NJ SCHOOL PERFORMANCE REPORT

LILLIAN DRIVE SCHOOL
(25-2105-085)
Grades Offered: 01-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	HAZLET TWP
Principal Name	MRS. MATSUTANI
Address	28 LILLIAN DRIVE HAZLET, NJ 07730-2699
Phone Number	(732)787-2332
Email Address	KMATSUTANI@HAZLET.ORG
Website	http://www.hazlet.org/5/home
Twitter	https://twitter.com/@LillianDriveSch

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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	55	64	74
2	68	55	64
3	56	59	51
4	75	64	60
Total	254	242	249

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	52.4%	52.9%	50.2%
Male	47.6%	47.1%	49.8%
Economically Disadvantaged Students	22.8%	24.8%	23.7%
Students with Disabilities	11.0%	14.9%	18.5%
English Learners	5.1%	4.5%	3.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.8%	0.4%
Military-Connected Students		0.0%	0.0%
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	78.3%	74.8%	77.5%
Hispanic	15.0%	17.4%	16.1%
Black or African American	1.2%	0.8%	1.2%
Asian	2.8%	3.7%	2.8%
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	2.8%	3.3%	2.4%

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	97.2%
Spanish	2.4%
Other Languages	0.4%

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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	48	50	Met Standard	71	50	50	Exceeds Standard
White	46	47	50	Met Standard	71.5	50	51	Exceeds Standard
Hispanic	*	53	49	**	*	47	48	**
Black or African American	N	52	44	**	N	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	43.5	61	**	*	59	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	76	49	**	*	66	51	**
Economically Disadvantaged	68.5	46	48	**	70.5	48	47	**
Students with Disabilities	36.5	41	41	**	98	49.5	43	**
English Learners	*	48	54	**	*	47	51	**

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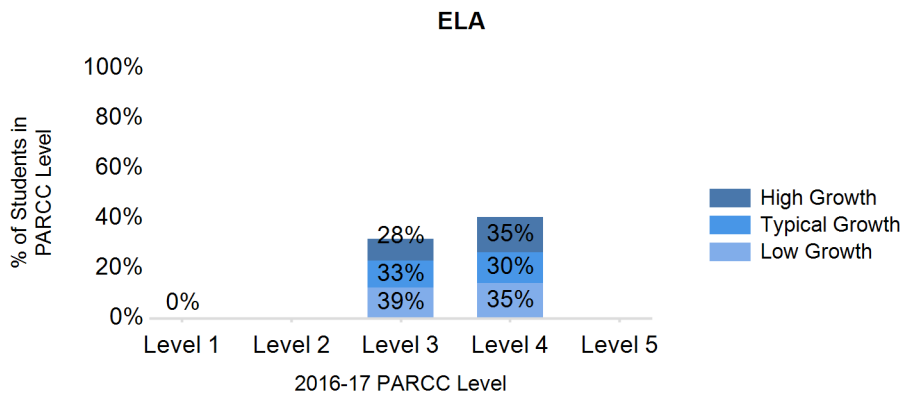
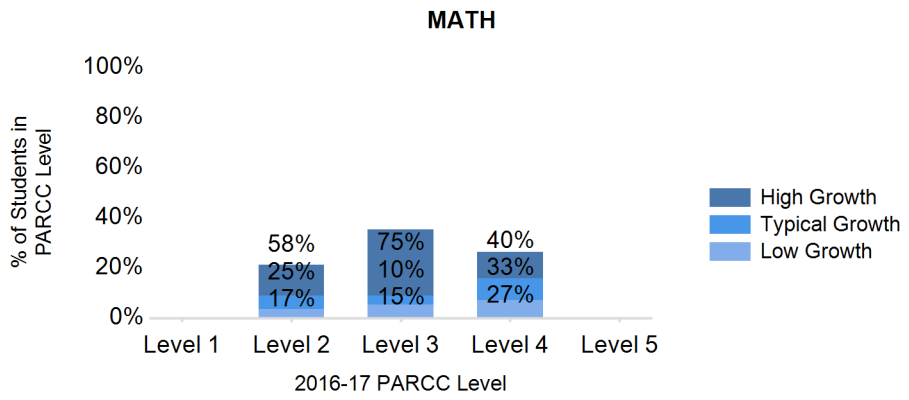
Student Growth by Performance Level

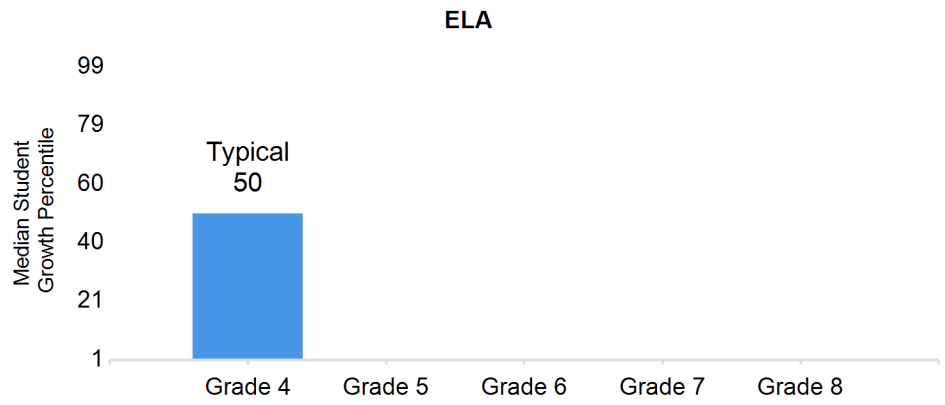
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

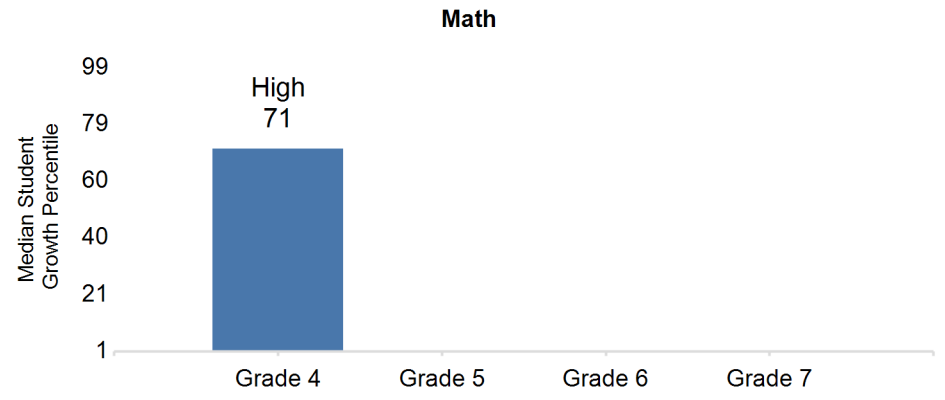




Student Growth by Grade

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	110	100.0	59.1	59.3	56.7	59.1	64.1	Met Target†
White	91	100.0	58.3	59.6	65.6	58.3	70.2	Not Met
Hispanic	13	100.0	69.3	*	42.5	69.3	**	**
Black or African American	N	N	N	42.3	37.3	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	65.5	63.4	*	**	**
Female	58	100.0	60.4	69.4	64.5	60.4		
Male	52	100.0	57.7	50.2	49.4	57.7		
Economically Disadvantaged Students	28	100.0	50.0	47.5	38.5	50.0	49	Met Target
Non-Economically Disadvantaged Students	82	100.0	62.2	62.0	67.5	62.2		
Students with Disabilities	16	100.0	25.0	23.2	21.6	25.0	**	**
Students without Disabilities	94	100.0	64.9	67.9	63.9	64.9		
English Learners	*	*	*	26.4	27.3	*	**	**
Non-English Learners	*	*	*	59.7	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	761	752	750	*	*	24%	*	*	59%	52%
White	42	764	754	759	*	*	24%	*	*	64%	61%
Hispanic	*	*	747	736	*	*	*	*	*	*	38%
Black or African American	N	N	N	733	N	N	N	N	N	N	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	28	759	762	756	*	*	*	*	*	61%	57%
Male	23	763	743	744	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	12	743	733	733	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	39	766	756	762	*	*	*	*	*	67%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	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	59	761	762	756	*	*	29%	36%	24%	59%	58%
White	49	759	760	764	*	*	35%	31%	22%	53%	68%
Hispanic	*	*	769	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	30	759	765	762	*	*	*	*	*	60%	63%
Male	29	764	758	751	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	16	761	*	740	*	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	43	762	*	767	*	*	*	*	*	58%	70%
Students with Disabilities	11	737	*	726	*	*	*	*	*	27%	25%
Students without Disabilities	48	767	*	762	*	*	*	*	*	67%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	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	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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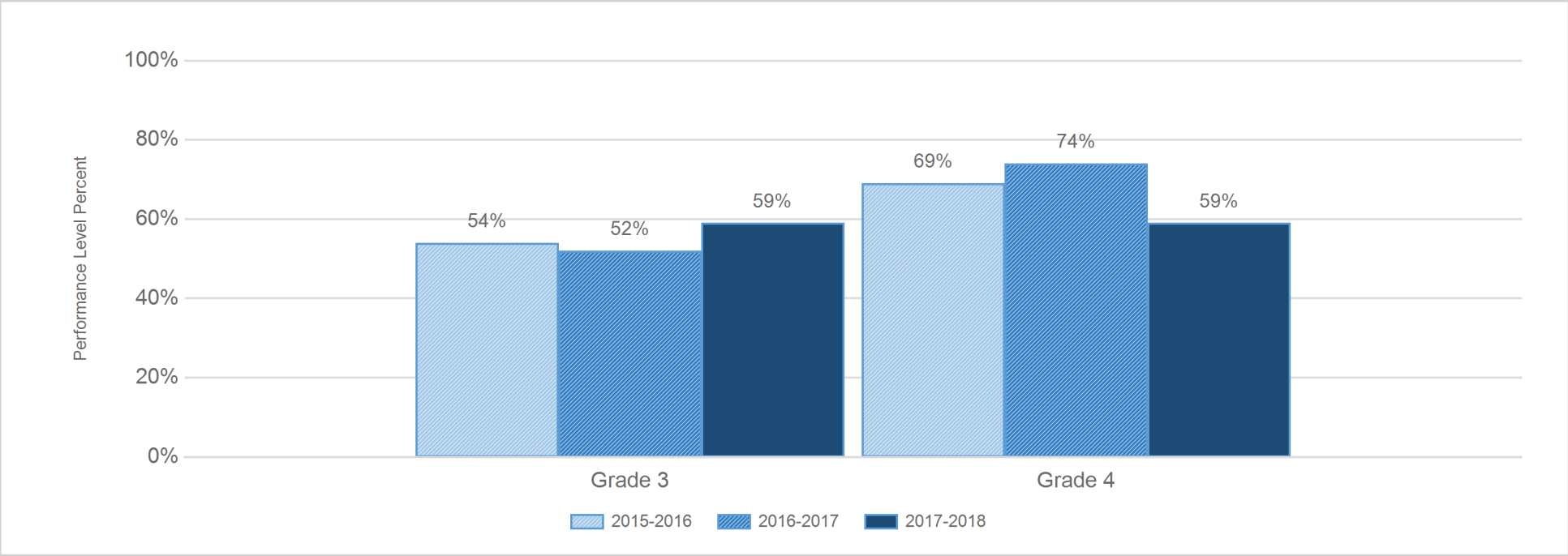
English Language Arts/Literacy Assessment - Performance Trends

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	110	100.0	57.2	41.1	45.0	57.2	60.6	Met Target†
White	91	100.0	57.2	40.8	54.1	57.2	59.9	Met Target†
Hispanic	13	100.0	53.9	*	29.2	53.9	**	**
Black or African American	N	N	N	34.6	23.4	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	58.6	53.0	*	**	**
Female	58	100.0	51.7	42.2	46.0	51.7		
Male	52	100.0	63.5	40.1	43.9	63.5		
Economically Disadvantaged Students	28	100.0	39.2	30.5	26.6	39.2	40.8	Met Target†
Non-Economically Disadvantaged Students	82	100.0	63.5	43.5	55.9	63.5		
Students with Disabilities	16	100.0	81.3	*	17.1	81.3	**	**
Students without Disabilities	94	100.0	53.2	*	50.5	53.2		
English Learners	*	*	*	22.2	24.6	*	**	**
Non-English Learners	*	*	*	41.3	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	751	749	752	*	22%	25%	*	*	51%	53%
White	42	752	750	760	*	*	26%	*	*	52%	64%
Hispanic	*	*	744	739	*	*	*	*	*	*	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	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	28	742	749	752	*	*	*	*	*	39%	53%
Male	23	763	748	751	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	12	726	729	736	*	*	*	*	*	17%	35%
Non-Economically Disadvantaged Students	39	759	753	762	*	*	*	*	*	62%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	59	757	756	748	*	*	24%	*	*	63%	49%
White	49	757	755	755	*	*	24%	*	*	61%	60%
Hispanic	*	*	754	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	30	756	758	748	*	*	*	*	*	63%	50%
Male	29	757	754	748	*	*	*	*	*	62%	49%
Economically Disadvantaged Students	16	756	*	733	*	*	*	*	*	56%	30%
Non-Economically Disadvantaged Students	43	757	*	758	*	*	*	*	*	65%	62%
Students with Disabilities	11	767	*	725	*	*	*	*	*	91%	22%
Students without Disabilities	48	754	*	753	*	*	*	*	*	56%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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	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

LILLIAN DRIVE SCHOOL
(25-2105-085)
Grades Offered: 01-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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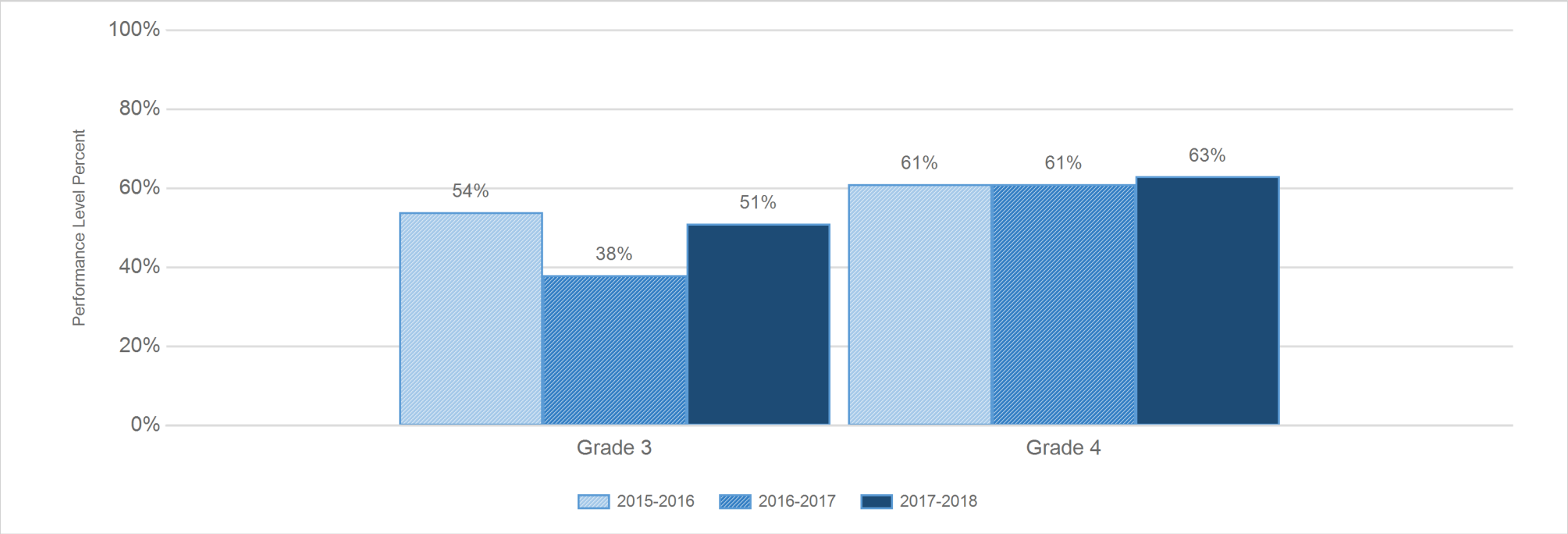
† This indicates a table specific note,see note below table

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

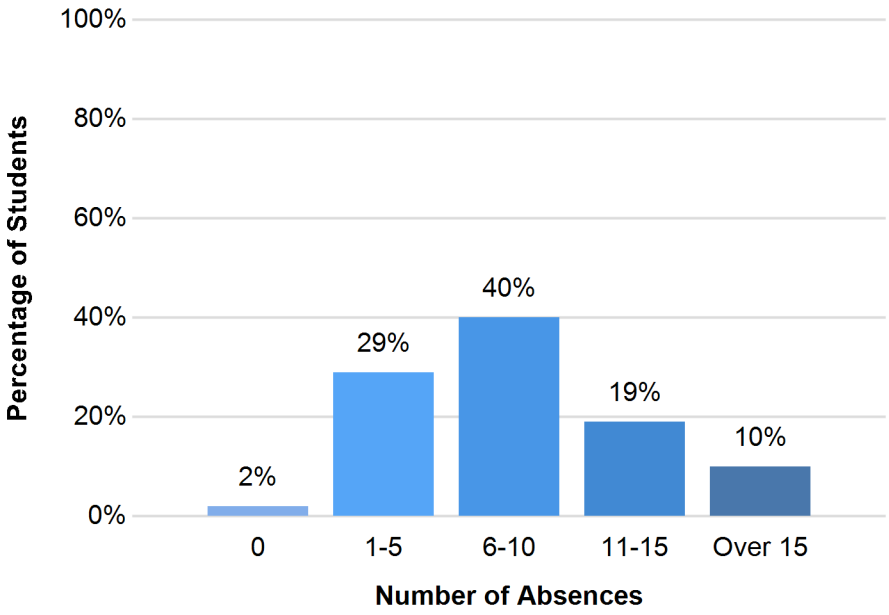
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	21	8.5	8.2	Not Met
White	19	9.9	8.2	Not Met
Hispanic	1	2.6	8.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	11.9	8.2	Not Met
Students with Disabilities	7	15.9	8.2	Not Met
English Learners	*	*	**	**

Days Absent

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



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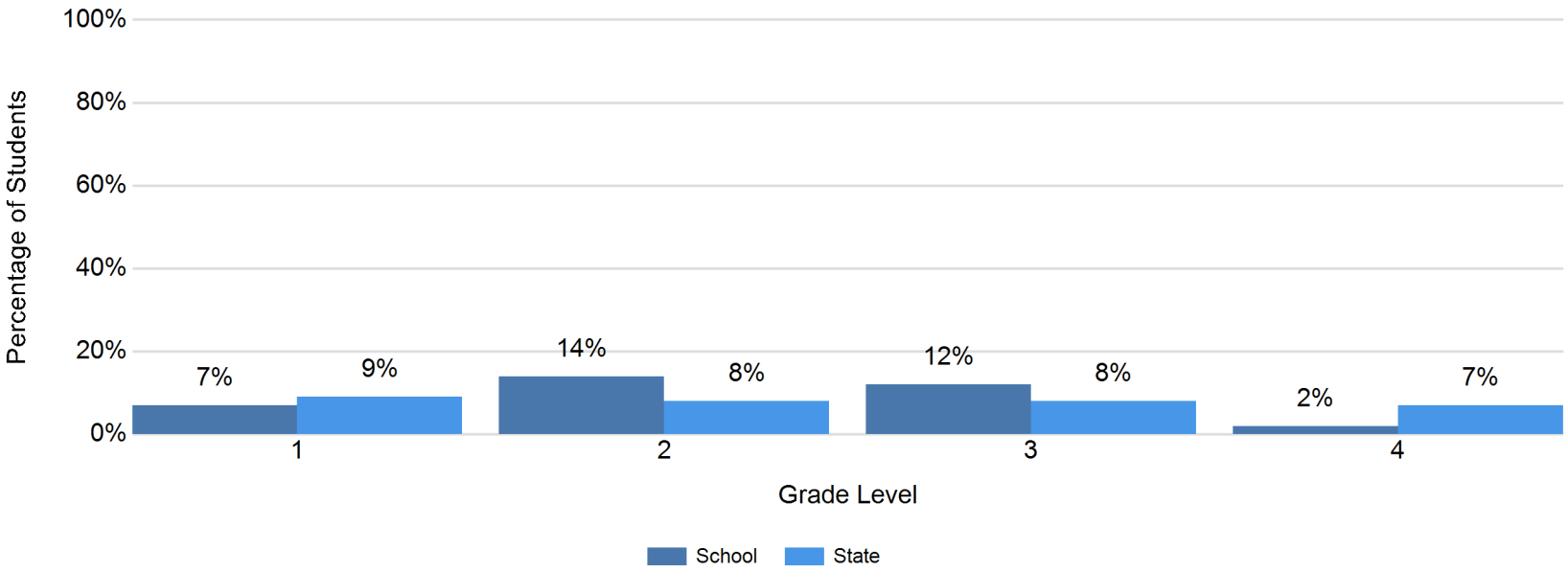
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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	2		2

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	0	0.0%
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$369	$15,416	$15,785

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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	28	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	78.6%	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	24	9,374
Average years experience in public schools	11.5	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	79.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	249:1	120:1
Teachers to Administrators	28:1	11:1
Students to Librarians/Media Specialists		2881:1
Students to Nurses		360:1
Students to Counselors		360:1
Students to Child Study Team		262:1

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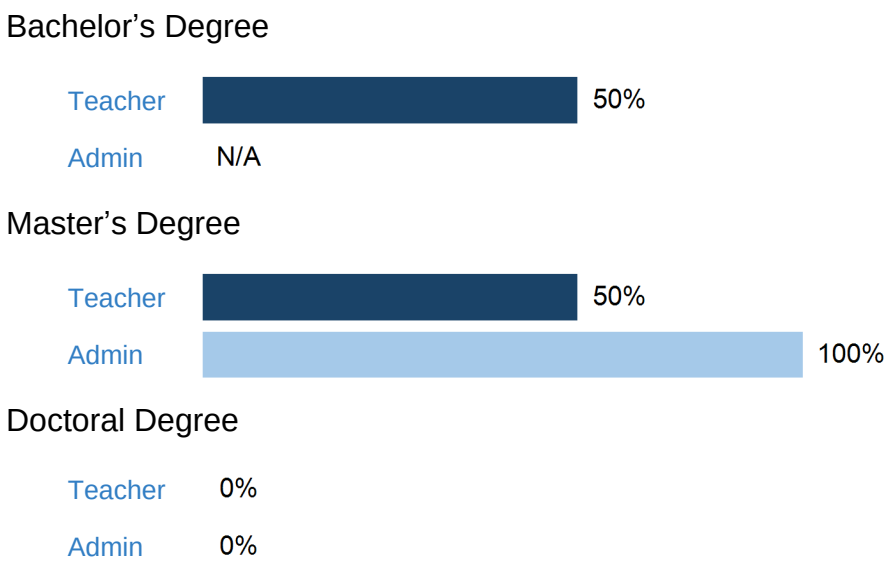
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	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	97.2%

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Teachers: All classroom teachers
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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	85.7%	100.0%
Male	14.3%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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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	50.06	17.5%
Mathematics Proficiency	61.49	17.5%
English Language Arts Growth	38.68	25.0%
Mathematics Growth	97.09	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.91	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.75	n/a
Summative Rating: Percentile Rank of Summative Score	65.52	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†	Met Standard	Exceeds Standard	**	Not Met	No
White	48.91	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not 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:	• LDS is a positive, student centered environment that focuses on the NJ Student Learning Standards and personalized instruction to enhance student comprehension and foster academic achievement. • LDS utilizes the Six Pillars of Character Education throughout the school year, focusing on one character trait each month. The Six Pillars are Trustworthiness, Fairness, Caring, Respect, Citizenship, • LDS fosters a health and wellness education that features awards for a Phys Ed Student of the Month, Jump Rope for Heart incentives and education, Lifetime Fitness Goal Setting and Anti-Bullying and s
Mission, Vision, Theme:	Lillian Drive Elementary School shares in its district's mission to "Educate Students to achieve their maximum potential." Lillian Drive Elementary School is a child centered elementary school (Grades 1-4) with a balanced academic curriculum that also offers a number of varied social and character education learning activities for our students which support our mission to help our students achieve their maximum potential.
Awards, Recognition, Accomplishments:	Lillian Drive Elementary School received Bronze certification for Sustainable NJ - Sustainable Jersey for Schools is a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. Meeting our goals to provide an environmentally, physically, and socially healthy lifestyles for our students. Lillian Drive School has also been awarded Bronze Certification for being a Future Ready School.

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Courses, Curriculum, Instruction:	The academic curricula includes Reading, Language Arts, Mathematics, Science, Health, Physical Education, Art, Spanish, Vocal/Instrumental Music, Computer Science. Qualified students also receive services in the following programs: Basic Skills, Targeted Reading, Enrichment, Title 1 Intervention Services, Special Services, including Resource Support and In-Class Resource Support.
Clubs and Activities:	Lillian Drive has activities and clubs to meet the needs of our students: Safety Patrol(bus patrol), Fourth Grade Journalists, New Student Club, Sibs Club (for siblings who live with a disabled sibling). Some of our school wide fundraising activities are: Jump Rope for Hearts, Relay for Life, Thanksgiving Food Drive, Fill a Need Christmas Tree from Raine, Pajama Drive, and other charitable causes that are close to the hearts of our LDS family.

NJ SCHOOL PERFORMANCE REPORT

LILLIAN DRIVE SCHOOL
(25-2105-085)
Grades Offered: 01-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Before and After School Programs:	Lillian Drive offers an After School Homework Club, After School National Honor Society Tutors meet every Wednesday, as well as our before/aftercare program, entitled "Right at School."
Staff and Professional Learning:	Lillian Drive, and the district of Hazlet Township, offer 3 full days and over 20 after school Professional Development opportunities for teachers to polish their craft, increase the overall performance level of academic instruction, advance their instructional technology skills, and provide opportunities for teachers to collaborate and articulate in regard to student progress.

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Student Supports and Services:	Lillian Drive offers support services to students in order to meet their needs and promote student success. Lillian Drive offers Basic Skills Instruction, Resource and In-Class Support Services, as well as Title 1 Intervention Services for struggling students. I&RS Team meet and discuss struggling students, providing interventions and measuring related data to ensure student success.
Student Health and Wellness:	Lillian Drive School has a health and wellness initiative to encourage students to make healthy food choices for snack time, lunch time, and over the weekend. We have provided mini-lessons on nutrition and the health benefits that come with vitamins, fruits, and vegetables. Incentives, such as lunch with the Principal, tee shirts, and positive behavior points have been given to encourage healthy habits.
Parent and Community Involvement:	Lillian Drive has a very active PTO which fully supports student learning and a positive school environment. Our PTO meets once a month and works diligently to support school initiatives and program. Their fundraising efforts make it possible to offer after school activities that involve the entire school community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Lillian Drive conducts a School Climate Survey twice a year. Student survey results are shared with the staff and the student population. Monthly Reading Rallies highlight areas of concern and teach character education, strategies for getting along with others, and how to be an upstander (get involved) if anyone witnesses an act of bullying.
Facilities:	Over the last five years, Lillian Drive has completely renovated the cafeteria, the media center, the computer lab, and the main office. The media center offers two smart boards for small group instruction, along with 20 desktop computers, and a reading nook. Our computer lab was completely updated 2 years ago, and students enjoy using a 3D printer to expand their technology skills and share their creations with each other. Additionally, we are in the midst of vast physical renovations to be aligned with all other elementary schools in the district through the $43 million referendum.

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Other Information:	Lillian Drive Elementary School is a positive place for learning and growing for students, teachers, and the school community. Teachers embed personalized learning into their instruction through goal setting, analyzing data, and one to one conferencing with students to help them overcome potential struggles and meet with success. Each marking period, students create 1 goal for Literacy and 1 goal for Mathematics. Students meet individually with the teacher to review their performance data and select a goal they would like to work on for the new marking period. Mid-marking period checks are done with each student to determine if they are on track to meeting their goal or if extra supports are required. Completed goals are celebrated in each classroom in an individualized manner, depending on the incentives within each classroom. Through this process, students learn the very important life skill of setting goals, mapping out smaller steps in order to reach the goal, and how to persevere and adjust their plan as needed until they meet with success. An important focus of our curriculum is our Writer's Workshop which is facilitated at all grade levels. Students work independently to create original written work that measures up to the standards of quality control set forth by the district and the state rubric. Through the use of Google Docs, students can learn from each other as they share their work with their peers, as well as teachers, and receive real time feedback from their audience. This "doc sharing" allows students to not utilize peer feedback to enhance their written work, but also trains them to have a more critical eye when searching for writing elements that will enhance and augment their own nearly finished documents.