NJ SCHOOL PERFORMANCE REPORT

WILLIAM L ANTHEIL ELEMENTARY SCHOOL
(21-1430-140)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MERCER
District	EWING TWP
Principal Name	MRS. WHITNER
Address	339 EWINGVILLE ROAD EWING, NJ 08638-1721
Phone Number	(609)538-9800
Email Address	JWHITNER@EWINGBOE.ORG
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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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	51	55	55
KG	105	110	104
1	99	106	102
2	107	103	97
3	128	106	109
4	89	122	108
5	92	96	122
Total	671	698	697

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	45.0%	46.3%	47.5%
Male	55.0%	53.7%	52.5%
Economically Disadvantaged Students	41.7%	43.3%	40.6%
Students with Disabilities	22.8%	23.9%	25.3%
English Learners	6.3%	7.3%	4.9%
Homeless Students		0.7%	0.6%
Students in Foster Care		1.6%	0.4%
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	30.7%	30.2%	32.1%
Hispanic	17.9%	18.6%	17.9%
Black or African American	41.1%	40.4%	38.9%
Asian	7.3%	7.7%	8.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two or More Races	2.7%	2.9%	2.7%

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	31	34	34
PK - Full Day	20	21	21
KG - Half Day	0	0	0
KG - Full Day	105	110	104

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	82.8%
Spanish	8.0%
Polish	2.3%
Urdu	1.3%
Arabic	1.0%
Other Languages	4.6%

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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	50	50	50	Met Standard	47	51	50	Met Standard
White	52	54	50	Met Standard	53	47	51	Met Standard
Hispanic	47	54	49	Met Standard	61.5	58	48	Exceeds Standard
Black or African American	48.5	45	44	Met Standard	43	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	58	61	**	50.5	55.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	37	49	**	*	43	51	**
Economically Disadvantaged	43	44	48	Met Standard	46.5	49	47	Met Standard
Students with Disabilities	42	44	41	Met Standard	55	45	43	Met Standard
English Learners	50	57	54	**	65	57	51	**

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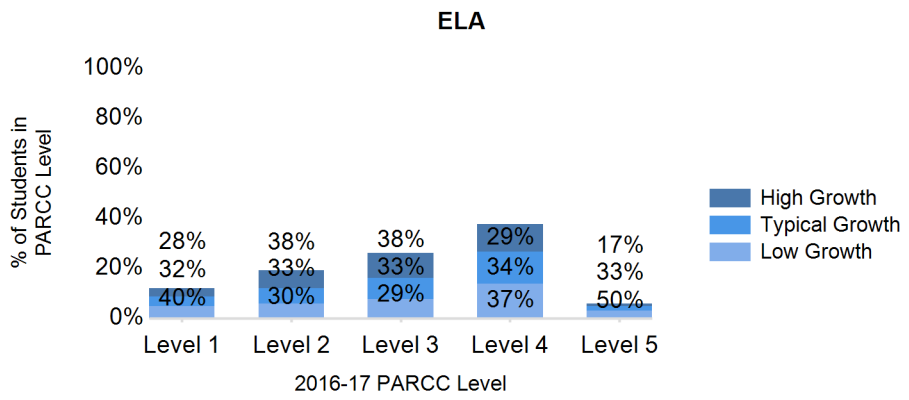
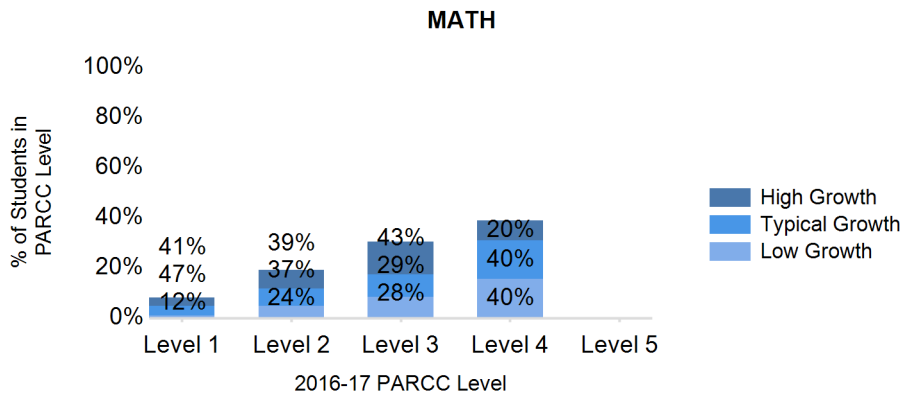
Student Growth by Performance Level

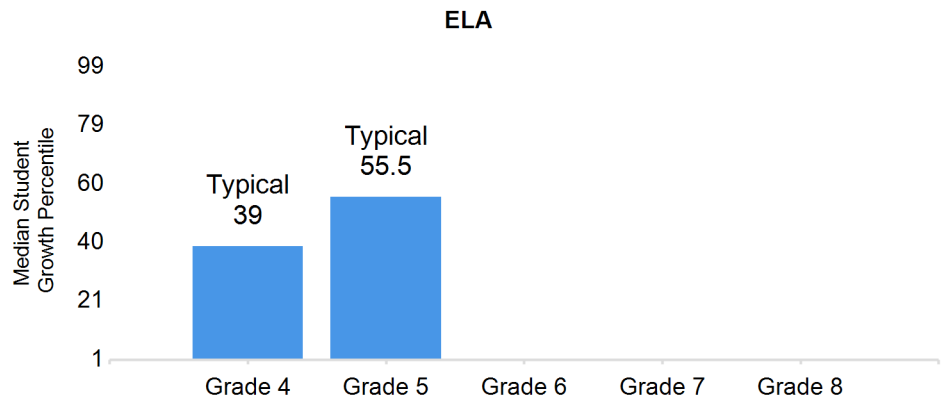
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

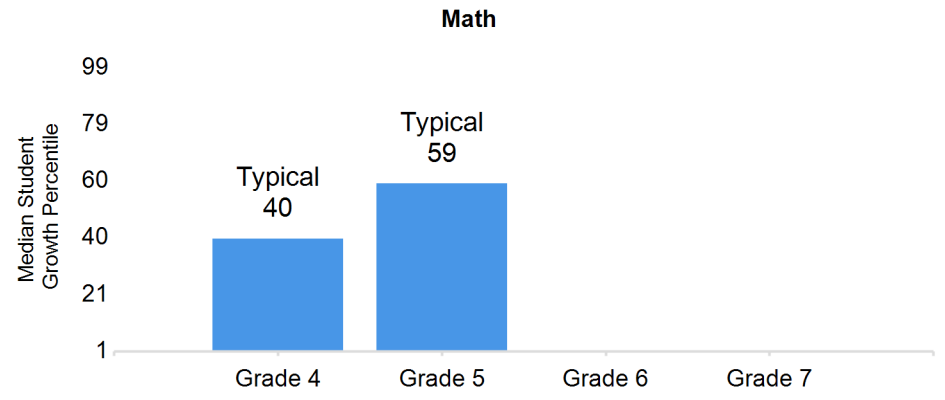




Student Growth by Grade

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	338	98.6	47.0	43.2	56.7	47.0	47.5	Met Target†
White	102	100.0	47.1	56.9	65.6	47.1	54.1	Met Target†
Hispanic	64	100.0	46.9	35.5	42.5	46.9	44.7	Met Target
Black or African American	140	97.2	42.1	35.8	37.3	42.1	41.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	22	95.7	81.8	*	82.3	81.8	70.5	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	165	98.2	56.4	53.1	64.5	56.4		
Male	173	98.9	38.1	34.0	49.4	38.1		
Economically Disadvantaged Students	136	98.6	33.0	31.6	38.5	33.0	32.4	Met Target
Non-Economically Disadvantaged Students	202	98.5	56.4	51.9	67.5	56.4		
Students with Disabilities	88	98.9	20.5	*	21.6	20.5	28	Not Met
Students without Disabilities	250	98.4	56.4	*	63.9	56.4		
English Learners	23	100.0	21.7	*	27.3	21.7	N	N
Non-English Learners	315	98.5	48.9	*	59.4	48.9		
Homeless Students	*	*	*	20.7	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	69.3	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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 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	103	736	738	750	22%	16%	23%	*	*	39%	52%
White	28	741	750	759	*	*	*	*	*	36%	61%
Hispanic	23	737	733	736	*	*	*	43%	0%	43%	38%
Black or African American	41	729	731	733	29%	*	*	*	*	34%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	50	743	744	756	*	*	24%	*	*	48%	57%
Male	53	729	731	744	*	*	23%	*	*	30%	46%
Economically Disadvantaged Students	44	727	727	733	30%	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	59	743	746	762	17%	*	*	*	*	44%	64%
Students with Disabilities	20	706	*	719	60%	*	*	*	*	15%	24%
Students without Disabilities	83	743	*	756	13%	*	*	*	*	45%	57%
English Learners	*	*	709	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	739	753	*	*	*	*	*	*	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	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	745	742	756	*	18%	25%	*	*	49%	58%
White	31	756	753	764	0%	*	*	*	*	58%	68%
Hispanic	19	745	743	744	*	*	*	*	*	58%	44%
Black or African American	49	737	734	739	*	22%	27%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	742	763	*	*	*	*	*	*	63%
Female	58	753	750	762	*	*	22%	*	*	59%	63%
Male	49	736	734	751	*	*	29%	*	*	37%	53%
Economically Disadvantaged Students	45	733	731	740	*	*	36%	*	*	27%	40%
Non-Economically Disadvantaged Students	62	754	751	767	*	*	18%	*	*	65%	70%
Students with Disabilities	29	710	716	726	*	*	*	*	*	*	25%
Students without Disabilities	78	758	749	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	750	746	755	*	20%	26%	*	*	52%	58%
White	38	749	*	763	*	*	26%	*	*	47%	68%
Hispanic	21	746	740	743	*	*	*	*	*	43%	43%
Black or African American	44	746	741	738	*	23%	27%	*	*	48%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	752	763	*	*	*	*	*	*	65%
Female	58	759	752	762	*	*	28%	*	*	62%	66%
Male	58	741	740	749	*	*	24%	*	*	41%	51%
Economically Disadvantaged Students	46	739	736	739	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	70	757	754	766	*	*	*	*	*	60%	71%
Students with Disabilities	23	729	*	724	*	43%	*	*	*	22%	22%
Students without Disabilities	93	755	*	762	*	14%	*	*	*	59%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	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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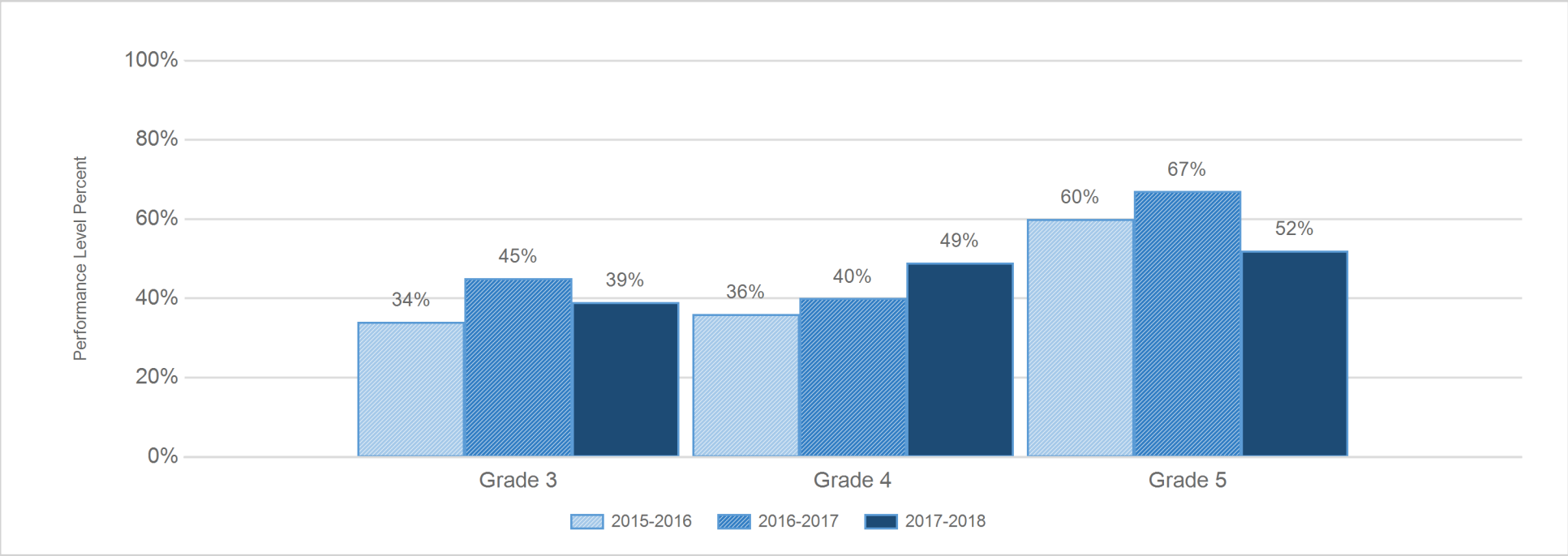
English Language Arts/Literacy Assessment - Performance Trends

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	336	98.0	43.8	36.0	45.0	43.8	54.4	Not Met
White	100	98.0	50.0	52.2	54.1	50.0	69.1	Not Met
Hispanic	64	100.0	48.5	34.2	29.2	48.5	57.6	Met Target†
Black or African American	140	97.2	31.4	24.2	23.4	31.4	38.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	95.7	77.3	68.1	77.0	77.3	70.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	164	97.7	51.2	40.7	46.0	51.2		
Male	172	98.3	36.6	31.8	43.9	36.6		
Economically Disadvantaged Students	135	97.9	31.1	26.6	26.6	31.1	43.4	Not Met
Non-Economically Disadvantaged Students	201	98.1	52.3	43.2	55.9	52.3		
Students with Disabilities	88	98.9	21.6	*	17.1	21.6	32.3	Not Met
Students without Disabilities	248	97.7	51.6	*	50.5	51.6		
English Learners	23	100.0	34.7	*	24.6	34.7	14	Met Target
Non-English Learners	313	97.8	44.5	*	46.9	44.5		
Homeless Students	*	*	*	10.3	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	38.5	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	747	746	752	*	18%	29%	*	*	48%	53%
White	27	756	761	760	0%	*	37%	*	*	56%	64%
Hispanic	23	747	743	739	0%	*	*	*	*	52%	38%
Black or African American	41	738	738	734	*	27%	24%	*	*	37%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	50	750	748	752	*	*	20%	*	*	58%	53%
Male	52	743	744	751	*	*	38%	*	*	38%	53%
Economically Disadvantaged Students	44	738	738	736	*	*	32%	*	*	36%	35%
Non-Economically Disadvantaged Students	58	753	753	762	*	*	28%	*	*	57%	66%
Students with Disabilities	20	732	*	730	*	*	*	*	*	15%	29%
Students without Disabilities	82	750	*	756	*	*	*	*	*	56%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	747	754	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L ANTHEIL ELEMENTARY SCHOOL
(21-1430-140)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	738	739	748	12%	19%	29%	*	*	40%	49%
White	30	752	753	755	*	*	*	*	*	57%	60%
Hispanic	19	739	739	737	*	*	*	*	*	47%	34%
Black or African American	49	725	728	730	*	31%	29%	*	*	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	746	752	*	*	*	*	*	*	55%
Female	57	742	744	748	*	*	26%	*	*	46%	50%
Male	49	733	733	748	*	*	33%	*	*	33%	49%
Economically Disadvantaged Students	44	728	730	733	*	*	34%	*	*	23%	30%
Non-Economically Disadvantaged Students	62	744	746	758	*	*	26%	*	*	52%	62%
Students with Disabilities	29	710	715	725	*	*	*	*	*	*	22%
Students without Disabilities	77	748	745	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L ANTHEIL ELEMENTARY SCHOOL
(21-1430-140)
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	116	745	742	748	*	21%	34%	*	*	45%	49%
White	38	745	*	756	0%	*	37%	*	*	45%	60%
Hispanic	21	746	738	736	*	*	*	*	*	48%	32%
Black or African American	44	738	737	730	0%	27%	41%	32%	0%	32%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	747	754	*	*	*	*	*	*	55%
Female	58	749	743	749	*	*	33%	*	*	52%	50%
Male	58	741	741	747	*	*	34%	*	*	38%	48%
Economically Disadvantaged Students	46	740	734	733	*	26%	39%	*	*	33%	29%
Non-Economically Disadvantaged Students	70	748	748	758	*	17%	30%	*	*	53%	62%
Students with Disabilities	23	736	*	726	*	*	*	*	*	30%	20%
Students without Disabilities	93	747	*	752	*	*	*	*	*	48%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	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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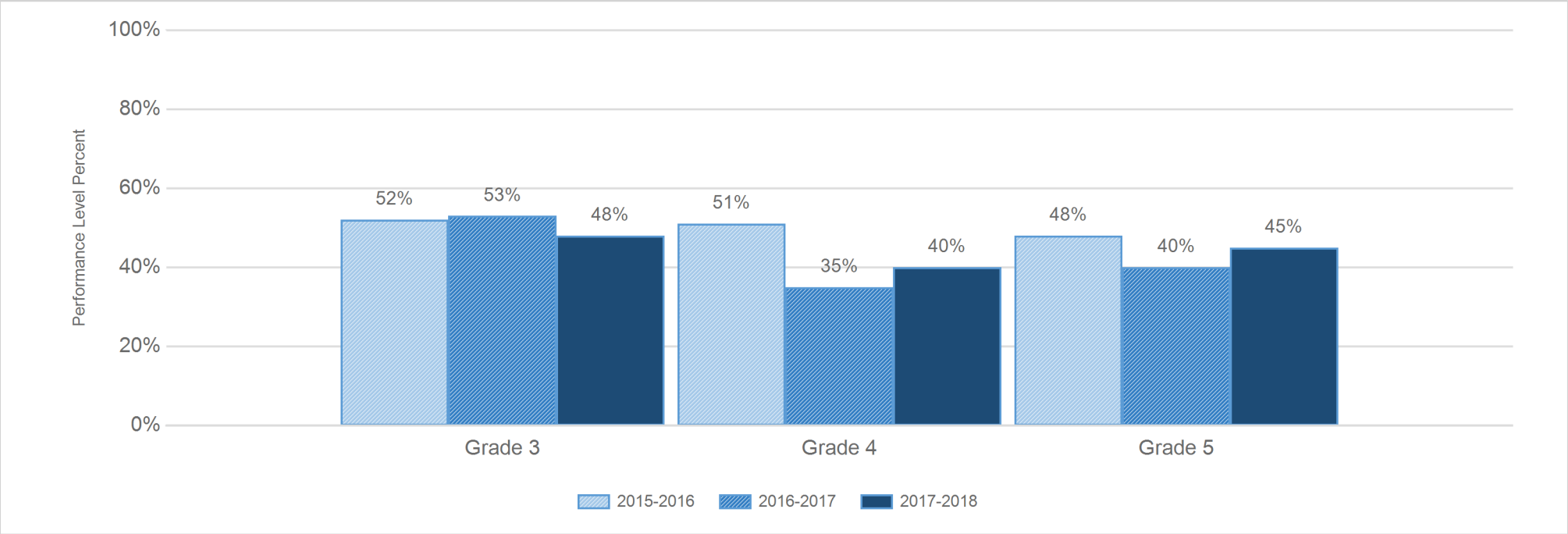
Mathematics Assessment – Performance Trends

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	*	*
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	46.4%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	81.0%	19.0%
3-4	11	*	*
5 or more	*	*	*

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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.

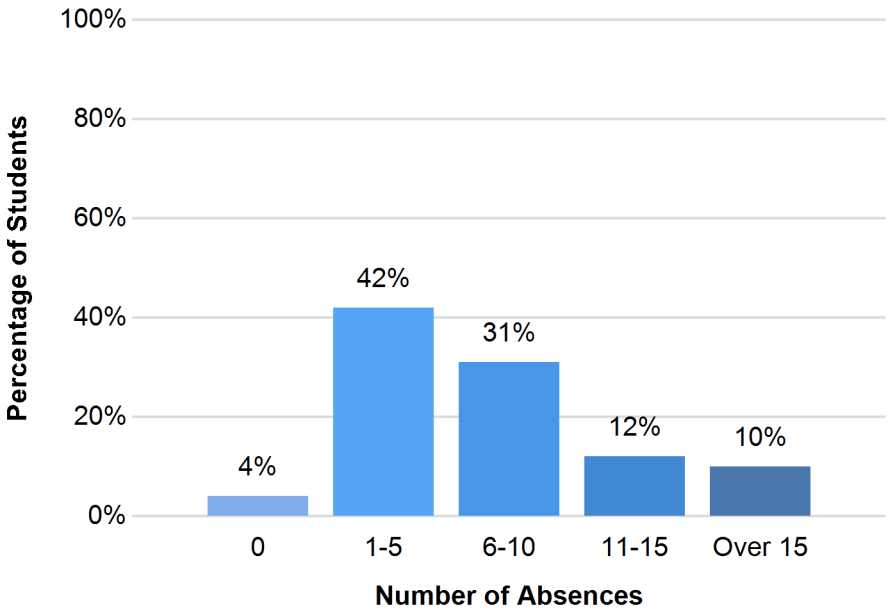
Chronic Absenteeism

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	35	5.4	8.9	Met
White	9	4.3	8.9	Met
Hispanic	8	6.9	8.9	Met
Black or African American	15	6.0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.9	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	25	9.3	8.9	Not Met
Students with Disabilities	13	8.6	8.9	Met
English Learners	1	2.9	8.9	Met

Days Absent

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



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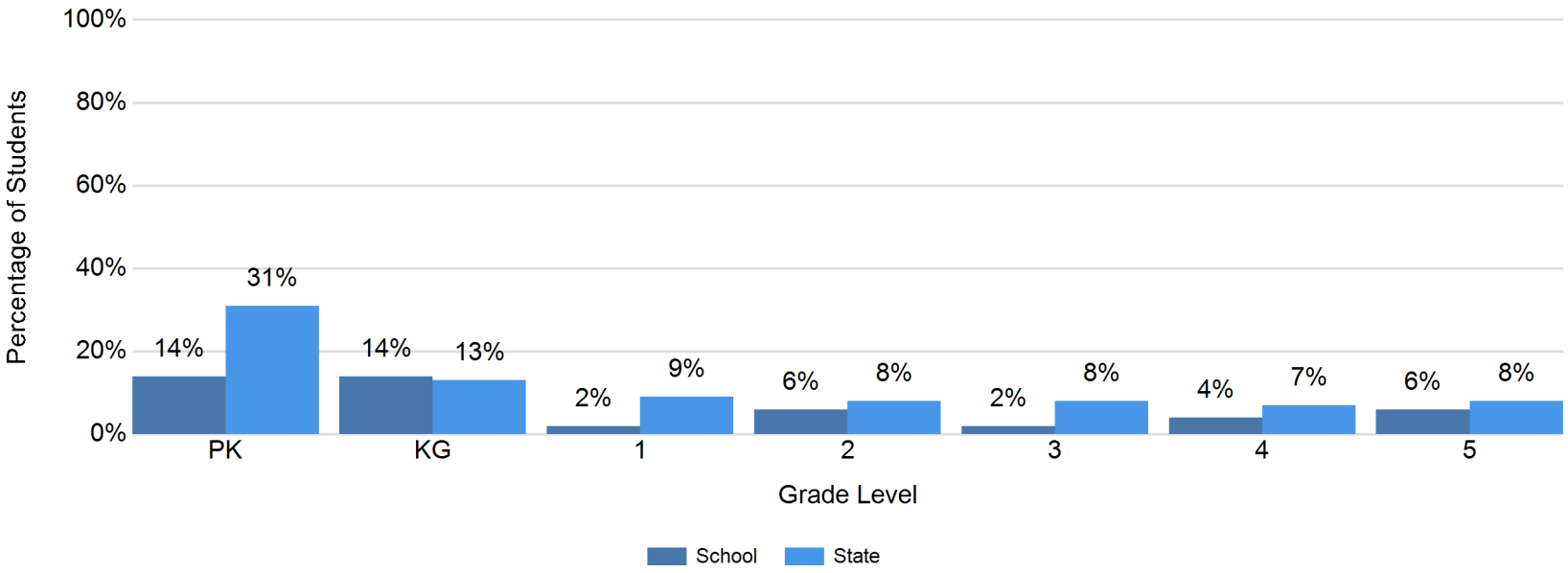
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.00

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	6	6
No Identified Nature	9		9

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	64	9.2%
Out-of-School Suspensions	40	5.7%
Any Suspension	77	11.0%
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
69

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L ANTHEIL ELEMENTARY SCHOOL
(21-1430-140)
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2017-2018

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 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)	$566	$15,848	$16,414

NJ SCHOOL PERFORMANCE REPORT

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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	74	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	63.5%	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	22	9,374
Average years experience in public schools	22.7	16.0
Average years experience in district	11.7	12.0
Administrators in district for 4 or more years	81.8%	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	9:1	10:1
Students to Administrators	349:1	160:1
Teachers to Administrators	37:1	16:1
Students to Librarians/Media Specialists		704:1
Students to Nurses		704:1
Students to Counselors		352:1
Students to Child Study Team		207:1

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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	88.7%	90.2%
2016-17 Administrators: Same district 2017-18	90.5%	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	96.5%

NJ SCHOOL PERFORMANCE REPORT

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.5%	100.0%
Male	9.5%	0.0%
White	90.5%	50.0%
Hispanic	4.1%	50.0%
Black or African American	2.7%	0.0%
Asian	2.7%	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

WILLIAM L ANTHEIL ELEMENTARY SCHOOL
(21-1430-140)
Grades Offered: PK-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	29.44	15.0%
Mathematics Proficiency	45.20	15.0%
English Language Arts Growth	47.81	20.0%
Mathematics Growth	49.91	20.0%
Progress Towards English Language Proficiency	31.28	20.0%
Chronic Absenteeism	72.30	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.23	n/a
Summative Rating: Percentile Rank of Summative Score	39.69	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	46.64	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	66.65	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	64.69	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	45.64	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	64.50	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	N	Met Target	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• SMARTBoard technology is used to engage students when learning. • Students in grades 3-5 utilize technology via Chromebook access. • Curriculum includes Balanced Literacy, Investigations Math, Next Generation Science Standards and Social Studies.
Mission, Vision, Theme:	Antheil will meet the academic, emotional, social, and physical needs of our diverse student population. We will implement research based best practices and differentiate instruction to meet the needs of all students. As lifelong learners, our students will be challenged academically to be critical thinkers, to work cooperatively, and to be technologically prepared to meet the demands of a constantly changing world.
Awards, Recognition, Accomplishments:	Antheil has implemented a reading incentive with Pre-K through Grade 5 students. This on-going reading initiative is called, "Pawsitively Good Books!" Each month, students are recognized at a reading rally for reading every day during that month. Students who read for the month are given a reward incentive. Monthly grade level meetings with colleagues and with Supervisors, Reading and Math coaches continue to provide on-going support to teachers at Antheil.

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Courses, Curriculum, Instruction:	Our ELA instruction targets building strong foundation literacy skills such as phonics, vocabulary to facilitate reading comprehension and writing. Daily students meet in reading or strategies groups. Math instruction fosters students' problem solving and reasoning skills. Our Science program provides a hands-on daily support and classes of provided for gifted learners in ELA and Math.
Clubs and Activities:	Antheil implements Positive Behavior Interventions and Support (PBIS) program which is a proactive approach for establishing the behavioral supports needed for all students to achieve social, emotional and academic success. During morning meeting, we focus on creating and sustaining a more positive school climate. Specific lessons, behavioral expectations and community building activities are taught and reinforced during this time.

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Before and After School Programs:	Antheil's Bricks 4 Kidz program introduces Preschool-Grade 5 students to engineering, architecture and scientific principles. This is a hands-on class where students build machines, buildings, vehicles and other motorized models out of LEGO Bricks using one of a kind model plans by Bricks 4 Kidz. Odyssey of the Mind is an international creative problem-solving program that engages students in their learning by allowing their knowledge and ideas to come to life in an exciting, productive environment.
Staff and Professional Learning:	Antheil teachers attend grade level meetings for ELA and Math once a month. These meetings are led by our Math and ELA Supervisor as well as our Math Coach. Additionally, the district provides Professional Development opportunities four times per year and staff is encouraged to attend outside PD and turnkey it when they return to school.

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Student Supports and Services:	Antheil's I&RS Committee is aligned to meet the needs of all. This collaborative team of educators and parents work closely together to provide action plans for students in need. Antheil's ESL program uses standards to determine group placement and differentiated instruction anchored in academic language. The building has a full time Child Study Team on site to support students.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students. Antheil offers a breakfast program prior to the start of school and all snacks purchased for K-5 students follow strict guidelines. Kindergarten teachers offer dental health where a presenter from Mercer Child Dentistry comes in for a week to meet with classes and review how to properly brush teeth as well as why it is so important to brush nightly. Physical Education is offered K-5. Health is incorporated with in the Physical Education setting.
Parent and Community Involvement:	Antheil School's Parent Teacher Organization (PTO) plans monthly student-centered activities and family nights to enhance both learning and community relationships. The school's web page and newsletters keep parents informed about what is happening in school. Likewise, the PTO actively aligns their projects with our students' academic needs.

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Climate Surveys:	Antheil surveys the community after each Antheil Parent Teacher Organization event held at the school. We then take this data to continuously improve upon the activities created for our student body and their families.
Facilities:	SMARTBoard technology is available in all classrooms. We have two full computer labs that students visit as one of their specials, once within a six day cycle. Additionally, Antheil has a full gymnasium, auditorium, multi-purpose room and two art rooms. Our building is fully air-conditioned. We also have three playgrounds on site.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	STEM design and process is integrated into Science lessons on a daily basis. The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project. The District hosts two evening events, Family Math Night and STEM Night each year for students in grades kindergarten through eight. Antheil Hands on Science with a Dash of Math Night: The annual event draws hundreds of Ewing students, parents, and staff with a passion for science and math. Aside from staff members and parents, some outside groups that volunteer to come run experiments for the night are TCNJ's Student Chemists Association, Physics Club, and the Tri-Beta Biology Club. Princeton University's Molecular Biology Group and Rider University's Men and Women's Soccer teams also worked with students to show them how cool science and math can be.

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Other Information:	The Antheil staff is truly invested in providing a complete educational environment for the school community, staying late and coming in early for before and after school committees and activities. Antheil is very proud of its enthusiastic and highly-motivated staff, working together to maintain a productive atmosphere for academic excellence. They are dedicated staff that continuously looks for strategies and instructional methodology to better meet the needs of each and every child.