.5%	49.3%
Male	50.2%	49.5%	50.7%
Economically Disadvantaged Students	16.5%	12.9%	12.8%
Students with Disabilities	27.1%	28.4%	32.3%
English Learners	0.6%	0.7%	0.4%
Homeless Students		0.4%	0.4%
Students in Foster Care		0.4%	0.6%
Military-Connected Students		0.0%	0.6%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	87.4%	84.0%	82.2%
Hispanic	7.0%	9.0%	9.7%
Black or African American	1.0%	1.1%	2.0%
Asian	3.1%	2.9%	2.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	2.9%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	97	104	85
PK - Full Day	22	19	22
KG - Half Day	0	0	0
KG - Full Day	68	66	57

Enrollment by Home Language

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

Home Language	% of Students
English	98.4%
Other Languages	1.6%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	48	50	Not Met	42	48	50	Met Standard
White	39	48	50	Not Met	42	48	51	Met Standard
Hispanic	40	44	49	**	49	45	48	**
Black or African American	*	42	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	61.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	39	49	**	*	47	51	**
Economically Disadvantaged	51	44	48	**	53	43.5	47	**
Students with Disabilities	28	41.5	41	Not Met	32	38	43	Not Met
English Learners	N	74	54	**	N	59	51	**

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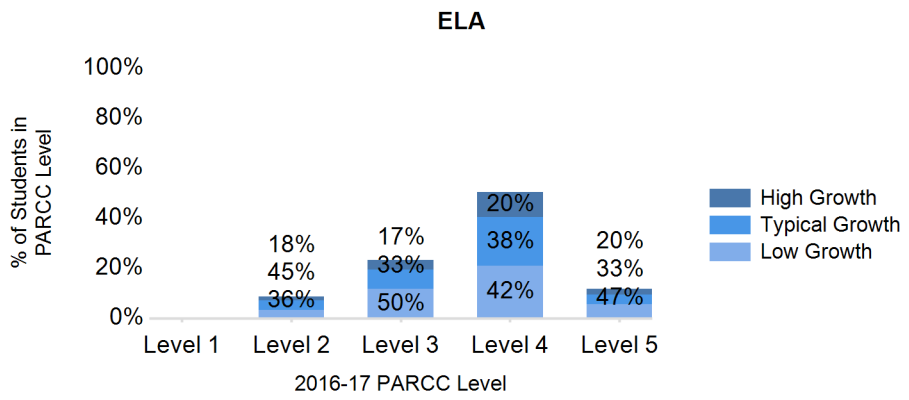
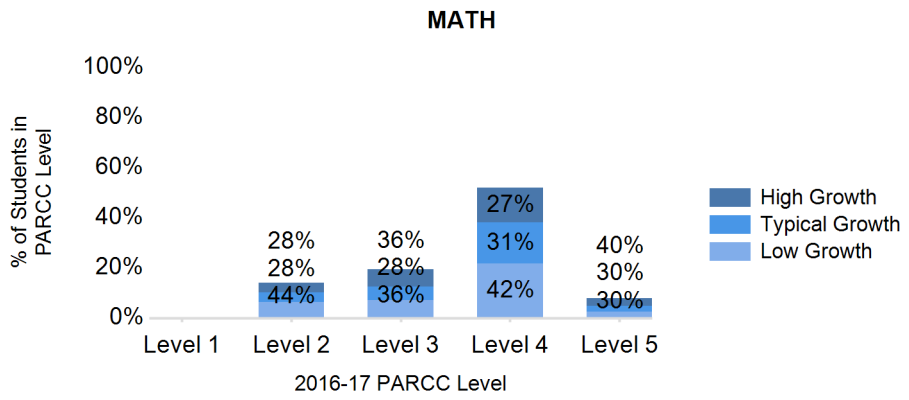
Student Growth by Performance Level

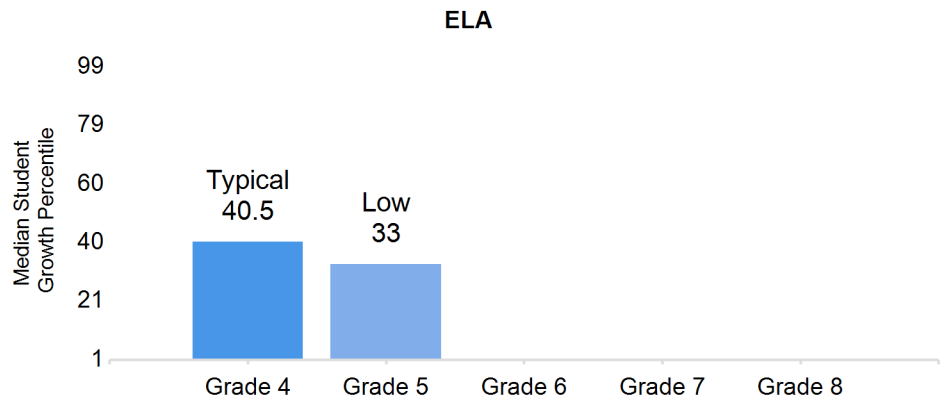
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

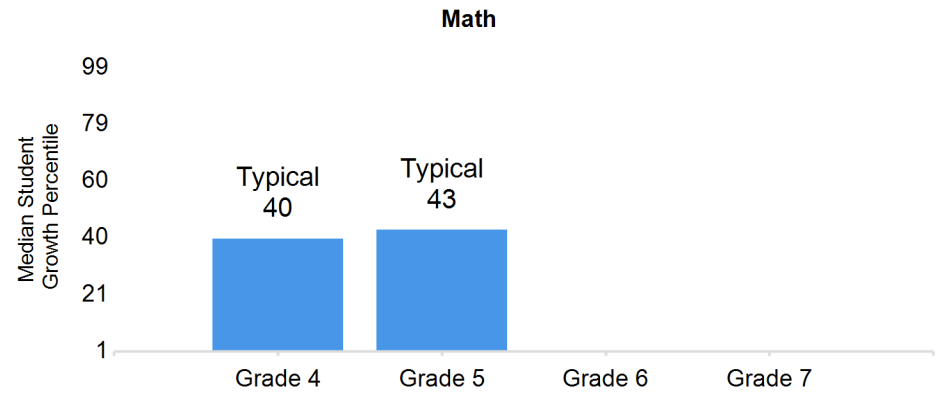




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	200	99.5	58.0	63.0	56.7	58.0	67.6	Not Met
White	168	100.0	58.9	63.8	65.6	58.9	68.8	Not Met
Hispanic	18	94.7	55.6	57.1	42.5	55.3	**	**
Black or African American	*	*	*	26.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	112	100.0	64.3	71.6	64.5	64.3		
Male	88	98.9	50.0	54.3	49.4	50.0		
Economically Disadvantaged Students	28	96.6	39.3	36.1	38.5	39.3	42.5	Met Target†
Non-Economically Disadvantaged Students	172	100.0	61.1	66.4	67.5	61.1		
Students with Disabilities	56	98.2	21.4	*	21.6	21.4	28.1	Met Target†
Students without Disabilities	144	100.0	72.3	*	63.9	72.3		
English Learners	*	*	*	55.5	27.3	*	**	**
Non-English Learners	*	*	*	63.0	59.4	*		
Homeless Students	*	*	*	41.4	27.7	*		
Students In Foster Care	N	N	N	50.0	26.3	N		
Military-Connected Students	N	N	N	72.7	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	751	754	750	*	16%	25%	*	*	51%	52%
White	54	749	755	759	*	19%	20%	*	*	52%	61%
Hispanic	*	*	744	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	758	758	N	N	N	N	N	N	58%
Female	34	751	761	756	*	*	*	*	*	53%	57%
Male	29	750	748	744	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	11	737	732	733	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	52	754	757	762	*	*	*	*	*	56%	64%
Students with Disabilities	13	714	722	719	*	*	*	*	*	15%	24%
Students without Disabilities	50	761	762	756	*	*	*	*	*	60%	57%
English Learners	N	N	736	712	N	N	N	N	N	N	15%
Non-English Learners	63	751	754	753	*	16%	25%	*	*	51%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	759	764	756	*	*	17%	50%	19%	69%	58%
White	54	757	*	764	*	*	*	48%	19%	67%	68%
Hispanic	*	*	751	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	37	767	771	762	*	*	*	*	*	73%	63%
Male	27	748	756	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	10	753	742	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	54	760	767	767	*	*	*	*	*	70%	70%
Students with Disabilities	16	721	734	726	*	*	*	*	*	38%	25%
Students without Disabilities	48	771	771	762	*	*	*	*	*	79%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	64	759	*	759	*	*	17%	50%	19%	69%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	756	761	755	*	*	29%	*	*	55%	58%
White	56	761	*	763	*	*	32%	*	*	59%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	41	762	768	762	*	*	*	*	*	66%	66%
Male	28	746	755	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	*	*	740	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	71%
Students with Disabilities	23	722	726	724	*	*	*	*	*	*	22%
Students without Disabilities	46	773	770	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	69	756	*	757	*	*	29%	*	*	55%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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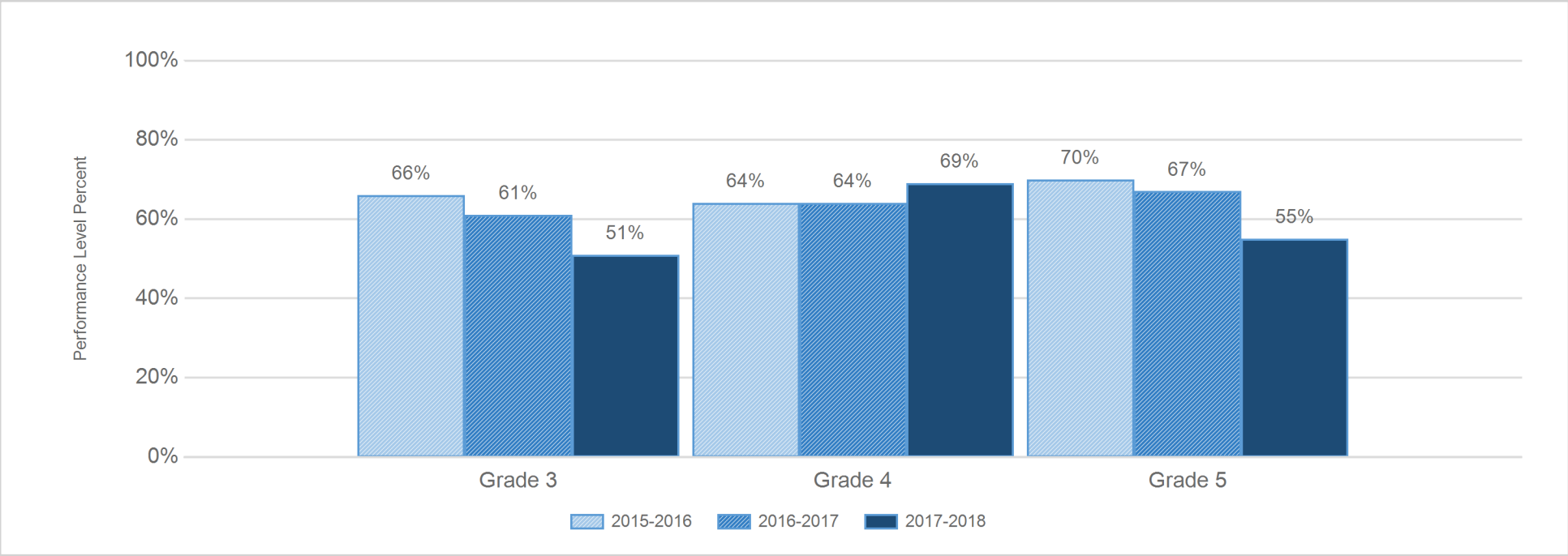
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	201	100.0	52.8	50.9	45.0	52.8	64	Not Met
White	168	100.0	54.1	51.6	54.1	54.1	65.7	Not Met
Hispanic	19	100.0	47.3	43.5	29.2	47.3	**	**
Black or African American	*	*	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	112	100.0	54.4	52.5	46.0	54.4		
Male	89	100.0	50.6	49.2	43.9	50.6		
Economically Disadvantaged Students	29	100.0	24.1	22.4	26.6	24.1	42.5	Not Met
Non-Economically Disadvantaged Students	172	100.0	57.6	54.4	55.9	57.6		
Students with Disabilities	57	100.0	14.0	15.9	17.1	14.0	33.5	Not Met
Students without Disabilities	144	100.0	68.0	59.4	50.5	68.0		
English Learners	*	*	*	45.5	24.6	*	**	**
Non-English Learners	*	*	*	50.9	46.9	*		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	N	N	N	23.1	16.2	N		
Military-Connected Students	N	N	N	54.6	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	750	761	752	*	*	27%	*	*	52%	53%
White	54	749	761	760	*	*	26%	*	*	52%	64%
Hispanic	*	*	746	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	774	757	N	N	N	N	N	N	59%
Female	34	747	761	752	*	*	*	*	*	47%	53%
Male	29	754	760	751	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	11	735	739	736	*	*	*	*	*	18%	35%
Non-Economically Disadvantaged Students	52	753	763	762	*	*	*	*	*	60%	66%
Students with Disabilities	13	718	734	730	*	*	*	*	*	*	29%
Students without Disabilities	50	759	768	756	*	*	*	*	*	*	57%
English Learners	N	N	746	726	N	N	N	N	N	N	23%
Non-English Learners	63	750	761	754	*	*	27%	*	*	52%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

HARMONY ELEMENTARY SCHOOL
(25-3160-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	747	757	748	*	19%	22%	*	*	53%	49%
White	54	746	*	755	*	20%	19%	*	*	54%	60%
Hispanic	*	*	751	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	37	752	759	748	*	*	*	*	*	62%	50%
Male	27	740	755	748	*	*	*	*	*	41%	49%
Economically Disadvantaged Students	10	737	735	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	54	749	760	758	*	*	*	*	*	57%	62%
Students with Disabilities	16	716	732	725	*	*	*	*	*	13%	22%
Students without Disabilities	48	757	763	753	*	*	*	*	*	67%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	64	747	*	750	*	19%	22%	*	*	53%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

HARMONY ELEMENTARY SCHOOL
(25-3160-095)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	748	755	748	*	16%	23%	*	*	53%	49%
White	56	753	*	756	*	*	25%	*	*	57%	60%
Hispanic	*	*	749	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	41	751	755	749	*	*	*	*	*	54%	50%
Male	29	744	755	747	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	*	*	731	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	758	758	*	*	*	*	*	*	62%
Students with Disabilities	24	719	727	726	*	*	*	*	*	13%	20%
Students without Disabilities	46	763	762	752	*	*	*	*	*	74%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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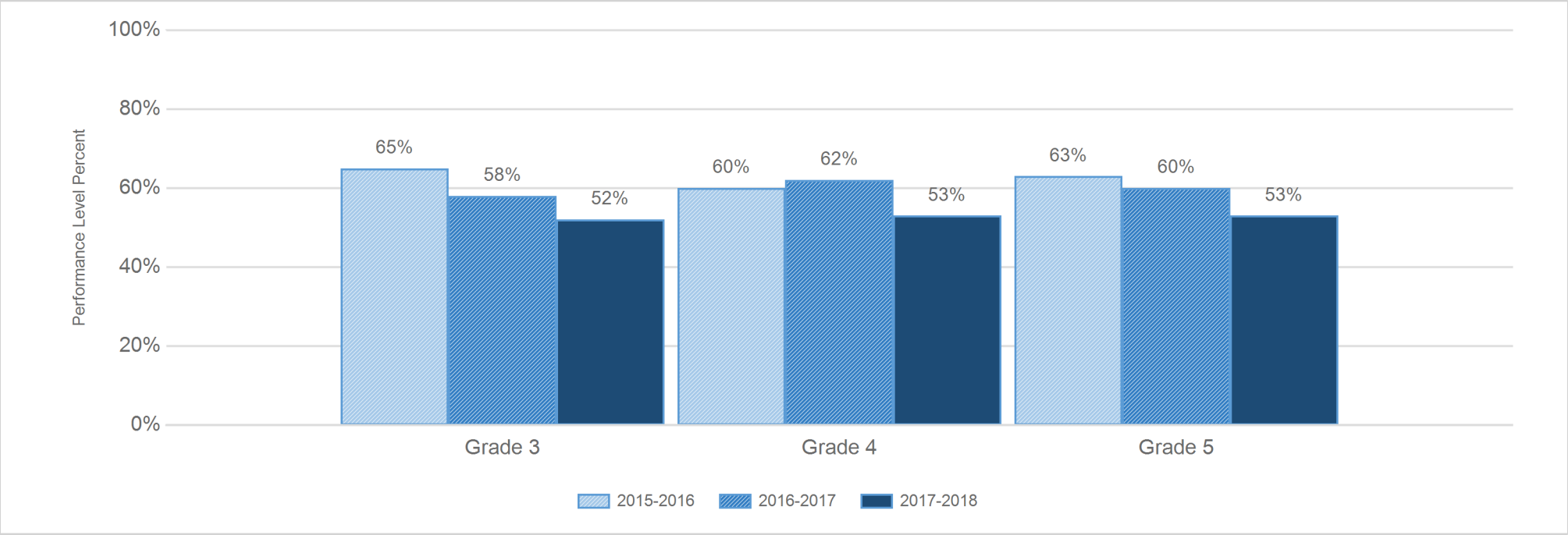
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

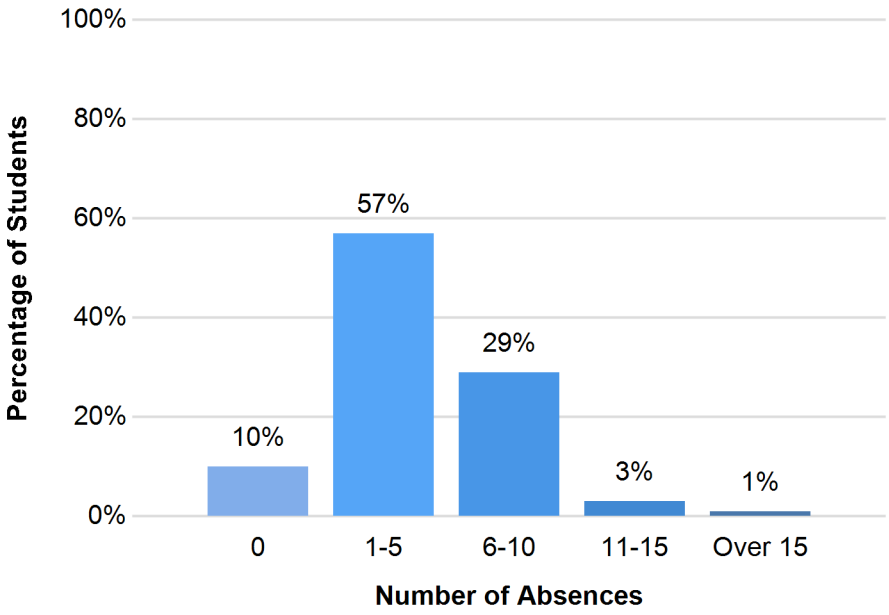
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	3	0.7	8.9	Met
White	3	0.9	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	1	1.9	8.9	Met
Students with Disabilities	2	1.8	8.9	Met
English Learners	*	*	**	**

Days Absent

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



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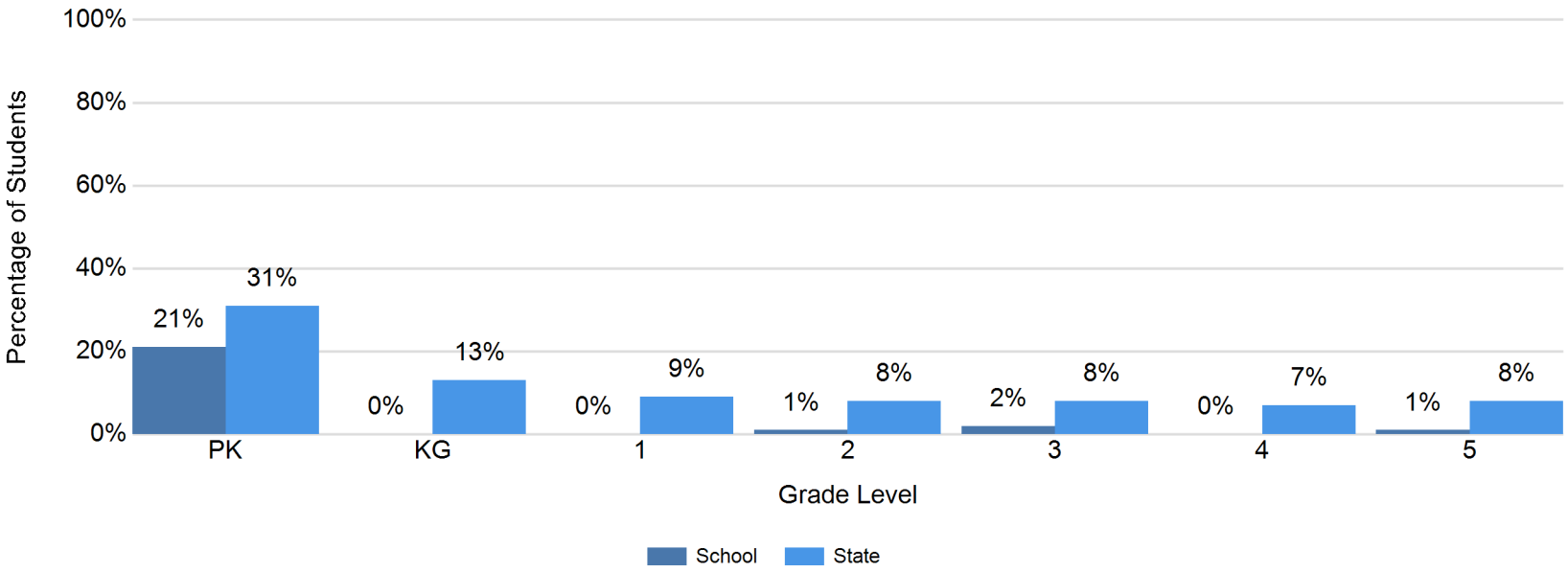
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.59

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	25		25

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$376	$14,008	$14,384

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	85.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	507:1	198:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1587:1
Students to Nurses		529:1
Students to Counselors		414:1
Students to Child Study Team		198:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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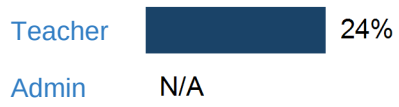
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	84.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	87.8%	0.0%
Male	12.2%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

HARMONY ELEMENTARY SCHOOL
(25-3160-095)
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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	42.65	17.5%
Mathematics Proficiency	43.90	17.5%
English Language Arts Growth	10.78	25.0%
Mathematics Growth	16.97	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	99.34	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.99	n/a
Summative Rating: Percentile Rank of Summative Score	28.97	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Standard	**	Met	No
White	35.96	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Students with Disabilities	37.54	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum includes GoMath Readers and Writers Workshop Model for Instruction and STEMscopes. • Strong emphasis on the incorporation of technology that includes 1 to 1 Chromebooks grades 3 through 5 iPads PK through grade 2 and Chrome Lab • We house the largest PreK population in the district with over 100 three and four year olds.
Mission, Vision, Theme:	Harmony School believes that fairness is giving a child what he or she needs, not treating them all the same.
Awards, Recognition, Accomplishments:	Harmony School is proud to be a Common Sense Digital Citizenship Certified School and Silver Certificated Future Ready School & District.

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Courses, Curriculum, Instruction:	The teachers differentiate instruction and modify and adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program that integrates the main components of Readers Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. Harmony utilizes the district adopted Go Math program and STEMscope to address the NGSS.
Clubs and Activities:	Fitness Club, Garden Club, Y-Clubs After School Clubs, Snapology Club, Theater Week Drama Club and Technology Club.

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Before and After School Programs:	Harmony School offers YMCA Before and Aftercare for students in grades K through 5. Academically, we offer students the opportunity to compete in our Super Bowl of Reading event and March Mathness competition where students acquire points towards individual and classroom awards.
Staff and Professional Learning:	As professional educators, we believe that Harmony School offers a comprehensive education rooted in the belief that students will become life long problem solvers. Staff learning is extended through the PLC model for professional development where a school based committee reviews data to suggest deeper content understanding.

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Student Supports and Services:	Harmony School has one of the largest special education populations in Middletown. We house two preschool disabled classes, eight sections of integrated pre-school, four LLD classes, ICR sections at each K-5 grade level, Resource Room for grades 2 through 5, and an I and RS committee that routinely maintains a caseload of over students.
Student Health and Wellness:	Harmony School offers Fit Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day, and we host an Annual PINK day to raise awareness for cancer. Recess time at Harmony is Teacher Directed with one of the most used pieces of playground equipment in the Township both during and after school.
Parent and Community Involvement:	Harmony School has a local PTO that is extremely involved with the school. Meetings are typically held twice a month with an evening and morning time offered. Our largest fundraising event is the Annual Basket Auction held each October where the PTO raises funds to pay for family fun activities, tshirts, class trips, and enrichment programs. Our parents also run the school library where students can select from a recently updated catalogue.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Harmony School routinely checks on the climate of the school by utilizing the state suggested climate survey offered by the DOE. In addition, we take climate surveys to gauge issues impacting specific grades when needs arise. The most comprehensive survey is offered to staff each year where they rate leadership using the Strong Evaluation tool.
Facilities:	Harmony School was built in 1961 and has had four principals in that time with Mr. Erik M. Paulson being the most current since January 2011. We have an extensively used All Purpose Room, Chrome Lab, and two state of the art conference rooms. Each classroom is air conditioned. The most recent large scale facility project included adding solar panels to our entire roof to promote clean green energy consumption.
School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.

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Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our schools are equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3 through 12 each have been assigned a Chromebook and actively work in a 1 to 1 digital environment on a daily basis.
Early Childhood Education:	The Middletown Township Preschool Program utilizes The Creative Curriculum Teaching Strategies GOLD for Preschool. This curriculum is scientifically researched based, approved by the New Jersey Department of Education, Division of Early Childhood Education and aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum provides hands on learning with best practices for developmentally appropriate activities.

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Other Information:	The academic success of our students is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify and adapt curriculum units to provide an interdisciplinary program with an emphasis on personalized learning. Our workshop based literacy program integrates the main components of Readers Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. Harmony utilizes the district adopted Go Math program. Mathematical skills and concepts are supported with hands on approaches that incorporate multimedia presentations to foster understanding and an appreciation for the world of numbers. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3 through 5 each have been assigned a Chromebook and actively work in a 1 to 1 digital environment on a daily basis. The special subjects provide the children with a variety of motivating and interesting learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run, twist, and jump with their classmates to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to learn the families of instruments and to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.