NJ SCHOOL PERFORMANCE REPORT

FRANCIS LORE ELEMENTARY SCHOOL
(21-1430-105)
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. KAWALEK
Address	13 WESTWOOD DRIVE EWING, NJ 08628-1912
Phone Number	(609)538-9800
Email Address	kkawalek@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	26	25	23
KG	94	88	83
1	100	97	92
2	92	92	101
3	93	99	95
4	111	94	93
5	82	113	98
Total	598	608	585

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	46.8%	48.2%	50.8%
Male	53.2%	51.8%	49.2%
Economically Disadvantaged Students	36.3%	36.2%	38.1%
Students with Disabilities	16.1%	15.1%	15.7%
English Learners	4.5%	5.6%	4.8%
Homeless Students		2.1%	2.6%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.2%	0.3%
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	39.8%	40.0%	35.0%
Hispanic	12.2%	12.5%	13.0%
Black or African American	40.1%	38.0%	42.7%
Asian	4.2%	5.1%	5.0%
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	3.7%	4.4%	4.3%

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	26	25	23
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	94	88	83

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	87.0%
Spanish	5.6%
Creoles and pidgins, English based	1.0%
Other Languages	6.3%

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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	38.5	50	50	Not Met	41.5	51	50	Met Standard
White	42.5	54	50	Met Standard	42.5	47	51	Met Standard
Hispanic	65	54	49	**	44	58	48	**
Black or African American	34.5	45	44	Not Met	43	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	58	61	**	*	55.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	37	49	**	*	43	51	**
Economically Disadvantaged	31.5	44	48	Not Met	36	49	47	Not Met
Students with Disabilities	49	44	41	Met Standard	48	45	43	Met Standard
English Learners	*	57	54	**	*	57	51	**

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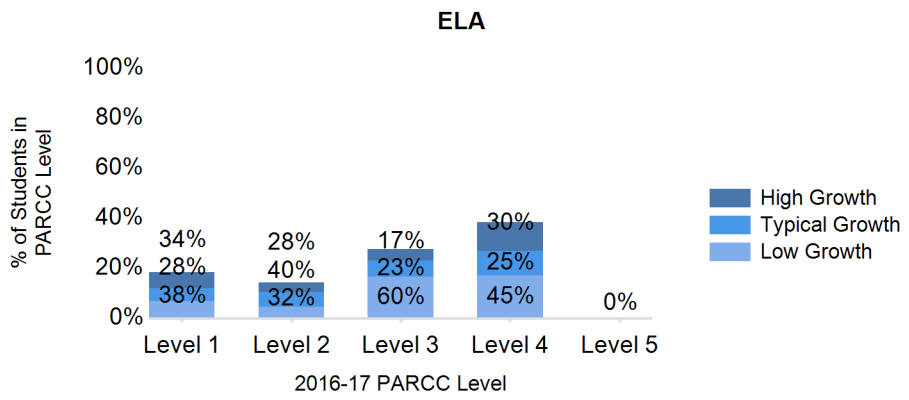
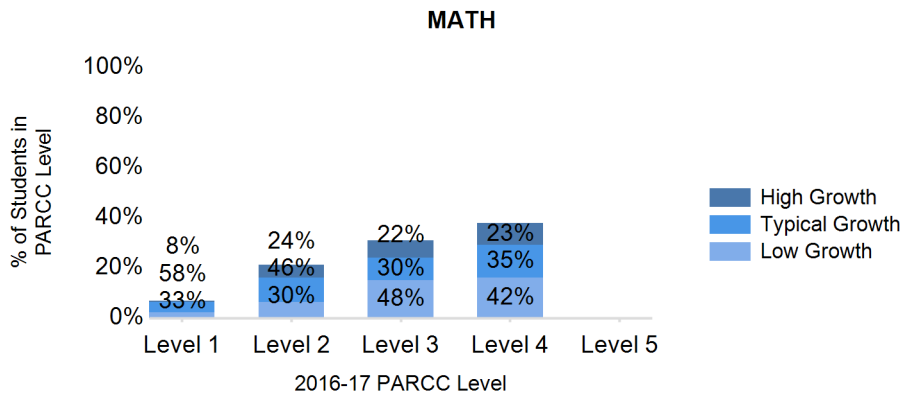
Student Growth by Performance Level

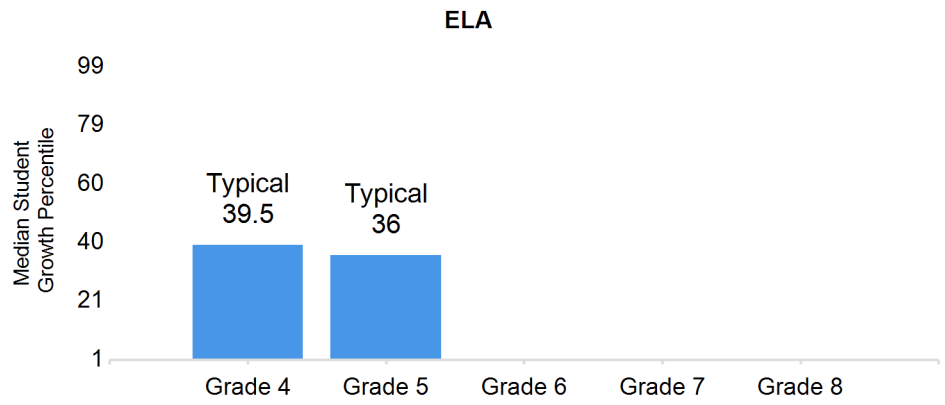
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

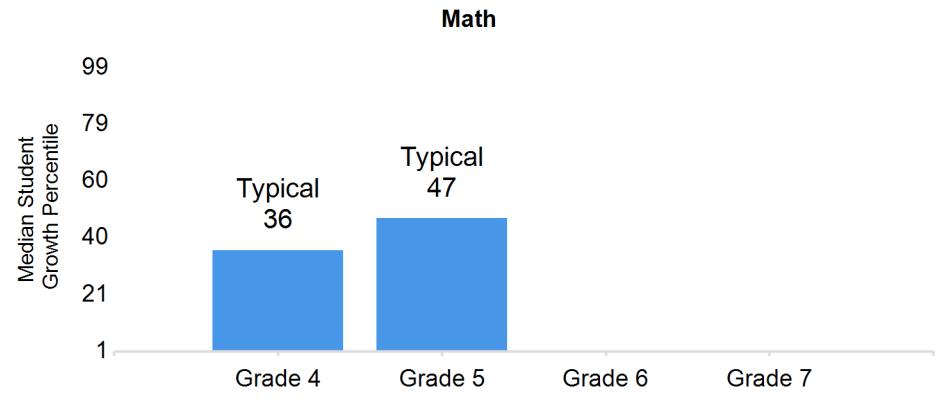




Student Growth by Grade

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	272	96.9	39.7	43.2	56.7	39.7	44.3	Met Target†
White	94	94.9	52.1	56.9	65.6	52.1	54.5	Met Target†
Hispanic	33	97.1	36.4	35.5	42.5	36.4	19.7	Met Target
Black or African American	122	99.2	28.6	35.8	37.3	28.6	37.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	*	82.3	70.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	13	86.7	38.5	*	63.4	35.0	**	**
Female	140	96.6	47.1	53.1	64.5	47.1		
Male	132	97.2	31.8	34.0	49.4	31.8		
Economically Disadvantaged Students	106	99.1	25.5	31.6	38.5	25.5	36.7	Not Met
Non-Economically Disadvantaged Students	166	95.4	48.8	51.9	67.5	48.8		
Students with Disabilities	50	98.1	18.0	*	21.6	18.0	26.6	Met Target†
Students without Disabilities	222	96.6	44.6	*	63.9	44.6		
English Learners	15	100.0	20.0	*	27.3	20.0	**	**
Non-English Learners	257	96.7	40.9	*	59.4	40.9		
Homeless Students	*	*	*	20.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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	93	741	738	750	15%	11%	33%	*	*	41%	52%
White	30	761	750	759	0%	*	40%	*	*	53%	61%
Hispanic	16	730	733	736	*	*	*	*	*	38%	38%
Black or African American	43	732	731	733	*	*	30%	33%	0%	33%	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	48	749	744	756	*	*	31%	*	*	50%	57%
Male	45	733	731	744	*	*	36%	*	*	31%	46%
Economically Disadvantaged Students	34	726	727	733	*	*	35%	*	*	24%	34%
Non-Economically Disadvantaged Students	59	750	746	762	*	*	32%	*	*	51%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	709	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	739	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	90	742	742	756	12%	18%	29%	*	*	41%	58%
White	31	754	753	764	0%	*	42%	*	*	48%	68%
Hispanic	*	*	743	744	*	*	*	*	*	*	44%
Black or African American	41	729	734	739	*	27%	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	742	763	*	*	*	*	*	*	63%
Female	43	752	750	762	*	*	30%	*	*	51%	63%
Male	47	732	734	751	*	*	28%	*	*	32%	53%
Economically Disadvantaged Students	36	729	731	740	*	*	28%	*	*	28%	40%
Non-Economically Disadvantaged Students	54	750	751	767	*	*	30%	*	*	50%	70%
Students with Disabilities	16	728	716	726	*	*	*	*	*	19%	25%
Students without Disabilities	74	744	749	762	*	*	*	*	*	46%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	90	742	*	759	12%	18%	29%	*	*	41%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	93	739	746	755	11%	23%	32%	*	*	34%	58%
White	33	755	*	763	*	*	*	*	*	55%	68%
Hispanic	11	730	740	743	*	*	*	*	*	36%	43%
Black or African American	40	730	741	738	*	33%	38%	*	*	20%	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	50	743	752	762	*	*	28%	*	*	40%	66%
Male	43	735	740	749	*	*	37%	*	*	28%	51%
Economically Disadvantaged Students	40	728	736	739	*	28%	38%	*	*	20%	39%
Non-Economically Disadvantaged Students	53	748	754	766	*	19%	28%	*	*	45%	71%
Students with Disabilities	23	724	*	724	*	*	*	*	*	22%	22%
Students without Disabilities	70	745	*	762	*	*	*	*	*	39%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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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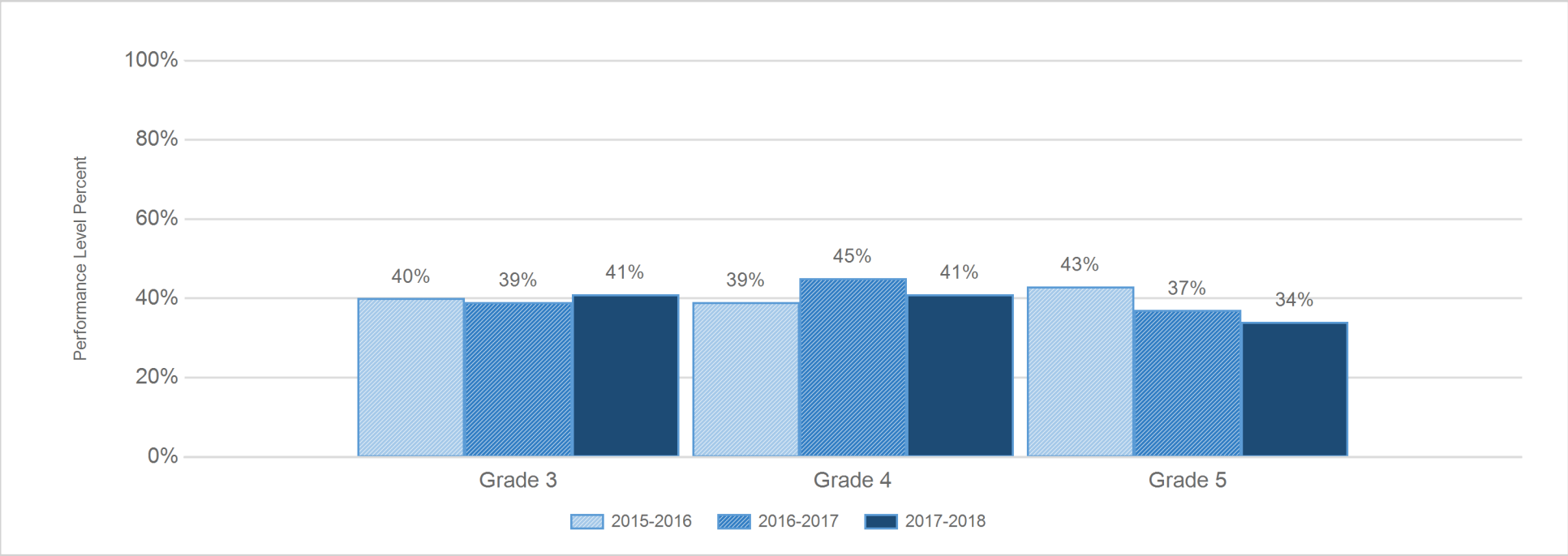
English Language Arts/Literacy Assessment - Performance Trends

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	272	96.9	44.1	36.0	45.0	44.1	43.5	Met Target
White	94	94.9	70.2	52.2	54.1	70.1	55.3	Met Target
Hispanic	33	97.1	33.3	34.2	29.2	33.3	23.7	Met Target
Black or African American	122	99.2	26.2	24.2	23.4	26.2	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	68.1	77.0	70.0	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	13	86.7	30.8	*	53.0	28.0	**	**
Female	139	95.9	47.5	40.7	46.0	47.5		
Male	133	97.9	40.6	31.8	43.9	40.6		
Economically Disadvantaged Students	105	98.2	25.8	26.6	26.6	25.8	34.8	Not Met
Non-Economically Disadvantaged Students	167	96.0	55.7	43.2	55.9	55.7		
Students with Disabilities	50	98.1	16.0	*	17.1	16.0	28.2	Not Met
Students without Disabilities	222	96.6	50.5	*	50.5	50.5		
English Learners	15	100.0	13.3	*	24.6	13.3	**	**
Non-English Learners	257	96.7	45.9	*	46.9	45.9		
Homeless Students	*	*	*	10.3	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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	94	748	746	752	*	15%	28%	*	*	51%	53%
White	30	772	761	760	0%	*	*	*	*	83%	64%
Hispanic	16	733	743	739	0%	*	*	*	*	31%	38%
Black or African American	44	736	738	734	*	*	39%	*	*	36%	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	48	752	748	752	*	*	27%	*	*	56%	53%
Male	46	743	744	751	*	*	28%	*	*	46%	53%
Economically Disadvantaged Students	35	729	738	736	*	*	31%	*	*	31%	35%
Non-Economically Disadvantaged Students	59	759	753	762	*	*	25%	*	*	63%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	747	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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

FRANCIS LORE ELEMENTARY SCHOOL
(21-1430-105)
Grades Offered: PK-05
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	738	739	748	*	25%	*	45%	0%	45%	49%
White	31	755	753	755	0%	*	*	71%	0%	71%	60%
Hispanic	*	*	739	737	*	*	*	*	*	*	34%
Black or African American	42	724	728	730	*	36%	*	24%	0%	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	746	752	*	*	*	*	*	*	55%
Female	44	745	744	748	*	*	*	52%	0%	52%	50%
Male	48	732	733	748	*	*	*	38%	0%	38%	49%
Economically Disadvantaged Students	36	726	730	733	*	*	*	31%	0%	31%	30%
Non-Economically Disadvantaged Students	56	746	746	758	*	*	*	54%	0%	54%	62%
Students with Disabilities	16	717	715	725	*	*	*	*	*	19%	22%
Students without Disabilities	76	742	745	753	*	*	*	*	*	50%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	92	738	*	750	*	25%	*	45%	0%	45%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

FRANCIS LORE ELEMENTARY SCHOOL
(21-1430-105)
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	92	736	742	748	*	*	37%	34%	0%	34%	49%
White	33	748	*	756	*	*	30%	58%	0%	58%	60%
Hispanic	11	725	738	736	*	*	*	*	*	36%	32%
Black or African American	40	729	737	730	*	25%	48%	*	*	15%	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	49	735	743	749	*	*	35%	33%	0%	33%	50%
Male	43	737	741	747	*	*	40%	35%	0%	35%	48%
Economically Disadvantaged Students	39	725	734	733	*	*	46%	*	*	13%	29%
Non-Economically Disadvantaged Students	53	744	748	758	*	*	30%	*	*	49%	62%
Students with Disabilities	23	723	*	726	*	*	*	*	*	17%	20%
Students without Disabilities	69	740	*	752	*	*	*	*	*	39%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

FRANCIS LORE ELEMENTARY SCHOOL
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2017-2018

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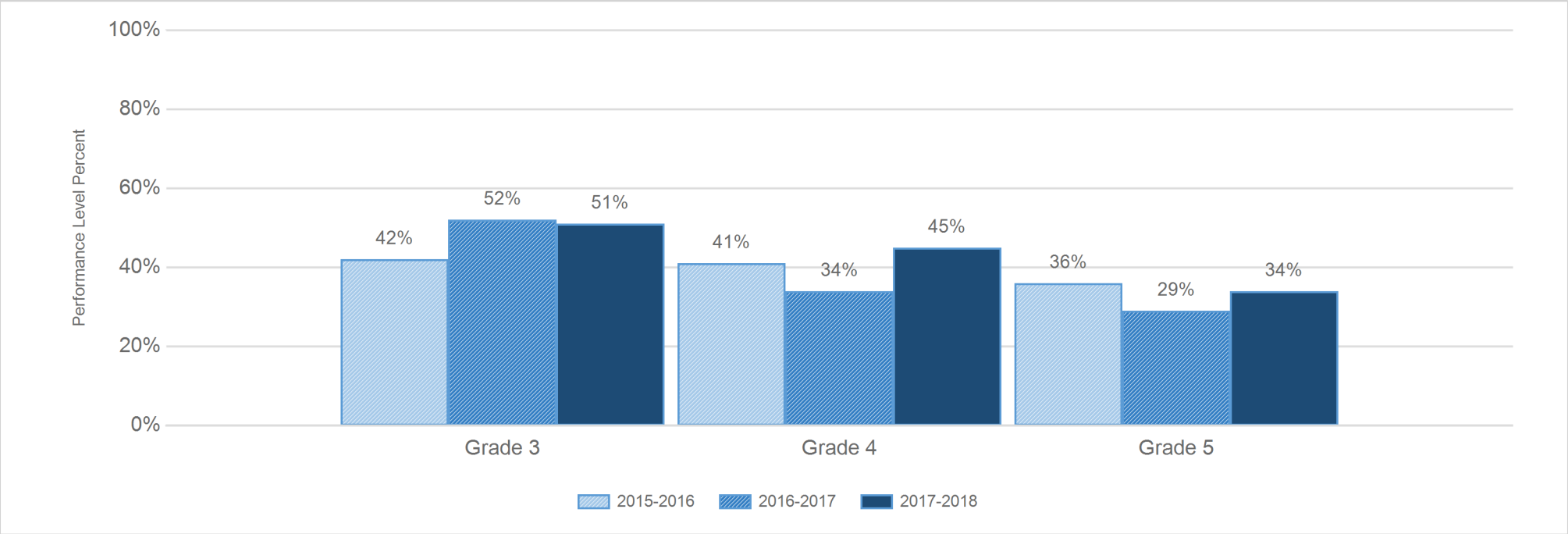
Mathematics Assessment – Performance Trends

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	62.5%	**	**

† 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	76.2%	23.8%
3-4	*	*	*
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.

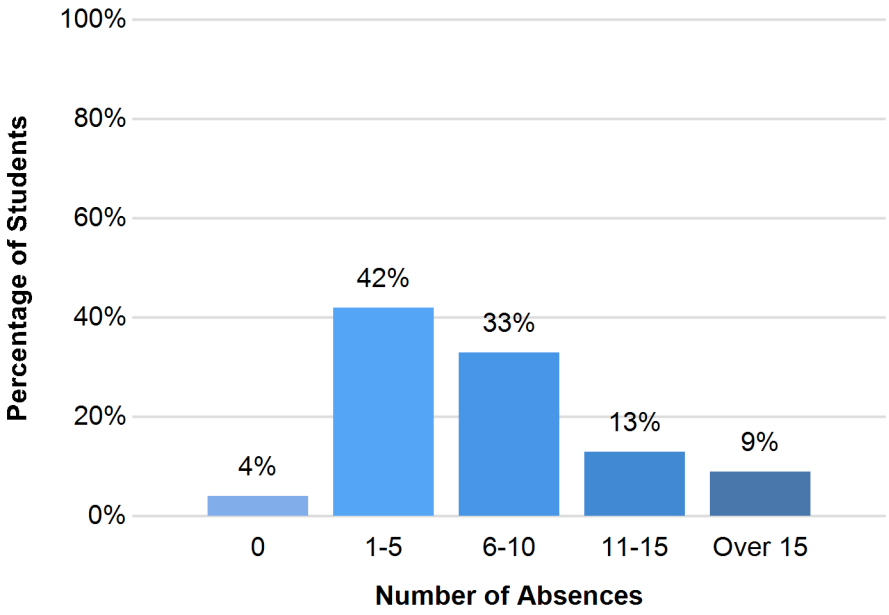
Chronic Absenteeism

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	27	4.8	8.9	Met
White	6	3.1	8.9	Met
Hispanic	7	9.2	8.9	Not Met
Black or African American	11	4.4	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	12.5	8.9	Not Met
Economically Disadvantaged Students	15	6.8	8.9	Met
Students with Disabilities	5	5.7	8.9	Met
English Learners	3	10.7	8.9	Not 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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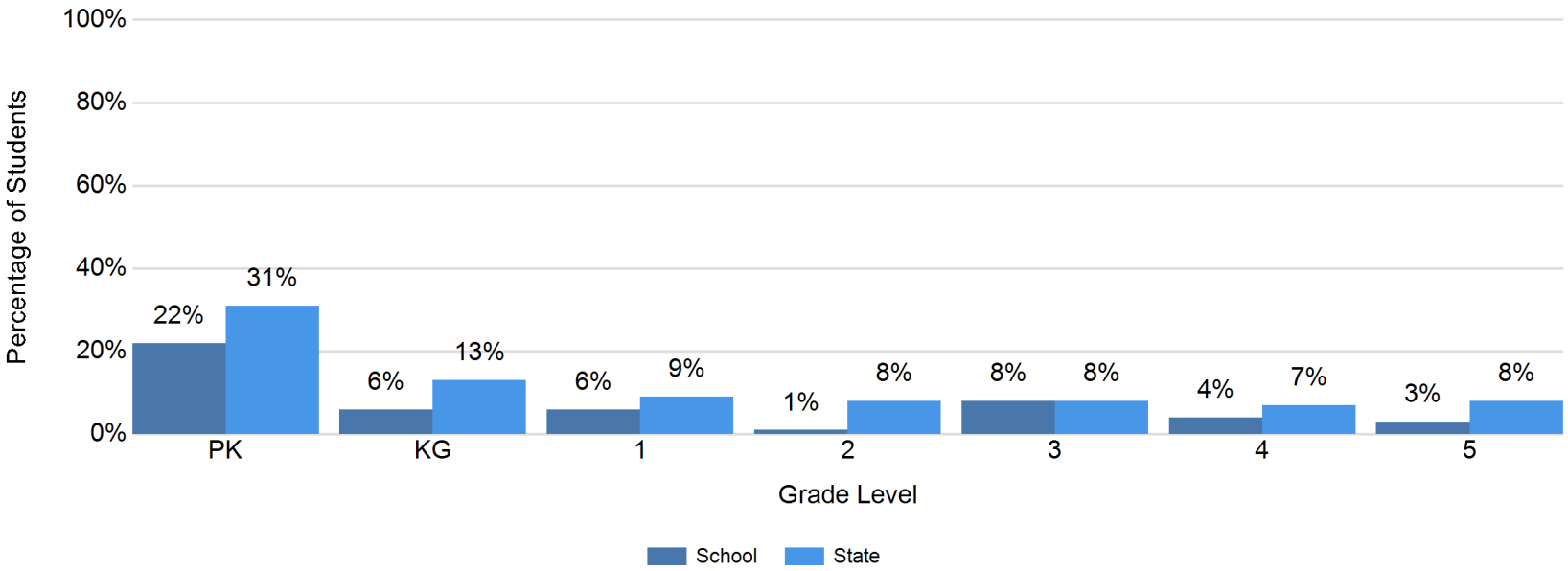
Chronic Absenteeism by Grade

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.51

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.7%
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
12

NJ SCHOOL PERFORMANCE REPORT

FRANCIS LORE ELEMENTARY SCHOOL
(21-1430-105)
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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	1.8:1

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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2017-2018

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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	48	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	13.8	10.7
Teachers in district for 4 or more years	79.2%	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	12:1	10:1
Students to Administrators	585:1	160:1
Teachers to Administrators	48:1	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: 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 - 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	96.7%

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	87.5%	0.0%
Male	12.5%	100.0%
White	93.8%	100.0%
Hispanic	2.1%	0.0%
Black or African American	4.2%	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

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(21-1430-105)
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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	18.07	17.5%
Mathematics Proficiency	42.95	17.5%
English Language Arts Growth	16.53	25.0%
Mathematics Growth	23.92	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	70.68	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.39	n/a
Summative Rating: Percentile Rank of Summative Score	20.85	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Standard	**	Met	No
White	40.53	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	45.69	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	26.96	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	63.80	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	Not 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:	• Curriculum includes Balanced Literacy, Investigations Math, Next Generation Science, STEAM, and Social Studies • Technology is used daily and includes Interactive Whiteboards, iPads, laptops and Chromebooks. • Character Education is a focus through our Unity and Linking programs based on PBIS and Responsive Classroom models.
Mission, Vision, Theme:	Lore Elementary School is a Preschool - Grade 5 school committed to providing a strong academic foundation in an atmosphere where cooperative and collaborative efforts bring about the genuine understanding and respect for all. Lore School is dedicated to identifying and addressing the educational needs of its students and providing them the opportunity to reach their maximum potential.
Awards, Recognition, Accomplishments:	2010 National School of Character - "Teachers work together as professionals-and with parents and community members as partners-to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students...feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities." (character.org)

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Courses, Curriculum, Instruction:	All curriculum prepare students for College and Careers: English/Language Arts - Balanced Literacy and reading/writing workshop; Math - standards-based learning with Investigations as the primary resource; Science - learning and hands-on exploration aligned to Next Generation Standards; Social Studies - reading, writing, and thinking aligned to New Jersey Standards. ESL instruction aligned to WIDA Standards. ACE/AIM classes for gifted learners. Approximately 30 minutes of homework assigned nightly.
Clubs and Activities:	Lore students are invited to participate in Student Council, which gives a voice to students and increases positive student interactions, Helping Hands, where members organize and distribute food bags to families in our school community, and Safety Patrol, where fifth grade students work with teachers to keep Lore's hallways and buses safe. Lore's Odyssey of the Mind team members look forward to competition each year, having won Division I - 2nd place in 2011 and 1st place in 2012.

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Before and After School Programs:	Before and after school Extended Day Programs (EDP) is available for students in grades K-5. During EDP, students are supervised by certified teachers and can work on homework, receive additional support in all academic areas, engage in structured or free play, and socialize with classmates. After school reading and math assistance is provided to identified students in grades 3-5, and ESL support is offered to all K-5 English learners.
Staff and Professional Learning:	All new teachers attend a New Teacher Academy and participate in the district Mentoring Program. Teachers and administrators participate in four Professional Development days each year and are invited to participate in professional book study groups. Content-area supervisors facilitate monthly grade level meetings to support teaching and learning, and instructional coaches support teachers through job-embedded PD. Teachers are encouraged to attend PD outside the district and turnkey concepts as well.

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Student Supports and Services:	English Language Learners (ELLs) meet with Lore's ESL teacher daily and receive support through a mainstream model. Students with disabilities are also appropriately mainstreamed and are supported by a building-based Child Study Team. Students who struggle in reading and/or math receive small group support with Early Intervention Specialists; after school and summer support programs are also offered. The school I&RS team meets bi-monthly to ensure the proper supports are in place for all 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. All students participate in physical education (PE) classes; students also engage in recess daily. Lore's PE teachers facilitate other activities including Kids Challenge, Hoops for Heart, and Laps for Life, which encourage fitness and promote philanthropy. Pedometers are used to help students understand the importance of activity. After school clubs such as Fitness Club and Yoga are offered as well. The Breakfast Program is offered to all students.
Parent and Community Involvement:	The Lore Parent Association (LPA) is very active within the school community. Through events such as the Fall Festival and Spring Carnival, the LPA is able to secure revenue for classroom presentations, school assemblies, and field trips. Community volunteers including STARS (Seniors Teaching and Reinforcing Students) are welcomed into Lore's classrooms and library. Lore students and teachers also collaborate with future teachers from local colleges and universities.

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Facilities:	Lore Elementary School opened its doors in 1963. The original one story building was expanded in 1994, adding six classrooms, art, music, and computer rooms, a nurse's suite, a large library, and double gymnasium with a retractable wall. In 2001, eight additional classrooms, new lavatories, and small group instruction rooms were added; the entire school was refurbished with new windows, exterior walls, and air conditioning as well. Three courtyards serve as outdoor learning areas.
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.
Early Childhood Education:	The Ewing Public Schools offers an acclaimed Integrated Preschool Program with a fully certified staff.

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Other Information:	Lore School's core curriculum was designed to align with the New Jersey Student Learning Standards. The Language Arts program includes reading/writing workshop, with an emphasis on phonics, comprehension and text-based writing. The math program develops mathematical thinkers through a variety of activities that provide opportunities for students to apply problem-solving strategies. In science, students learn through hands-on experiences, with an emphasis on the Engineering Design Process. The social studies curriculum integrates texts and materials which emphasizes history, geography, and citizenship and prepares students to be active citizens in our democratic society. The art and musical education programs promote aesthetic awareness and creativity. Health and physical education classes stress the importance of proper diet and physical fitness, as well as the hazards of alcohol, drugs, and tobacco. In computers, students are taught digital literacy, internet safety and awareness, and keyboarding. In library special, students are actively involved in reading and project-based learning. Art, vocal and instrumental music stimulate an appreciation of musical and artistic talents. Other services such as speech, occupational and physical therapy, gifted math, Academic Class Enrichment, ESL services, child study team support, and other related special educational programs are offered to broaden each child's horizon and meet individual needs. Responsive Classroom (RC) is a teaching approach in which the social and academic curricula are merged. These strategies help to create a sense of belonging where children truly care about themselves and each other. Through the use of both RC and PBIS, our school and teachers build a strong sense of community where students feel connected, are willing to help, care for others, and actively participate in all activities and events.