NJ SCHOOL PERFORMANCE REPORT

JOHN C. MILANESI ELEMENTARY SCHOOL
(01-0590-055)
Grades Offered: PK-02
2017-2018

Report Key:
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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	ATLANTIC
District	BUENA REGIONAL
Principal Name	MS. BETTINI
Address	880 HARDING HIGHWAY BUENA, NJ 08310-9701
Phone Number	(856)697-0605
Email Address	ABETTINI@BUENA.K12.NJ.US
Website	http://www.buena.k12.nj.us

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	102	100	96
KG	98	76	78
1	51	64	70
2	38	62	59
3	64	63	0
Total	353	365	303

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	47.6%	44.7%	43.2%
Male	52.4%	55.3%	56.8%
Economically Disadvantaged Students	52.1%	51.0%	42.2%
Students with Disabilities	25.2%	23.3%	23.4%
English Learners	1.7%	5.8%	4.6%
Homeless Students		1.1%	0.3%
Students in Foster Care		3.0%	3.3%
Military-Connected Students		0.0%	0.3%
Migrant Students		1.6%	1.7%

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	55.5%	54.8%	58.4%
Hispanic	29.5%	27.9%	26.4%
Black or African American	11.9%	14.8%	12.9%
Asian	2.5%	1.6%	1.7%
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	0.6%	0.8%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	102	100	96
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	98	76	78

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	99.7%
Other Languages	0.3%

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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	*	*	*

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	15	*	*
3-4	*	*	*
5 or more	N	N	N

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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.

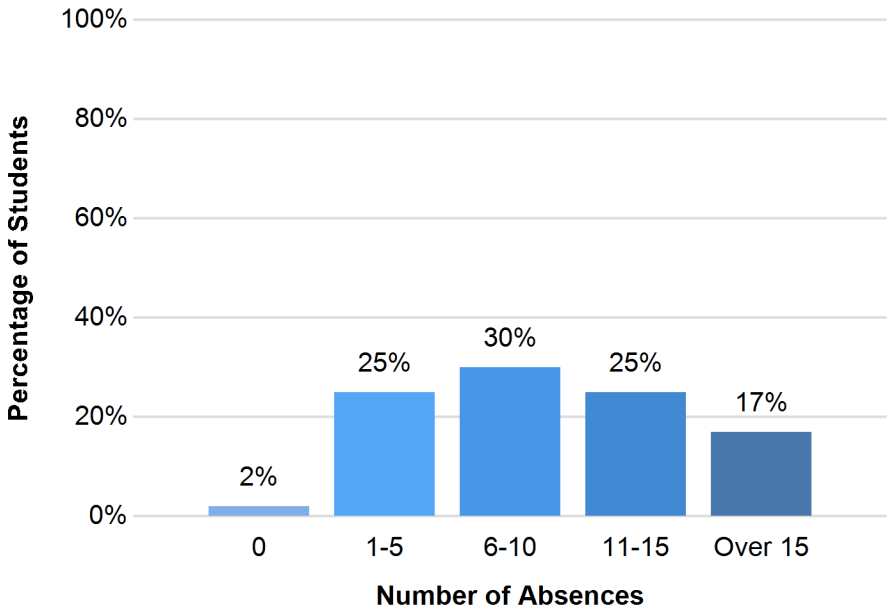
Chronic Absenteeism

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	29	13.9	10.2	Not Met
White	18	14.6	10.2	Not Met
Hispanic	8	13.8	10.2	Not Met
Black or African American	3	13.6	10.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	17	17.7	10.2	Not Met
Students with Disabilities	13	22.4	10.2	Not Met
English Learners	1	7.1	**	**

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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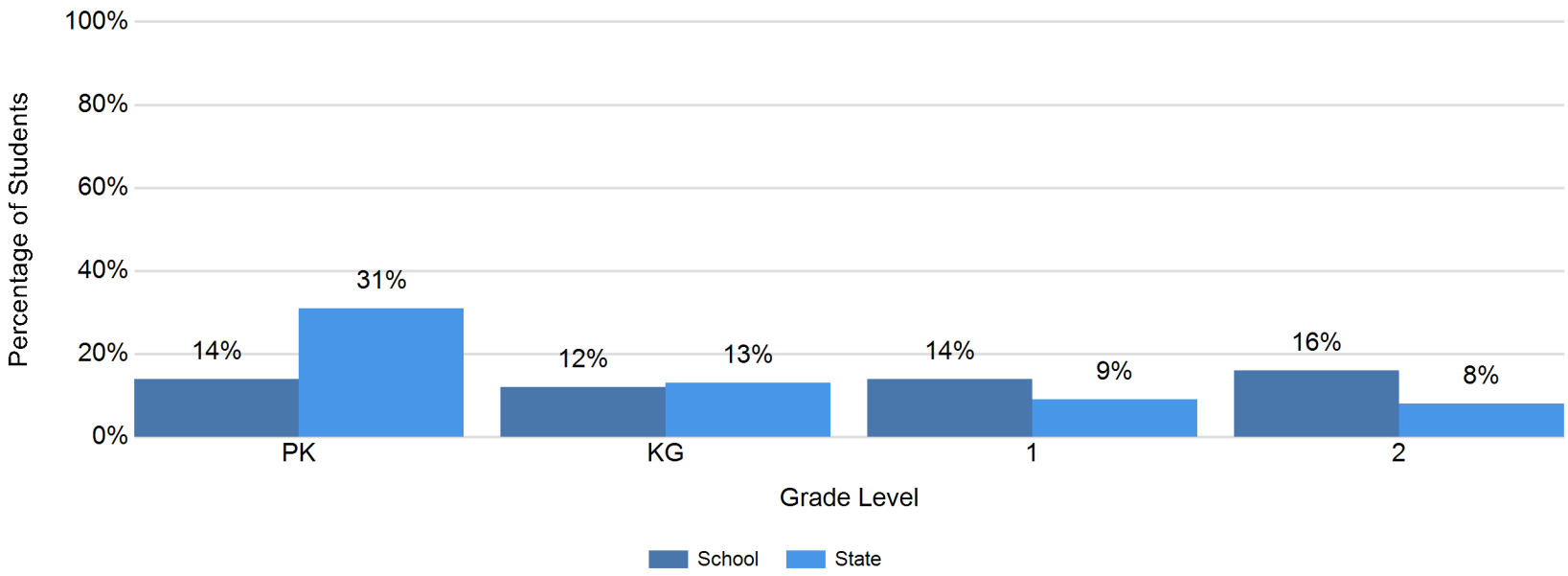
Chronic Absenteeism by Grade

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



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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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
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	9:30 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	N

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)	$1,157	$15,978	$17,135

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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	19	117,464
Average years experience in public schools	16.5	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	94.7%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,374
Average years experience in public schools	21.2	16.0
Average years experience in district	19.9	12.0
Administrators in district for 4 or more years	81.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	12:1
Students to Administrators	303:1	156:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		1721:1
Students to Nurses		344:1
Students to Counselors		246:1
Students to Child Study Team		287:1

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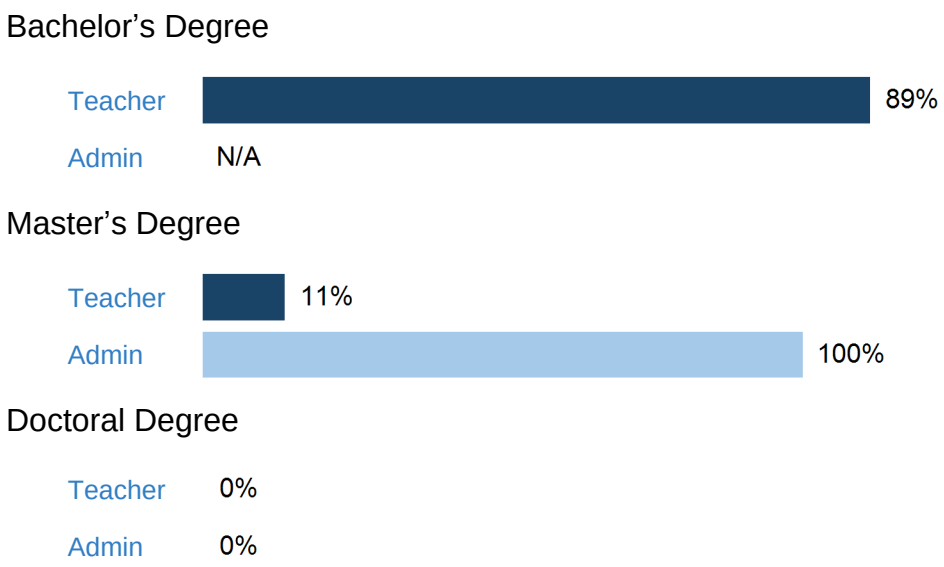
Teachers and Administrators - Level of Education

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	89.8%	90.2%
2016-17 Administrators: Same district 2017-18	81.8%	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	96.1%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	89.5%	100.0%
Hispanic	10.5%	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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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:	• Wonders Reading Program meets the literacy needs of the students through differentiated instruction. • Technology is a part of each school day with the smart board in the classroom and students using chrome books. • The ReFlex Math program develops math fact fluency using diverse, fast-paced games and rewards
Mission, Vision, Theme:	Our staff believes that all children can and will learn. Our child-centered environment will be safe, nurturing and positive to support student learning, growth and development. Children are our future. We are dedicated to their success.
Awards, Recognition, Accomplishments:	Teacher of the Year and Educational Services Professional of the Year are recognized annually . Monthly awards are presented to students focusing on character traits and accomplishments in art, music, writing and physical education. Atlanta Care has provided grants for school activities focused on health and wellness. Annual coin drives have raised money for autism awareness and food allergy awareness.

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Courses, Curriculum, Instruction:	The curriculum used for our preschool program is High Scope. In grades 1-3 the Wonders Reading program and My Math are used. Social Studies and science are integrated into the reading program. Also ReFlex Math is used to build math fact fluency and Keyboarding without Tears to develop keyboarding skills. Assemblies and field trips extend the students' learning experiences.
Clubs and Activities:	Students have the opportunity to participate in choir, bell choir, play makers (drama) and the mileage club.

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Before and After School Programs:	Before and after care is offered to the parents through the Cumberland Cape Atlantic YMCA - Afterschool program for students in preschool through grade 3. Parents may register any time throughout the school year.
Staff and Professional Learning:	Staff have participated in workshops on dyslexia, cultural differences, best practices, HIB (harassment, intimidation and bullying) and technological tools to enhance learning. Through Global Compliance training was also provided in areas of child abuse, bullying, suicide prevention and sexual harassment. Teachers meet several times a year with their colleagues to discuss and share ideas on enhancing their instruction and student learning.

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Student Supports and Services:	Support services include Basic Skills Instruction for students struggling academically, speech therapy, counseling and ESL services for english language learners. For students with disabilities resource center pull out instruction and specialized classroom settings are offered. Other student services include occupational and physical therapy. There are also Intervention and referral services to assist students who are experiencing academic and/or behavioral difficulties.
Student Health and Wellness:	Chartwell is the food service provider responsible for our breakfast and lunch program. Our lunch program offers healthy snacks such as fresh fruit and vegetables. School activities that promote wellness include the Harvest Festival where students shop for fresh vegetables, Jump Rope for Heart, and Fitness day. At recess students maintain a walking log tracking the miles they walked. Students also participate daily in our motor lab to develop gross and fine motor shills.
Parent and Community Involvement:	Milanesi has a very active PTO which holds monthly meetings. PTO sponsored events include Trunk or Treat Night, Holiday Family Event, Candy Cane Holiday Shop, Night of the Arts (displaying students' art work), Scholastic Book Fair Family Night and Designer Bag Bingo. School sponsored events include Grandparents' Day, Bingo for Books, guest readers, the Giving Tree project for needy families, Family Literacy Night, and the Honor Memorial Book Shelving.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers In 2015 a school climate survey was developed by the district and distributed to staff, parents and students, Results were analyzed and shared at faculty meetings, PTO meetings and with members of the School Leadership team.
Facilities:	Milanesi School was built in 1958. An addition was added in 1973 and then another addition was built in 2002 to house our preschool program. All classrooms in the building are air conditioned.

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Other Information:	The John C. Milanesi Elementary School provides educational and supportive services to approximately 350 students in grades preschool through 3. It embraces the philosophy that all children can learn in a safe, nurturing, child-centered environment. Every classroom represents a unique community of learners that vary in abilities and learning styles. The Milanesi staff is committed to meeting the needs of each child so that all students grow feeling capable and successful. Our programs are aligned to the standards and are diverse so that we can meet the needs of all our students. They include our balanced literacy program, basic skills program, English as a Second Language program, full day kindergarten, our preschool program for 3 and 4 year olds and resource center /in-class support programs for students with disabilities. Our students constantly strive to meet high expectations for academic and social performance. The teachers are always seeking opportunities and resources to provide interesting and challenging experiences for the students to connect their new and prior learning. At Milanesi student accomplishments are rewarded with praise and recognition and student frustration is addressed with understanding. Milanesi School always welcomes the involvement of parents as partners in their children's education. The PTO is commended for its support of the students,staff and programs. This group of highly motivated and committed parents brings a great amount of support and energy to the school. It financially supports and coordinates many school wide activities and family events. This strong parental support has strongly contributed to our school success.