NJ SCHOOL PERFORMANCE REPORT

TAMAQUES ELEMENTARY SCHOOL
(39-5730-145)
Grades Offered: 01-05
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	UNION
District	WESTFIELD TOWN
Principal Name	MR. DUELKS
Address	641 WILLOW GROVE ROAD WESTFIELD, NJ 07090-3519
Phone Number	(908)789-4580
Email Address	DDUELKS@WESTFIELDNJK12.ORG
Website	https://tamaques.westfieldnjk12.org
Facebook	https://www.facebook.com/WestfieldPublicSchools/
Twitter	https://twitter.com/westfieldnjk12

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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
1	82	85	78
2	76	83	80
3	84	78	82
4	96	82	81
5	100	98	87
Total	438	426	408

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	46.1%	46.5%	44.6%
Male	53.9%	53.5%	55.4%
Economically Disadvantaged Students	4.1%	2.8%	2.2%
Students with Disabilities	22.1%	19.5%	20.3%
English Learners	1.8%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	77.4%	79.6%	79.2%
Hispanic	5.9%	4.7%	3.4%
Black or African American	3.7%	3.3%	3.7%
Asian	10.5%	9.4%	11.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.8%	2.5%

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	82.4%
Chinese	4.2%
Spanish	3.4%
Hindi	1.2%
Portuguese	1.2%
Other Languages	7.6%

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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	51	50	Met Standard	63	55	50	Exceeds Standard
White	46	51	50	Met Standard	63	55	51	Exceeds Standard
Hispanic	*	50	49	**	*	50	48	**
Black or African American	*	36.5	44	**	*	50	44	**
Asian, Native Hawaiian, or Pacific Islander	61.5	58	61	**	67	58.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	50.5	49	**	*	60	51	**
Economically Disadvantaged	*	37.5	48	**	*	54	47	**
Students with Disabilities	26	45	41	Not Met	65	51	43	Exceeds Standard
English Learners	*	50	54	**	*	74	51	**

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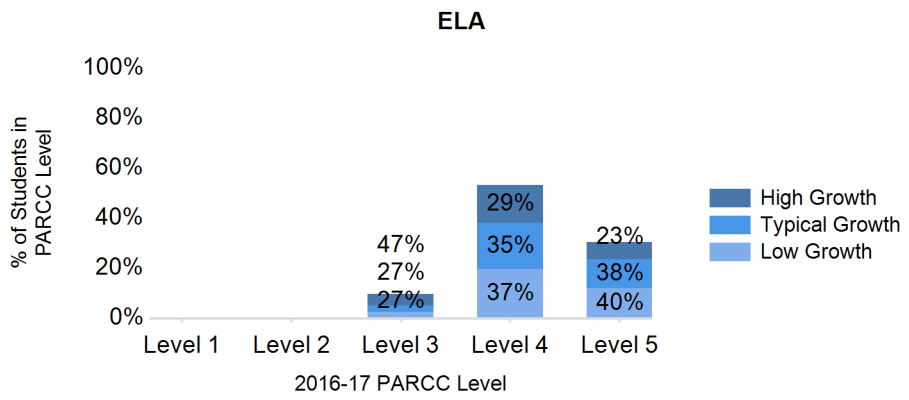
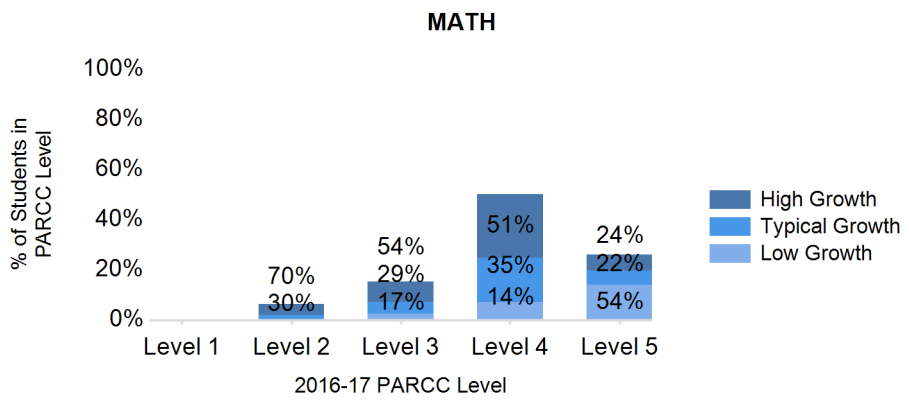
Student Growth by Performance Level

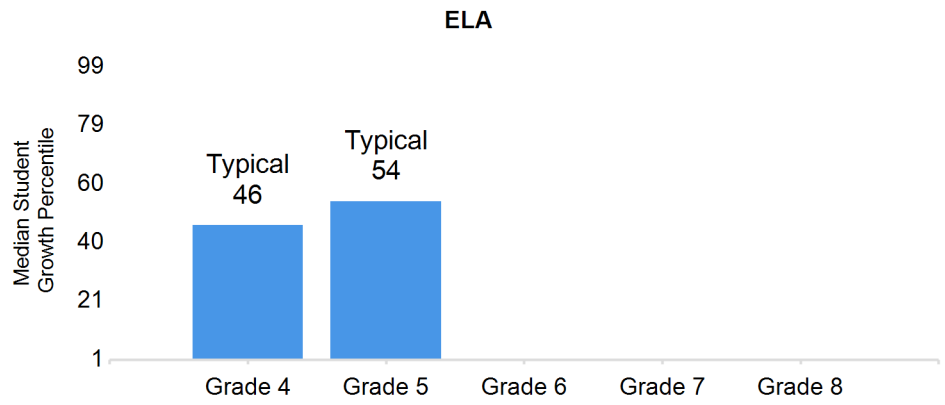
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

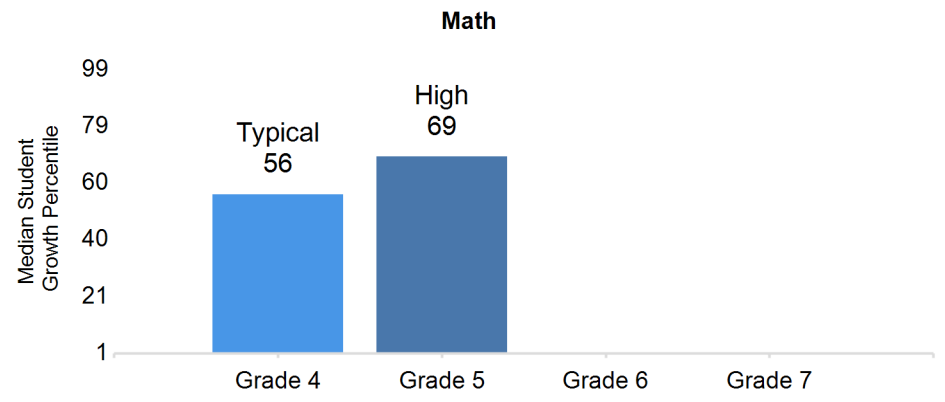




Student Growth by Grade

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	246	98.8	79.6	76.4	56.7	79.6	75.9	Met Target
White	202	99.0	79.7	76.6	65.6	79.7	77.6	Met Target
Hispanic	*	*	*	66.0	42.5	*	**	**
Black or African American	*	*	*	45.2	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	88.0	89.2	82.3	88.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	77.7	63.4	*	**	**
Female	123	98.4	86.9	84.1	64.5	86.9		
Male	123	99.2	72.4	69.0	49.4	72.4		
Economically Disadvantaged Students	*	*	*	38.5	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	77.2	67.5	*		
Students with Disabilities	56	100.0	41.1	37.2	21.6	41.1	44	Met Target†
Students without Disabilities	190	98.5	91.1	85.3	63.9	91.1		
English Learners	*	*	*	34.3	27.3	*	**	**
Non-English Learners	*	*	*	76.8	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	54.6	57.4	N		
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	80	777	773	750	*	*	*	64%	16%	80%	52%
White	62	773	771	759	*	*	*	*	*	79%	61%
Hispanic	*	*	735	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	798	792	777	0%	0%	*	*	*	85%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	39	786	782	756	*	*	*	*	*	87%	57%
Male	41	768	764	744	*	*	*	*	*	73%	46%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	80	777	*	762	*	*	*	64%	16%	80%	64%
Students with Disabilities	20	749	*	719	*	*	*	*	*	45%	24%
Students without Disabilities	60	786	*	756	*	*	*	*	*	92%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	80	777	*	753	*	*	*	64%	16%	80%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	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	80	772	776	756	*	*	20%	38%	35%	73%	58%
White	69	770	775	764	*	*	22%	41%	30%	71%	68%
Hispanic	*	*	773	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	776	779	762	*	*	*	41%	41%	83%	63%
Male	39	768	772	751	*	*	*	33%	28%	62%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	16	737	747	726	*	*	*	*	*	25%	25%
Students without Disabilities	64	781	782	762	*	*	*	*	*	84%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	80	772	*	759	*	*	20%	38%	35%	73%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	780	777	755	*	*	*	53%	32%	85%	58%
White	72	782	777	763	*	0%	*	56%	32%	88%	68%
Hispanic	*	*	764	743	*	*	*	*	*	*	43%
Black or African American	*	*	739	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	794	763	N	N	N	N	N	N	65%
Female	43	789	785	762	*	*	*	*	*	91%	66%
Male	44	772	769	749	*	*	*	*	*	80%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	20	747	747	724	*	*	*	*	*	50%	22%
Students without Disabilities	67	790	783	762	*	*	*	*	*	96%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	87	780	777	757	*	*	*	53%	32%	85%	60%
Homeless Students	N	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	*	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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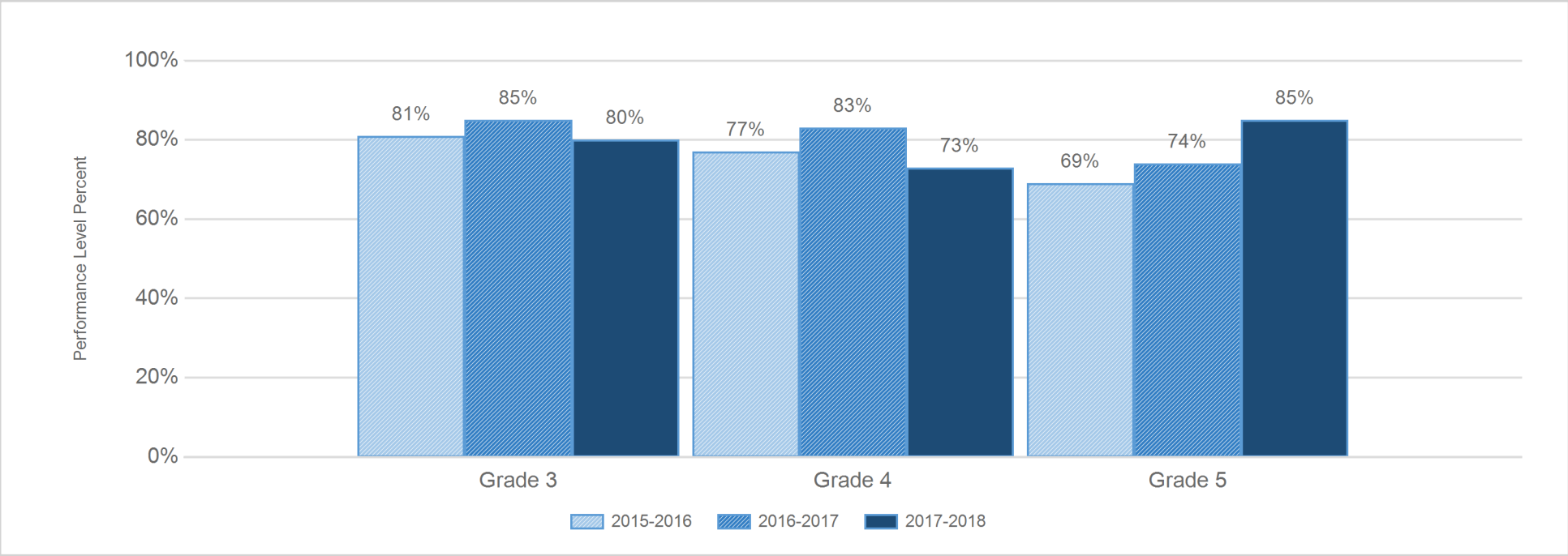
English Language Arts/Literacy Assessment - Performance Trends

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	246	98.8	82.1	73.5	45.0	82.1	73.4	Met Goal
White	202	99.0	81.7	73.5	54.1	81.7	74.1	Met Goal
Hispanic	*	*	*	57.4	29.2	*	**	**
Black or African American	*	*	*	40.2	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	96.0	91.0	77.0	96.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	83.3	53.0	*	**	**
Female	123	98.4	85.3	74.6	46.0	85.3		
Male	123	99.2	78.8	72.6	43.9	78.8		
Economically Disadvantaged Students	*	*	*	35.0	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.4	55.9	*		
Students with Disabilities	56	100.0	55.4	35.6	17.1	55.4	41	Met Target
Students without Disabilities	190	98.5	90.0	82.0	50.5	90.0		
English Learners	*	*	*	56.9	24.6	*	**	**
Non-English Learners	*	*	*	73.7	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	45.5	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	80	775	775	752	*	*	*	51%	34%	85%	53%
White	62	771	773	760	*	*	*	53%	29%	82%	64%
Hispanic	*	*	750	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	793	794	780	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	39	776	779	752	*	*	*	59%	31%	90%	53%
Male	41	774	771	751	*	*	*	44%	37%	80%	53%
Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	80	775	*	762	*	*	*	51%	34%	85%	66%
Students with Disabilities	20	755	*	730	*	*	*	*	*	70%	29%
Students without Disabilities	60	782	*	756	*	*	*	*	*	90%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	80	775	*	754	*	*	*	51%	34%	85%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

TAMAQUES ELEMENTARY SCHOOL
(39-5730-145)
Grades Offered: 01-05
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	80	768	770	748	*	*	15%	61%	16%	78%	49%
White	69	767	770	755	*	*	16%	62%	14%	77%	60%
Hispanic	*	*	760	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	766	769	748	*	*	*	*	*	78%	50%
Male	39	770	771	748	*	*	*	*	*	77%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	16	745	745	725	*	*	*	*	*	44%	22%
Students without Disabilities	64	774	776	753	*	*	*	*	*	86%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	80	768	*	750	*	*	15%	61%	16%	78%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

TAMAQUES ELEMENTARY SCHOOL
(39-5730-145)
Grades Offered: 01-05
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	87	774	772	748	*	*	15%	54%	29%	83%	49%
White	72	773	771	756	*	0%	*	57%	28%	85%	60%
Hispanic	*	*	760	736	*	*	*	*	*	*	32%
Black or African American	*	*	745	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	783	754	N	N	N	N	N	N	55%
Female	43	777	773	749	*	*	*	*	*	88%	50%
Male	44	771	771	747	*	*	*	*	*	77%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	20	754	750	726	*	*	*	*	*	50%	20%
Students without Disabilities	67	780	777	752	*	*	*	*	*	93%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	87	774	*	750	*	*	15%	54%	29%	83%	51%
Homeless Students	N	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	*	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

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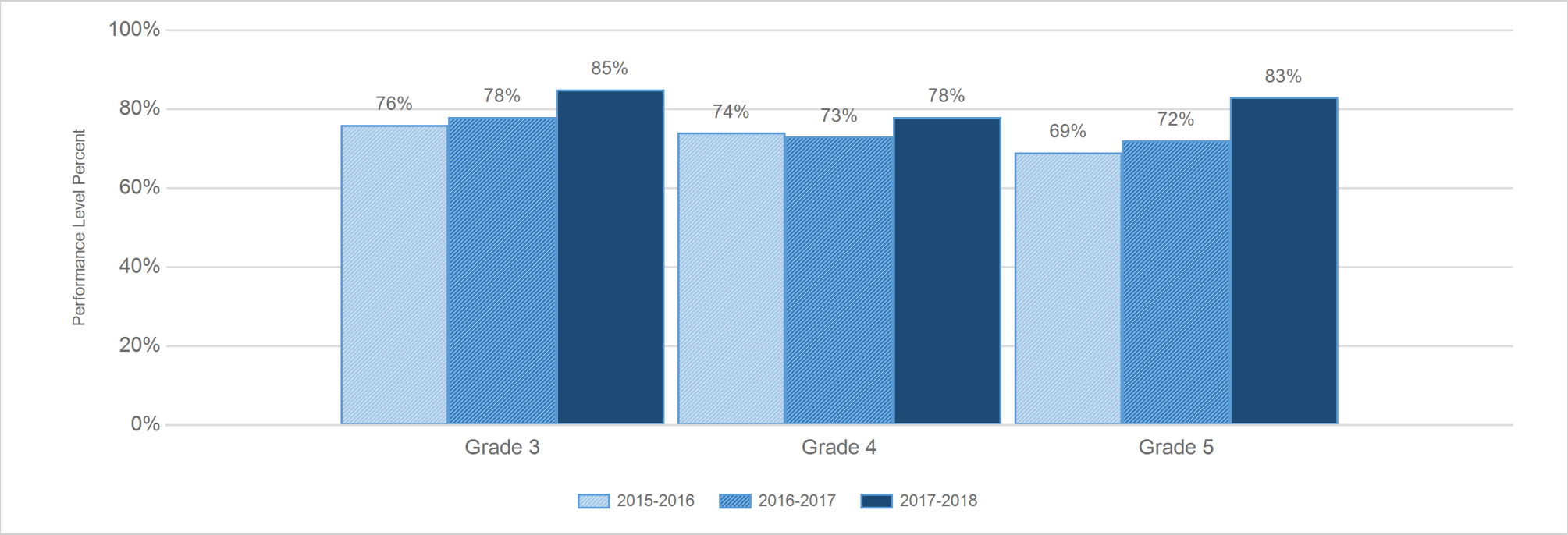
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

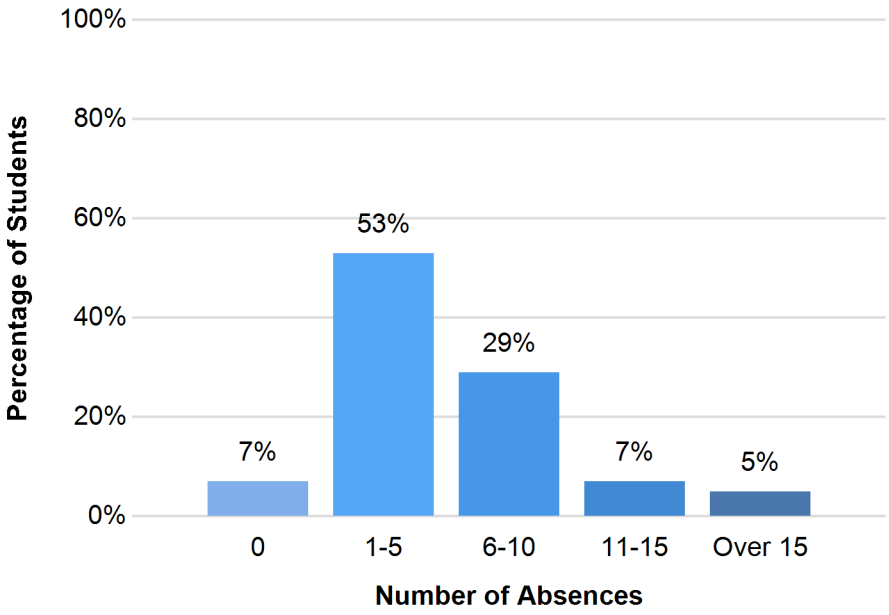
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	10	2.4	8.1	Met
White	7	2.2	8.1	Met
Hispanic	0	0	**	**
Black or African American	2	11.8	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.2	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	2	20.0	**	**
Students with Disabilities	6	7.0	8.1	Met
English Learners	N	N	N	N

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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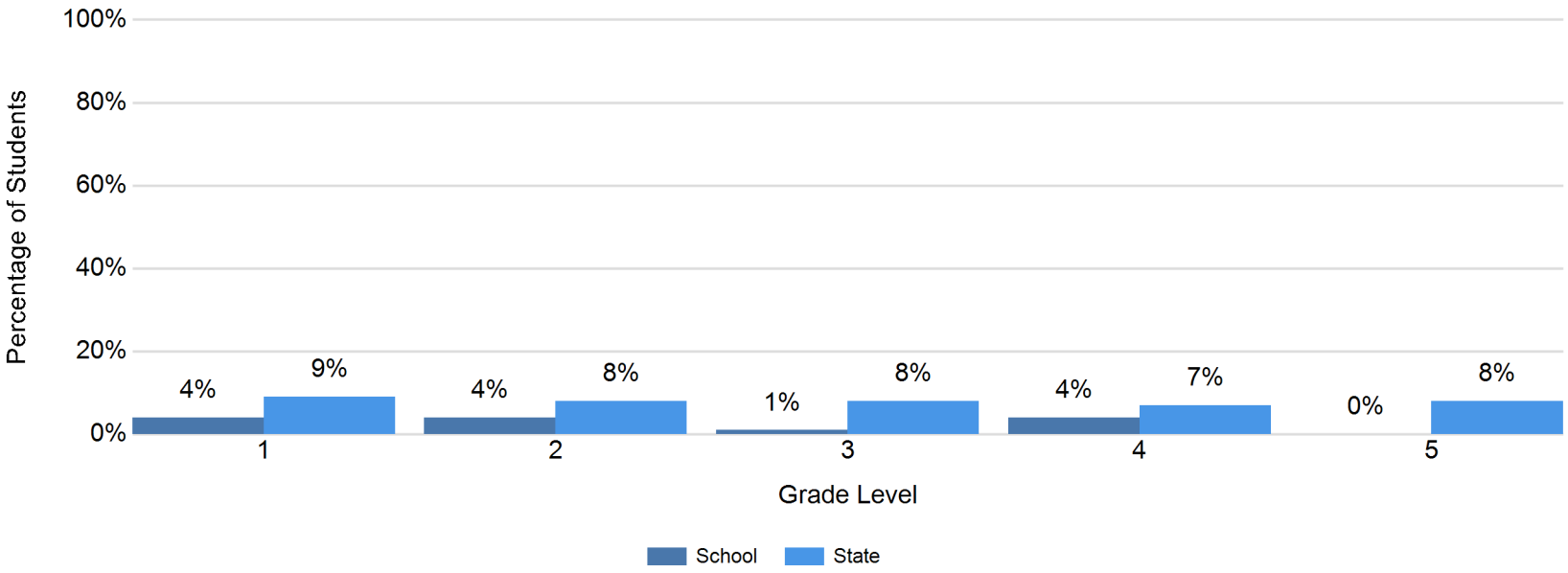
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 15 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	1.7:1

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)	$274	$13,360	$13,634

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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	37	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	75.7%	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	30	9,374
Average years experience in public schools	12.1	16.0
Average years experience in district	11.7	12.0
Administrators in district for 4 or more years	76.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	408:1	212:1
Teachers to Administrators	37:1	17:1
Students to Librarians/Media Specialists		635:1
Students to Nurses		488:1
Students to Counselors		373:1
Students to Child Study Team		302:1

NJ SCHOOL PERFORMANCE REPORT

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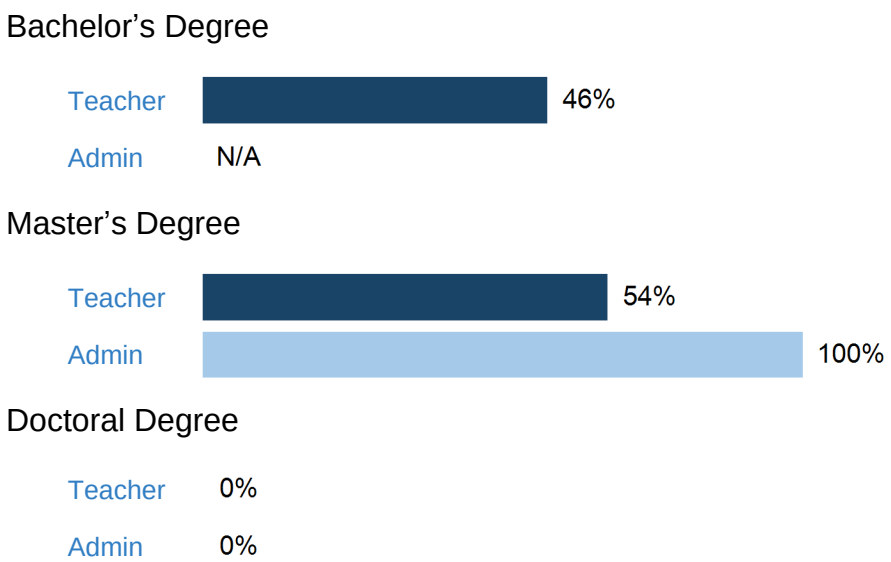
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	77.4%	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	95.0%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.8%	0.0%
Male	16.2%	100.0%
White	97.3%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	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		

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TAMAQUES ELEMENTARY SCHOOL
(39-5730-145)
Grades Offered: 01-05
2017-2018

Report Key:
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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	83.71	17.5%
Mathematics Proficiency	97.04	17.5%
English Language Arts Growth	29.50	25.0%
Mathematics Growth	90.33	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	89.75	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	75.05	n/a
Summative Rating: Percentile Rank of Summative Score	85.84	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 Goal	Met Standard	Exceeds Standard	N	Met	No
White	74.63	14.08	No	Met Target	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	69.95	14.08	No	Met Target†	Met Target	Not Met	Exceeds Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Tamaques students in all grades 1-5 won the Union County Kids Dig In! Grant Award presented on behalf of the Open Space, Recreation and Historic Preservation Trust Fund. • Tamaques students qualified for the World Finals of the Odyssey of the Mind Competition in Iowa during the month of May. • Tamaques students understand the power of technology as a tool for learning. Curriculum is infused with Technology and Character Education.
Mission, Vision, Theme:	School theme: Once a Tiger, always a Tiger. District Mission Statement: The Westfield Public School District, in partnership with families and community, educates all students to reach their highest potential as productive, well-balanced and responsible citizens who respect individual differences and diversity in an ever changing world.
Awards, Recognition, Accomplishments:	Tamaques students qualified for the World Finals of the Odyssey of the Mind Competition in Iowa, broke records at their Reading Marathon, almost tripling fundraising goals, and won the Union County Kids Dig In! Grant Award presented on behalf of the Open Space, Recreation and Historic Preservation Trust Fund.

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Courses, Curriculum, Instruction:	Elementary curriculum: Language Arts, Mathematics, Science, Social Studies, Spanish (Grades 3,4,5), Art, Health, Music, Physical Education and Safety, Library/Information Skills, and Computer applications within the curriculum. Within our school building, approximately 408 students in grades 1 - 5 learn and grow in classrooms where differentiated instruction is standard practice. Our teachers are skilled in providing learning experiences designed to meet the specific needs of learners, enabling every student to reach his/her highest potential.
Sports and Athletics:	Tamaques students participate in a variety of sports through the Westfield Recreation and PAL programs.
Clubs and Activities:	For the 2017-2018 school year, Tamaques School teachers spearheaded a five week long “STEAM CLUB” during the winter and spring semesters for students in all grades 1-5. The program ran after school from 3:15-4:30 one day per week. Another wonderful program for students during the 2017-2018 school year was the continuation of a “Maker Space” for all students, grades 1-5. The program ran during the lunch hour two weeks per month in the school’s library. Students in the 4th and 5th grade took the initiative to offer and facilitate various clubs to students in all grades during the lunch hour.

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Before and After School Programs:	For students in need of extra academic support and guidance, Tamaques School offers an afterschool “Homework Club” for students in all grades 1-5. The “Homework Club” is sponsored by the Westfield United Fund and runs Monday, Tuesday and Thursday from 3:05- 4:30 beginning in October. The school also offers a “Summer Scholars” reading and writing jumpstart program for two consecutive weeks prior to the beginning of the new school year.
Staff and Professional Learning:	The Tamaques School faculty maintains a strong commitment to ongoing professional growth. During the 2017-2018 school year, members of the faculty engaged in collaborative inquiry into practice as members of Professional Learning Communities. The improvement of student performance in the area of language arts literacy is an ongoing goal for every PLC in the building and a focus for SGOs in grades 1-5. Tamaques faculty in grades 3-5 received continued training and tutorials on state assessments and successfully facilitated the language arts and math assessments during Year 4 of administration. Our students continue to perform well above the State and Cross-State averages.

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Student Supports and Services:	Programs include: Special Education, ACHIEVE/Basic Skills, Gifted, and English-as-a-Second Language. Specialists available: Adaptive Physical Education, School Nurses, Learning Disability Consultants, Speech/Language Therapists, Occupational Therapist, Social Workers, School Psychologists, School Counselors, and Physical Therapists. Tamaques School maintains a strong and collaborative Intervention and Referral Services Team (I&RS/504) comprised of teachers, student assistance counselor, building Principal and parents. The goal of the I&RS Team is to identify students in need of academic, social, and emotional support and develop action plans to accommodate and assist the student, teacher, and parents.
Student Health and Wellness:	In addition to the wellness emphasis through the health and physical education curriculum, parents raise student awareness of good nutrition through classroom presentations by the SNAC committee and lessons in the school garden.
Parent and Community Involvement:	The parents and teachers of Tamaques School understand that they are partners in education, and they share a common goal of ensuring the academic and social success of every student. Tamaques parents enthusiastically volunteer to share their talents and skills in the classroom. Parents and teachers work together to promote good citizenship and community service. They continue to create STEM initiative lessons to introduce students to careers in science, technology, engineering and mathematics along with participating in a school-wide “STEM DAY” in January.Regular communication between home and school is maintained through a weekly online newsletter, published by PTO volunteers, that keeps parents well informed of important dates and school happenings. Parents also are kept informed through the Tamaques School website, the school's electronic mailing list and bi-weekly Tamaques Update e-mails from the Principal.

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Facilities:	Tamaques School was built in 1963. All classrooms are air-conditioned.
School Safety:	Safety is a priority at Tamaques School which holds regular safety drills. The building is equipped with interior and exterior security cameras. Many exterior doors are equipped with access control readers. The building is equipped with an audio and visual alert system, integrated with the fire and burglar alarm system.

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Technology and STEM:	Tamaques School is dedicated to preparing students for life as 21st century learners. Our students understand the power of technology. Classrooms are equipped with fully networked computers and interactive projector with a whiteboard. Mobile computer labs of laptops, Chromebooks, and iPads are available to both the lower and upper elementary classes. Our school's media center is equipped with an interactive projector with whiteboard and 28 fully-networked computer stations, including Chromebooks and iPads.

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Other Information:	Our PTO provides Tamaques School with a great deal of support and strives to enrich the elementary experience of all students. The Tamaques School Variety Show, a treasured school tradition, is organized and conducted by members of the PTO. Other special PTO events include our annual Fall Festival family picnic, Pajama Story Night with the teachers and an end-of-year family picnic. Our students' elementary experience is enhanced greatly by the school-wide cultural arts assemblies provided by our PTO throughout the school year. Through the generosity of the PTO, the Tamaques School Garden, an integral component of school actively integrates all grade levels. Parents and teachers work in partnership to provide students with outdoor learning experiences in all content areas. In addition, the Tamaques PTO raised funds to support our school library and to enhance classroom libraries building-wide.