NJ SCHOOL PERFORMANCE REPORT

VETERANS MEMORIAL ELEMENTARY SCHOOL
(29-0530-080)
Grades Offered: KG-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	OCEAN
District	BRICK TWP
Principal Name	MR. BARRESI
Address	103 HENDRICKSON AVENUE BRICK, NJ 08724
Phone Number	(732)785-3000
Email Address	JBARRESI@BRICKSCHOOLS.ORG
Website	http://www.brickschools.org/Schools/Veterans-Memorial-ES
Twitter	https://twitter.com/VMESMustangs/

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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
KG	83	118	108
1	116	97	104
2	138	117	86
3	114	138	103
4	126	108	124
5	111	130	109
Total	688	708	634

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	46.7%	45.3%	45.6%
Male	53.3%	54.7%	54.4%
Economically Disadvantaged Students	40.4%	41.9%	40.9%
Students with Disabilities	21.2%	21.6%	21.3%
English Learners	0.1%	0.1%	0.5%
Homeless Students		1.7%	0.9%
Students in Foster Care		0.8%	0.8%
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	67.9%	67.7%	63.6%
Hispanic	14.0%	14.4%	17.0%
Black or African American	14.8%	14.0%	14.4%
Asian	2.8%	2.3%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	0.4%	1.4%	2.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	83	118	108

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	94.6%
Spanish	3.3%
Other Languages	2.1%

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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	48.5	54	50	Met Standard	57	55	50	Met Standard
White	49.5	54	50	Met Standard	58.5	55	51	Met Standard
Hispanic	45.5	60	49	Met Standard	59.5	55	48	Met Standard
Black or African American	47	48	44	Met Standard	37	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	57	61	**	*	66	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	47	49	**	*	69	51	**
Economically Disadvantaged	44	52	48	Met Standard	50	50.5	47	Met Standard
Students with Disabilities	36	47	41	Not Met	41	45	43	Met Standard
English Learners	*	59	54	**	42	55.5	51	**

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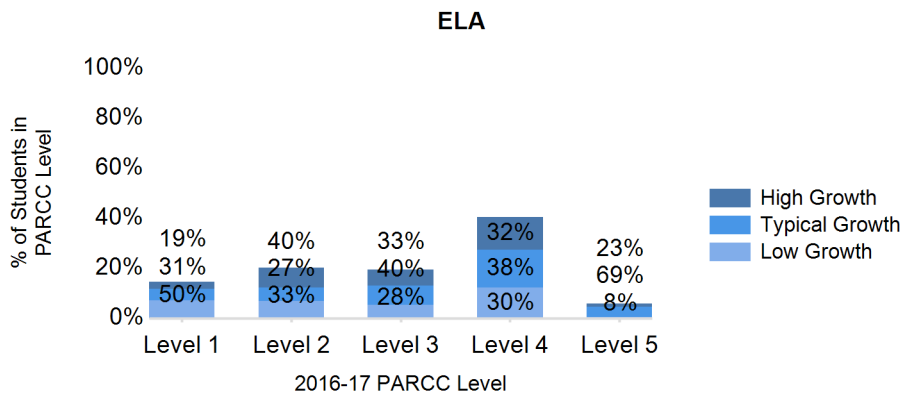
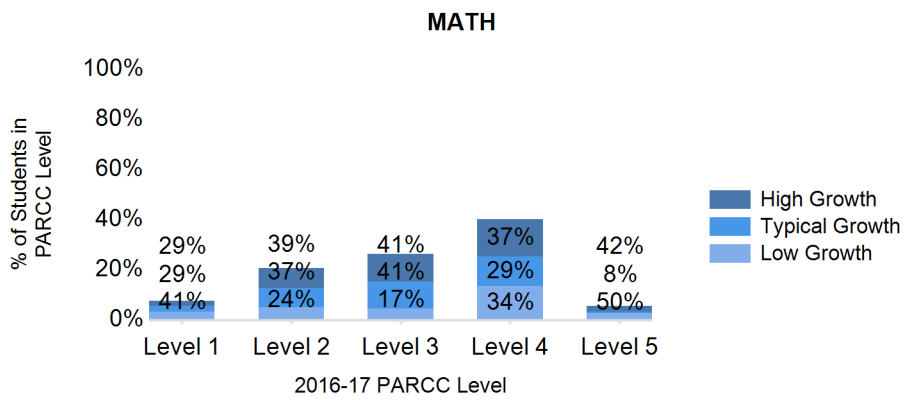
Student Growth by Performance Level

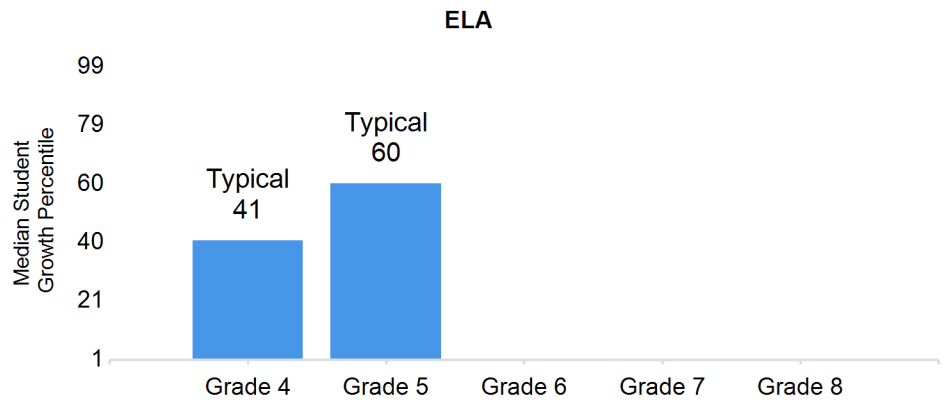
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

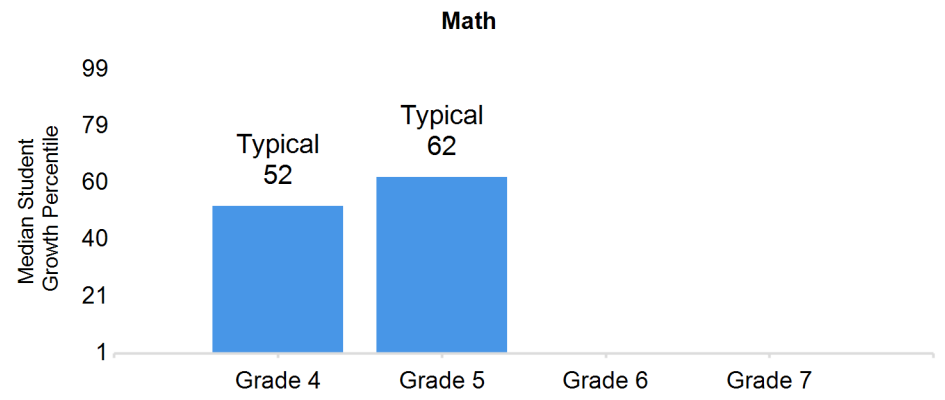




Student Growth by Grade

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	341	98.9	48.7	57.1	56.7	48.7	57.8	Not Met
White	219	98.2	54.4	61.2	65.6	54.4	63.3	Not Met
Hispanic	62	100.0	35.5	*	42.5	35.5	50.9	Not Met
Black or African American	49	100.0	30.6	33.9	37.3	30.6	32.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.6	82.3	*	**	**
American Indian or Alaska Native	*	*	*	66.6	52.7	*	**	**
Two or More Races	*	*	*	55.1	63.4	*	**	**
Female	154	99.4	53.2	66.2	64.5	53.2		
Male	187	98.5	44.9	48.6	49.4	44.9		
Economically Disadvantaged Students	153	99.4	36.6	42.1	38.5	36.6	41.7	Met Target†
Non-Economically Disadvantaged Students	188	98.4	58.5	64.3	67.5	58.5		
Students with Disabilities	88	97.8	17.0	*	21.6	17.0	35.2	Not Met
Students without Disabilities	253	99.2	59.7	*	63.9	59.7		
English Learners	17	100.0	17.6	21.2	27.3	17.6	**	**
Non-English Learners	324	98.8	50.3	58.8	59.4	50.3		
Homeless Students	*	*	*	36.0	27.7	*		
Students In Foster Care	*	*	*	33.3	26.3	*		
Military-Connected Students	N	N	N	*	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	113	740	742	750	15%	19%	24%	*	*	42%	52%
White	80	747	*	759	*	18%	25%	*	*	49%	61%
Hispanic	18	723	727	736	*	*	*	*	*	28%	38%
Black or African American	15	724	719	733	*	*	*	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	48	747	747	756	*	*	*	*	*	50%	57%
Male	65	735	737	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	48	725	729	733	*	25%	*	*	*	27%	34%
Non-Economically Disadvantaged Students	65	751	750	762	*	15%	*	*	*	52%	64%
Students with Disabilities	23	712	718	719	*	*	*	*	*	17%	24%
Students without Disabilities	90	747	749	756	*	*	*	*	*	48%	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	745	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	123	740	750	756	15%	16%	25%	*	*	43%	58%
White	70	748	*	764	*	16%	21%	*	*	51%	68%
Hispanic	26	731	735	744	*	*	*	*	*	35%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	52	749	756	762	*	*	29%	*	*	48%	63%
Male	71	734	745	751	*	*	23%	*	*	39%	53%
Economically Disadvantaged Students	61	729	*	740	*	*	26%	*	*	31%	40%
Non-Economically Disadvantaged Students	62	751	*	767	*	*	24%	*	*	55%	70%
Students with Disabilities	35	710	719	726	*	*	*	*	*	17%	25%
Students without Disabilities	88	752	759	762	*	*	*	*	*	53%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	751	759	*	*	*	*	*	*	61%
Homeless Students	*	*	730	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	755	752	755	9%	11%	19%	*	*	61%	58%
White	72	758	754	763	*	*	19%	*	*	64%	68%
Hispanic	19	739	741	743	*	*	*	*	*	42%	43%
Black or African American	15	751	748	738	*	*	*	*	*	60%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	55	757	*	762	*	*	*	*	*	60%	66%
Male	56	753	*	749	*	*	*	*	*	63%	51%
Economically Disadvantaged Students	50	748	*	739	*	*	20%	*	*	52%	39%
Non-Economically Disadvantaged Students	61	760	*	766	*	*	18%	*	*	69%	71%
Students with Disabilities	31	723	721	724	*	*	*	*	*	19%	22%
Students without Disabilities	80	767	762	762	*	*	*	*	*	78%	65%
English Learners	*	*	699	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	757	*	*	*	*	*	*	60%
Homeless Students	*	*	734	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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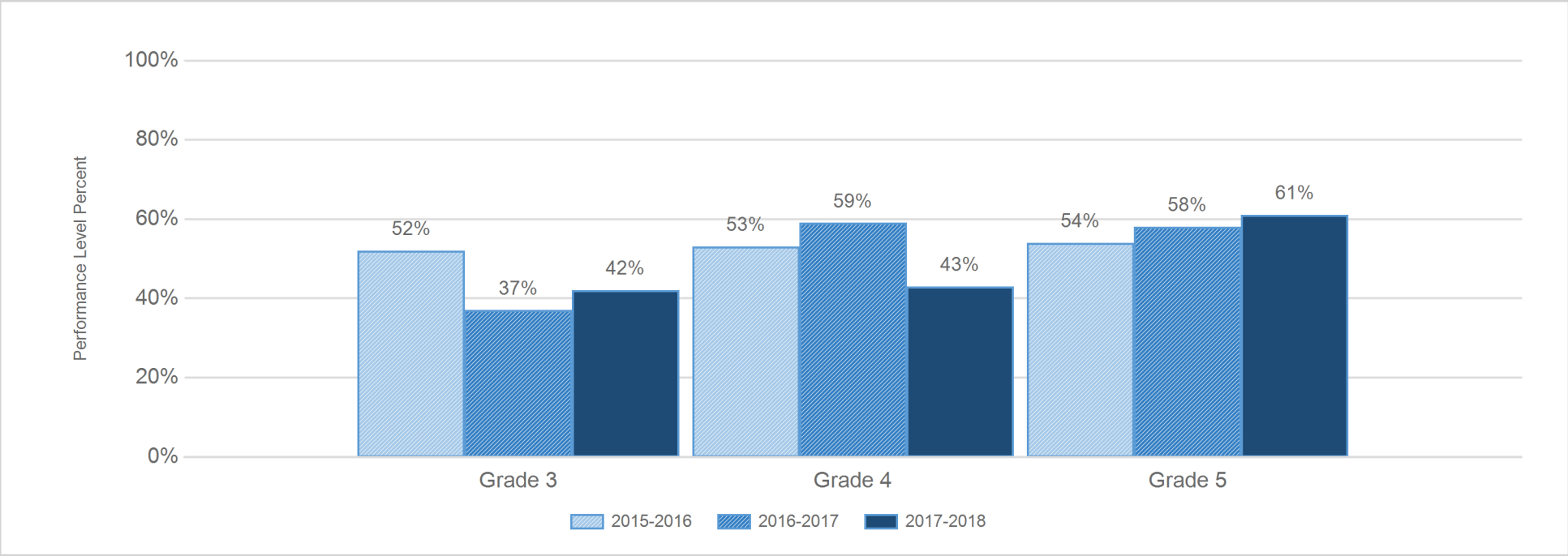
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	338	98.9	48.8	45.3	45.0	48.8	52.5	Met Target†
White	216	98.2	58.3	50.1	54.1	58.3	57.9	Met Target
Hispanic	62	100.0	32.2	*	29.2	32.2	46.9	Not Met
Black or African American	49	100.0	24.5	17.7	23.4	24.5	30.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	33.3	42.5	*	**	**
Two or More Races	*	*	*	34.7	53.0	*	**	**
Female	154	99.4	44.1	47.0	46.0	44.1		
Male	184	98.5	52.8	43.7	43.9	52.8		
Economically Disadvantaged Students	153	99.4	32.1	32.0	26.6	32.1	37.3	Met Target†
Non-Economically Disadvantaged Students	185	98.4	62.7	51.7	55.9	62.7		
Students with Disabilities	88	98.9	19.3	14.2	17.1	19.3	33.4	Not Met
Students without Disabilities	250	98.8	59.2	53.8	50.5	59.2		
English Learners	17	100.0	17.6	21.3	24.6	17.6	**	**
Non-English Learners	321	98.8	50.4	46.4	46.9	50.4		
Homeless Students	*	*	*	25.4	17.3	*		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	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	112	750	750	752	*	13%	30%	*	*	51%	53%
White	79	756	*	760	*	*	27%	47%	13%	59%	64%
Hispanic	18	732	740	739	*	*	*	*	*	22%	38%
Black or African American	15	742	735	734	*	*	*	*	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	48	750	750	752	*	*	31%	*	*	48%	53%
Male	64	750	751	751	*	*	30%	*	*	53%	53%
Economically Disadvantaged Students	48	738	740	736	*	*	44%	*	*	29%	35%
Non-Economically Disadvantaged Students	64	759	756	762	*	*	20%	*	*	67%	66%
Students with Disabilities	23	735	737	730	*	*	43%	*	*	26%	29%
Students without Disabilities	89	754	754	756	*	*	27%	*	*	57%	57%
English Learners	*	*	734	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

VETERANS MEMORIAL ELEMENTARY SCHOOL
(29-0530-080)
Grades Offered: KG-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	123	740	749	748	*	25%	24%	*	*	44%	49%
White	69	749	*	755	*	17%	16%	*	*	59%	60%
Hispanic	27	730	737	737	*	37%	*	*	*	30%	34%
Black or African American	*	*	729	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	52	743	750	748	*	25%	29%	*	*	42%	50%
Male	71	738	749	748	*	25%	20%	*	*	45%	49%
Economically Disadvantaged Students	61	729	*	733	*	31%	*	*	*	26%	30%
Non-Economically Disadvantaged Students	62	751	*	758	*	19%	*	*	*	61%	62%
Students with Disabilities	35	716	725	725	*	46%	*	*	*	14%	22%
Students without Disabilities	88	750	756	753	*	17%	*	*	*	56%	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	52%
Homeless Students	*	*	734	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

VETERANS MEMORIAL ELEMENTARY SCHOOL
(29-0530-080)
Grades Offered: KG-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	110	750	750	748	*	16%	26%	*	*	52%	49%
White	71	754	752	756	*	*	27%	*	*	56%	60%
Hispanic	19	742	742	736	*	*	*	*	*	47%	32%
Black or African American	15	735	736	730	*	*	*	*	*	33%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	55	750	*	749	*	*	*	*	*	42%	50%
Male	55	751	*	747	*	*	*	*	*	62%	48%
Economically Disadvantaged Students	50	742	*	733	*	*	24%	*	*	42%	29%
Non-Economically Disadvantaged Students	60	757	*	758	*	*	28%	*	*	60%	62%
Students with Disabilities	31	728	730	726	*	*	*	*	*	26%	20%
Students without Disabilities	79	759	756	752	*	*	*	*	*	62%	55%
English Learners	*	*	722	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	751	750	*	*	*	*	*	*	51%
Homeless Students	*	*	732	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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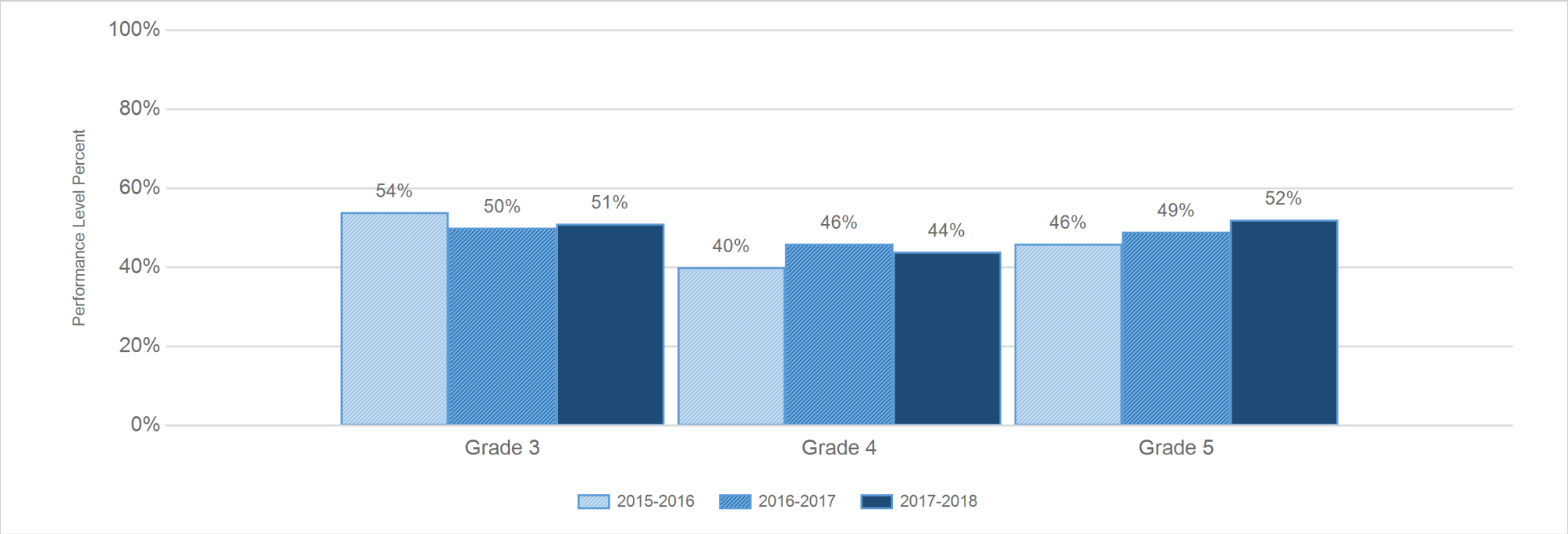
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

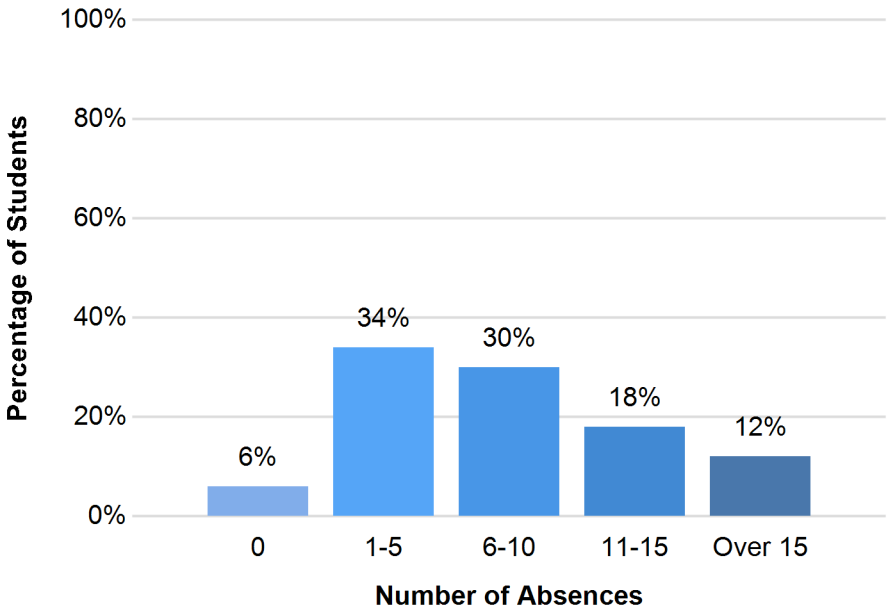
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	64	9.9	8.9	Not Met
White	30	7.3	8.9	Met
Hispanic	13	11.9	8.9	Not Met
Black or African American	19	20.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	12.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	39	15.0	8.9	Not Met
Students with Disabilities	20	13.9	8.9	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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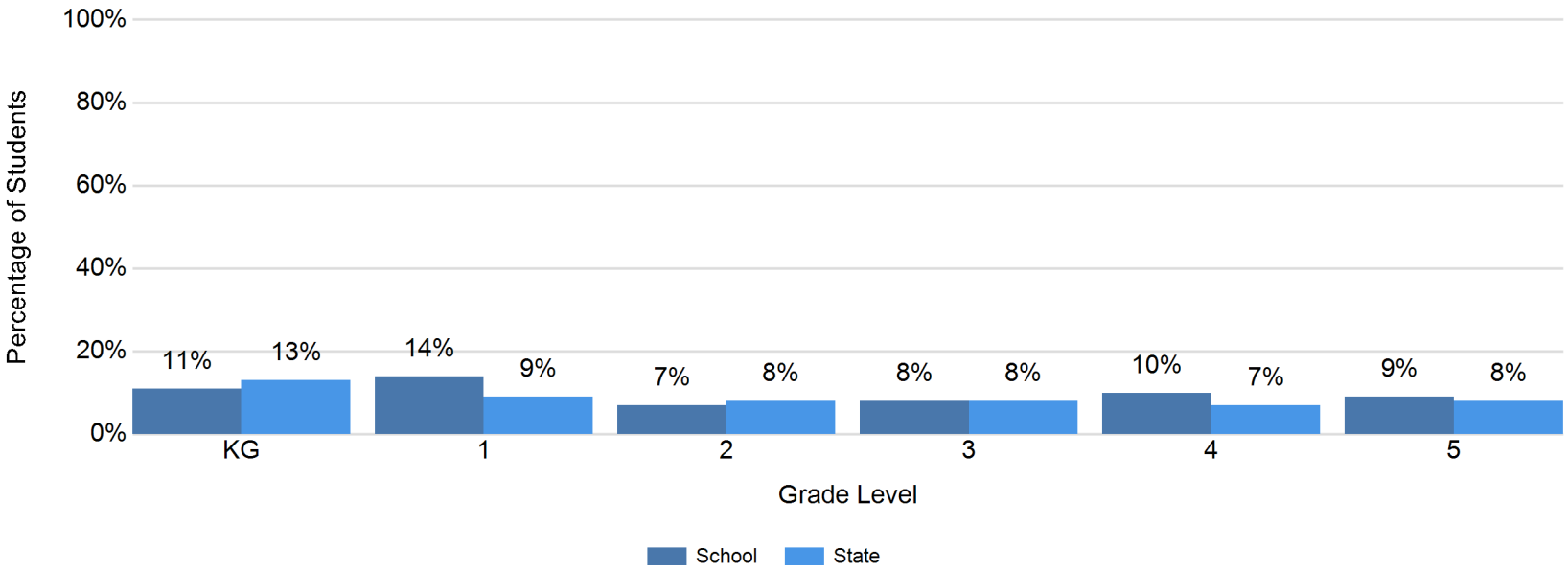
Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.26

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	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	1	1
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	*	*
Out-of-School Suspensions	16	2.5%
Any Suspension	18	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
33

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 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)	$479	$13,973	$14,452

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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	59	117,464
Average years experience in public schools	14.2	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	86.4%	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	41	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	90.2%	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	11:1	11:1
Students to Administrators	634:1	210:1
Teachers to Administrators	59:1	19:1
Students to Librarians/Media Specialists		783:1
Students to Nurses		507:1
Students to Counselors		431:1
Students to Child Study Team		210:1

NJ SCHOOL PERFORMANCE REPORT

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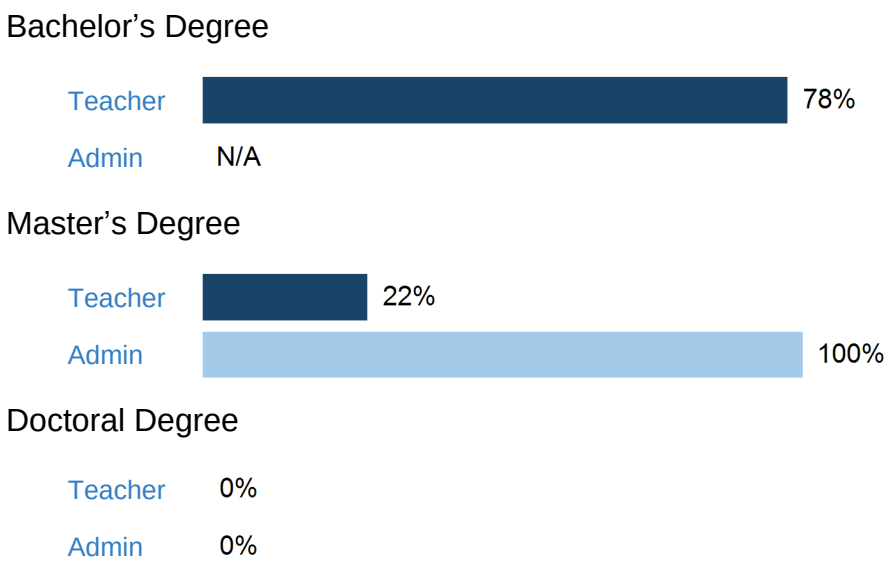
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.4%	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	96.8%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.8%	0.0%
Male	10.2%	100.0%
White	96.6%	100.0%
Hispanic	1.7%	0.0%
Black or African American	1.7%	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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(29-0530-080)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	27.49	17.5%
Mathematics Proficiency	46.56	17.5%
English Language Arts Growth	40.17	25.0%
Mathematics Growth	64.81	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	28.42	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.46	n/a
Summative Rating: Percentile Rank of Summative Score	37.91	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	47.85	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	47.81	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	40.75	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	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	47.17	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	41.67	14.08	No	Not Met	Not Met	Not Met	Met Standard	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:	• A diverse learning community committed to educating the whole child in a developmentally approrpate, safe, and nurturing environment. • A robust technology integration including access to interactive projectors, Chromebooks, iPads, and a robotics and computer programming lab. • An extremely active PTA that sponsors many events that are designed to strengthen the home school connection.
Mission, Vision, Theme:	Veterans Memorial Elementary School, in partnership with our families and community, is committed to supporting student growth through cultivating each student's unique strengths and talents in an engaging, safe, and nurturing environment.

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Courses, Curriculum, Instruction:	Our highly qualified professionals provide an engaging academic program aligned with the NJSLS. They utilize research based strategies and contemporary pedagogy to meet the needs of a diverse student population. All students are challenged to achieve their academic potential through differentiated instruction and services such as, basic skills instruction, in-class support, resource room instruction, after school programs, and the enrichment program.
Clubs and Activities:	VMES offers many choices for students to participate in clubs and activities that promote social skills and leadership opportunities. Band, Chorus, Safety Patrol, Early Act Club, and Student Council are some of the available activities.

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Before and After School Programs:	VMES offers student support programs outside the confines of the school day. Students in grades 3-5 that perform below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their academic challenges are targeted with intervention.
Staff and Professional Learning:	Teachers within the Brick Township School District are offered a multitude of opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Additionally, teachers support one another through Professional Learning Community meetings.

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Student Supports and Services:	VMES Elementary School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth. VMES has 2 school counselors and a nurse.
Student Health and Wellness:	Students are given an opportunity for recess on a daily basis. Students also receive instruction in Physical Education and Health and learn about nutrition and proper excercise to maintain a happy, healthy life. 5th grade students participate in the D.A.R.E. program in collaboration with the Brick Township Police Department. There is a robust Character Education Program in place at VMES where students are taught life and educational success skills of being Responsible, Respectful, and Ready to Learn. Healthy eating habits are promoted at VMES daily by offering all students opportunities for breakfast and lunch.
Parent and Community Involvement:	VMES is fortunate to have a very active and supportive PTA. Our PTA has provided many grade level assemblies and programs to benefit our students. Fun activities such as, dances, ice cream socials, and Fifth Grade Celebration are available for our students. Our Back To School Night is well attended and parents are able to interact with their child's teacher.

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Facilities:	VMES was erected in 1970. Many recent improvements have been made to both the outside and indoor facility. New windows and doors have been added throughout the school to improve the aesthetics and security in the school. Solar panels were added to the roof in an effort to promote efficiency and implement green practices by conserving natural resources. The parking lot is the most recent improvement. It has been completely redesigned, paved, and lined.

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Technology and STEM:	The students at VMES currently have access to a STEM robotics and computer programming lab where children in grades K-5 can learn early programming skills in an effort to become as prepared as possible for sucess in the 21st century workforce.

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Other Information:	VMES supports a partnership of highly effective professionals, families, and community. Our school empahsizes the importance of character education and educating the whole child. Students are encouraged to have pride in their school and their personal achievements. As a school, we promote the importance of student attendance and continue to emphasize to students that their attendance is essential for success.