NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	DUNELLEN BORO
Principal Name	MR. LUBISCO
Address	400 HIGH STREET DUNELLEN, NJ 08812
Phone Number	(732)968-5311
Email Address	LUBISCOG@DUNELLENSCHOOLS.ORG
Website	http://www.dunellenschools.org/dps/Faber/Faber%20Home/
Twitter	https://twitter.com/jpfaberschool?lang=en

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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	25	47	45
KG	84	87	108
1	69	86	85
2	87	67	85
3	97	85	75
4	81	100	92
5	81	86	93
Total	524	558	583

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	45.8%	45.5%	47.2%
Male	54.2%	54.5%	52.8%
Economically Disadvantaged Students	47.9%	48.9%	50.6%
Students with Disabilities	15.6%	15.8%	17.2%
English Learners	9.7%	11.8%	11.8%
Homeless Students		0.5%	0.5%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.4%	2.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	38.0%	33.0%	32.9%
Hispanic	42.9%	47.5%	46.8%
Black or African American	13.2%	12.7%	13.6%
Asian	5.7%	6.5%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	0.0%	0.0%	0.2%

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
PK - Half Day	0	0	0
PK - Full Day	25	47	45
KG - Half Day	0	0	0
KG - Full Day	84	87	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	62.8%
Spanish	32.2%
Other Languages	5.0%

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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	65	45	50	Exceeds Standard	35.5	47.5	50	Not Met
White	57	42	50	Met Standard	32.5	48	51	Not Met
Hispanic	66	46	49	Exceeds Standard	34.5	47	48	Not Met
Black or African American	52.5	39	44	**	48	51	44	**
Asian, Native Hawaiian, or Pacific Islander	90	67	61	**	39.5	39.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	64.5	45	48	Exceeds Standard	30.5	48	47	Not Met
Students with Disabilities	53	48.5	41	**	62	44.5	43	**
English Learners	67	56	54	Exceeds Standard	31.5	44	51	Not Met

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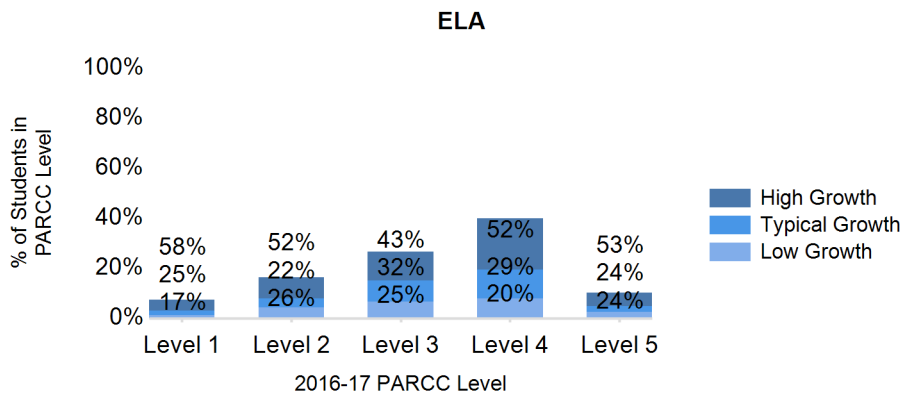
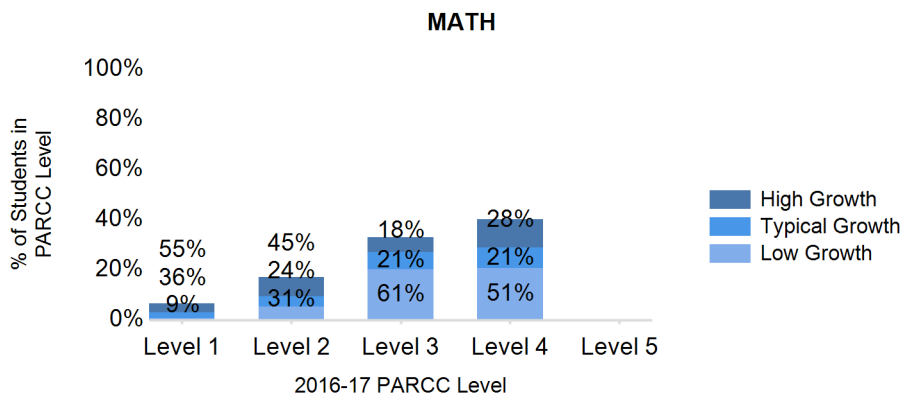
Student Growth by Performance Level

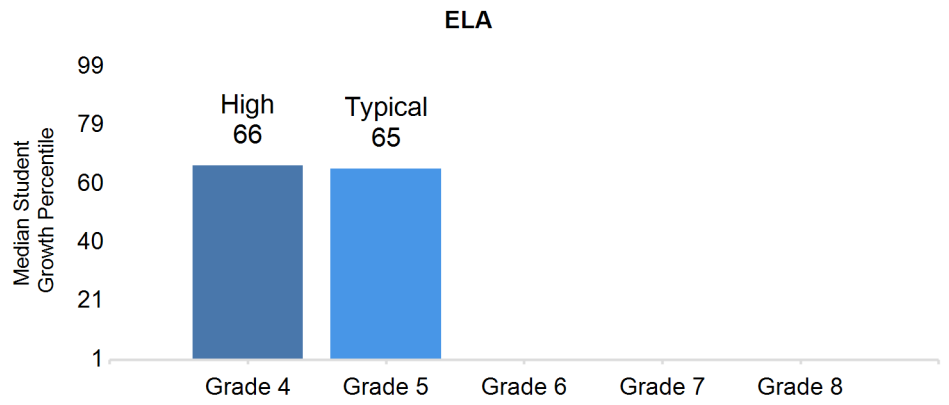
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

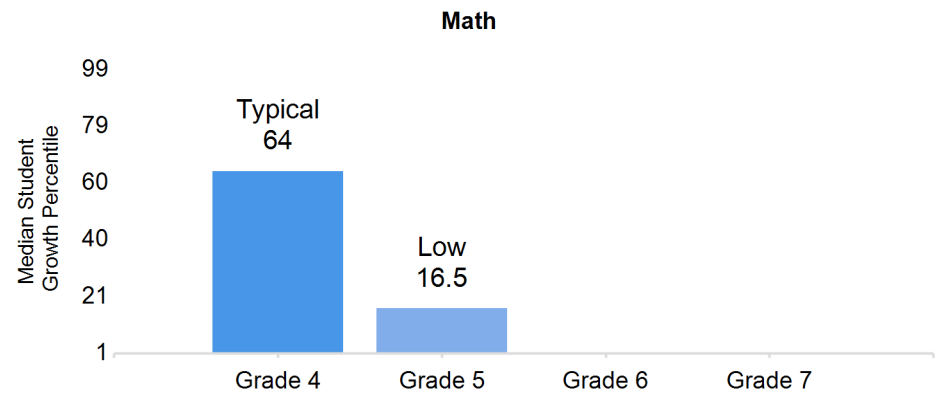




Student Growth by Grade

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	248	96.9	59.3	53.9	56.7	59.3	62.5	Met Target†
White	81	94.4	65.5	62.8	65.6	64.9	66.7	Met Target†
Hispanic	124	97.7	54.0	47.2	42.5	54.0	56.2	Met Target†
Black or African American	27	100.0	55.5	*	37.3	55.5	63.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	118	98.4	65.2	60.2	64.5	65.2		
Male	130	95.6	53.9	47.8	49.4	53.9		
Economically Disadvantaged Students	134	97.2	48.5	41.0	38.5	48.5	53.5	Met Target†
Non-Economically Disadvantaged Students	114	96.6	72.0	66.6	67.5	72.0		
Students with Disabilities	25	86.7	24.0	*	21.6	21.7	31.5	Met Target†
Students without Disabilities	223	98.3	63.2	*	63.9	63.2		
English Learners	42	100.0	31.0	25.3	27.3	31.0	24.1	Met Target
Non-English Learners	206	96.3	65.1	57.9	59.4	65.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	15.4	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	76	750	750	750	*	16%	22%	*	*	50%	52%
White	28	761	761	759	*	*	*	*	*	61%	61%
Hispanic	29	738	738	736	*	*	*	*	*	34%	38%
Black or African American	13	749	749	733	*	*	*	*	*	54%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	38	762	762	756	*	*	*	*	*	58%	57%
Male	38	739	739	744	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	47	738	738	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	29	769	769	762	*	*	*	*	*	72%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	10	709	709	712	*	*	*	*	*	10%	15%
Non-English Learners	66	756	756	753	*	*	*	*	*	56%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	762	762	756	*	*	25%	45%	19%	64%	58%
White	30	770	770	764	0%	*	*	*	*	73%	68%
Hispanic	45	756	756	744	*	*	29%	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	N	N	N	763	N	N	N	N	N	N	63%
Female	45	763	763	762	*	*	24%	*	*	67%	63%
Male	44	760	760	751	*	*	25%	*	*	61%	53%
Economically Disadvantaged Students	48	757	757	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	41	767	767	767	*	*	*	*	*	71%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	761	761	755	*	*	23%	47%	15%	62%	58%
White	26	762	762	763	*	0%	38%	*	*	58%	68%
Hispanic	50	757	757	743	*	*	20%	*	*	60%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	38	772	772	762	*	*	*	*	*	71%	66%
Male	49	752	752	749	*	*	*	*	*	55%	51%
Economically Disadvantaged Students	42	754	754	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	45	768	768	766	*	*	*	*	*	73%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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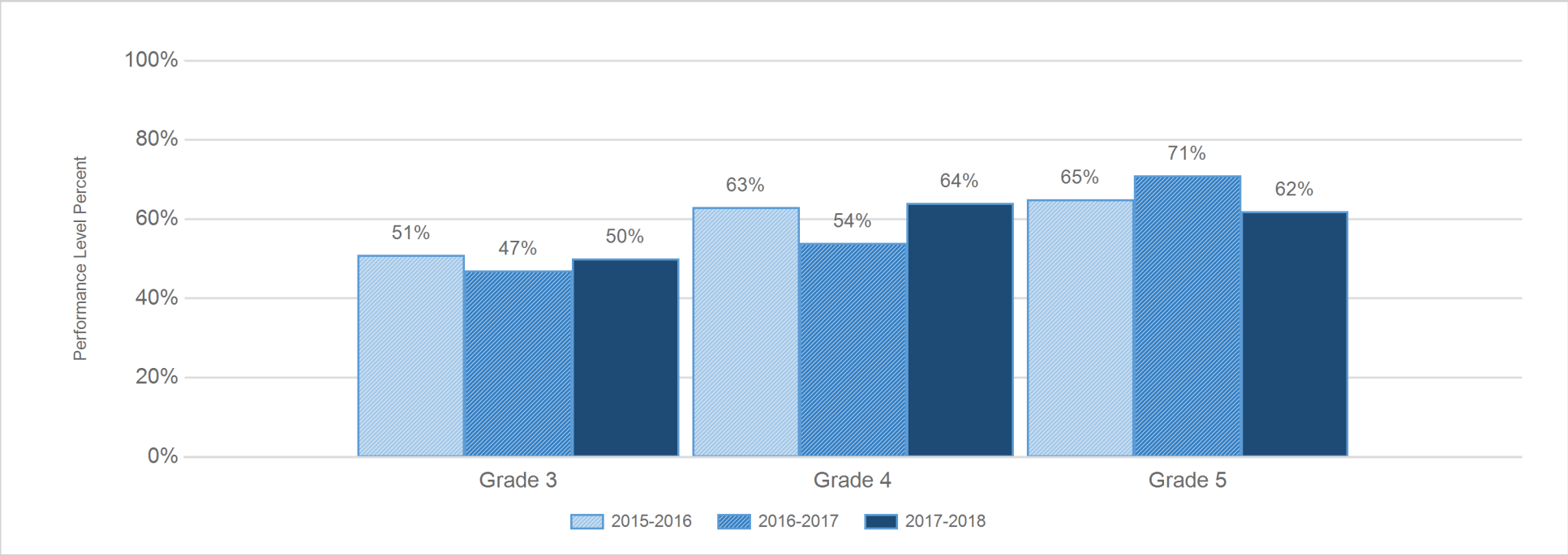
English Language Arts/Literacy Assessment - Performance Trends

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	249	96.6	43.0	37.5	45.0	43.0	50.6	Not Met
White	81	94.4	53.1	47.9	54.1	52.6	54.4	Met Target†
Hispanic	125	96.9	34.4	29.1	29.2	34.4	47.1	Not Met
Black or African American	27	100.0	48.1	*	23.4	48.1	40.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	119	97.6	43.7	37.7	46.0	43.7		
Male	130	95.6	42.3	37.3	43.9	42.3		
Economically Disadvantaged Students	135	96.5	32.6	27.6	26.6	32.6	40.8	Not Met
Non-Economically Disadvantaged Students	114	96.6	55.3	47.4	55.9	55.3		
Students with Disabilities	25	86.7	16.0	*	17.1	14.5	35.4	Not Met
Students without Disabilities	224	97.9	46.0	*	50.5	46.0		
English Learners	44	100.0	15.9	*	24.6	15.9	20.9	Met Target†
Non-English Learners	205	95.9	48.7	*	46.9	48.7		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	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	76	754	754	752	*	*	26%	*	*	57%	53%
White	28	762	762	760	*	*	*	*	*	64%	64%
Hispanic	29	749	749	739	*	*	*	*	*	52%	38%
Black or African American	13	744	744	734	*	*	*	*	*	54%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	38	756	756	752	*	*	26%	*	*	61%	53%
Male	38	752	752	751	*	*	26%	*	*	53%	53%
Economically Disadvantaged Students	47	745	745	736	*	*	*	*	*	43%	35%
Non-Economically Disadvantaged Students	29	768	768	762	*	*	*	*	*	79%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	10	719	719	726	*	*	*	*	*	20%	23%
Non-English Learners	66	759	759	754	*	*	*	*	*	62%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
Grades Offered: PK-05
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
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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	90	749	749	748	*	16%	36%	*	*	48%	49%
White	30	753	753	755	0%	*	*	57%	0%	57%	60%
Hispanic	46	746	746	737	0%	*	39%	*	*	41%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	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	N	N	N	752	N	N	N	N	N	N	55%
Female	46	745	745	748	*	*	39%	*	*	41%	50%
Male	44	752	752	748	*	*	32%	*	*	55%	49%
Economically Disadvantaged Students	49	744	744	733	*	*	43%	*	*	37%	30%
Non-Economically Disadvantaged Students	41	754	754	758	*	*	27%	*	*	61%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
Grades Offered: PK-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	734	734	748	*	29%	36%	*	*	25%	49%
White	26	739	739	756	*	*	*	*	*	35%	60%
Hispanic	50	729	729	736	*	32%	36%	*	*	18%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	38	739	739	749	*	*	39%	*	*	29%	50%
Male	49	730	730	747	*	*	33%	*	*	22%	48%
Economically Disadvantaged Students	42	726	726	733	*	31%	33%	*	*	17%	29%
Non-Economically Disadvantaged Students	45	741	741	758	*	27%	38%	*	*	33%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	10	710	710	718	*	*	*	*	*	*	13%
Non-English Learners	77	737	737	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
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2017-2018

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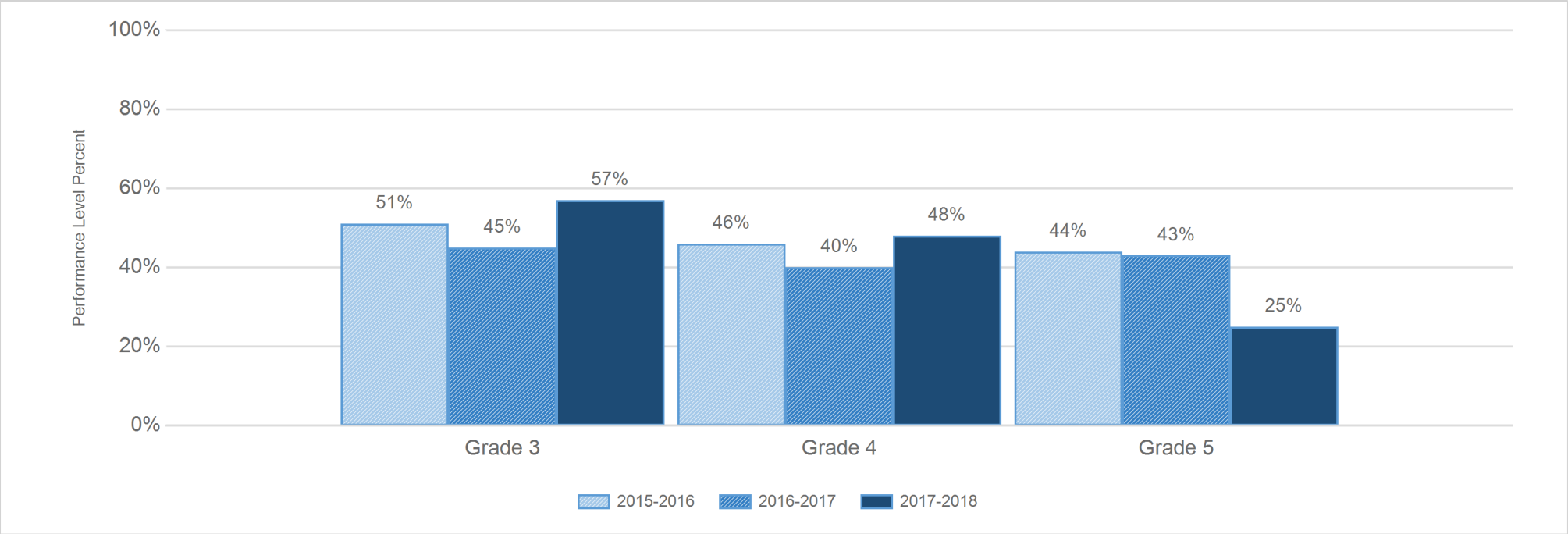
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	66.7%	60.7%	Met Target

† 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	46	87.0%	13.0%
3-4	18	72.2%	27.8%
5 or more	*	*	*

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2017-2018

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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.

NJ SCHOOL PERFORMANCE REPORT

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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.

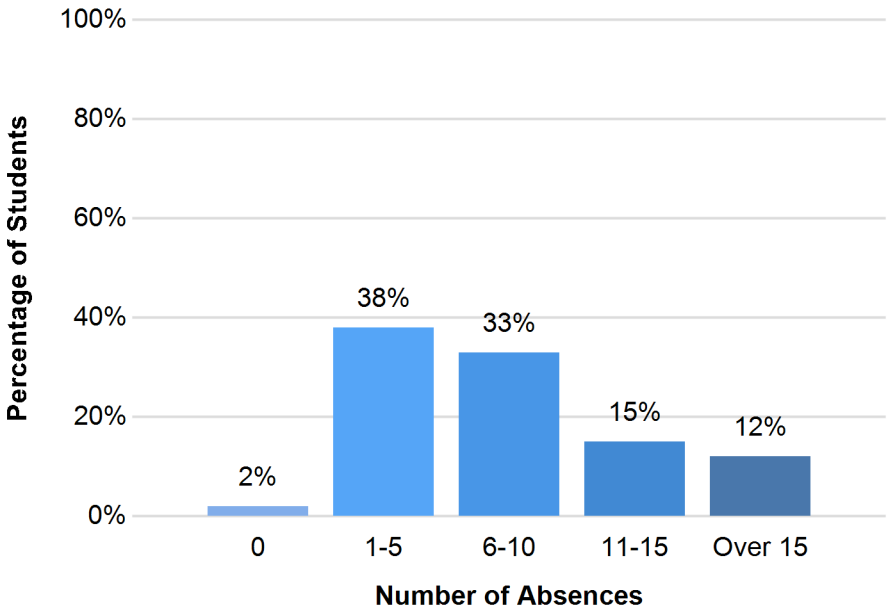
Chronic Absenteeism

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	40	7.4	8.9	Met
White	13	7.3	8.9	Met
Hispanic	17	6.6	8.9	Met
Black or African American	6	8.8	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	6.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	27	9.9	8.9	Not Met
Students with Disabilities	9	11.7	8.9	Not Met
English Learners	4	6.0	8.9	Met

Days Absent

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



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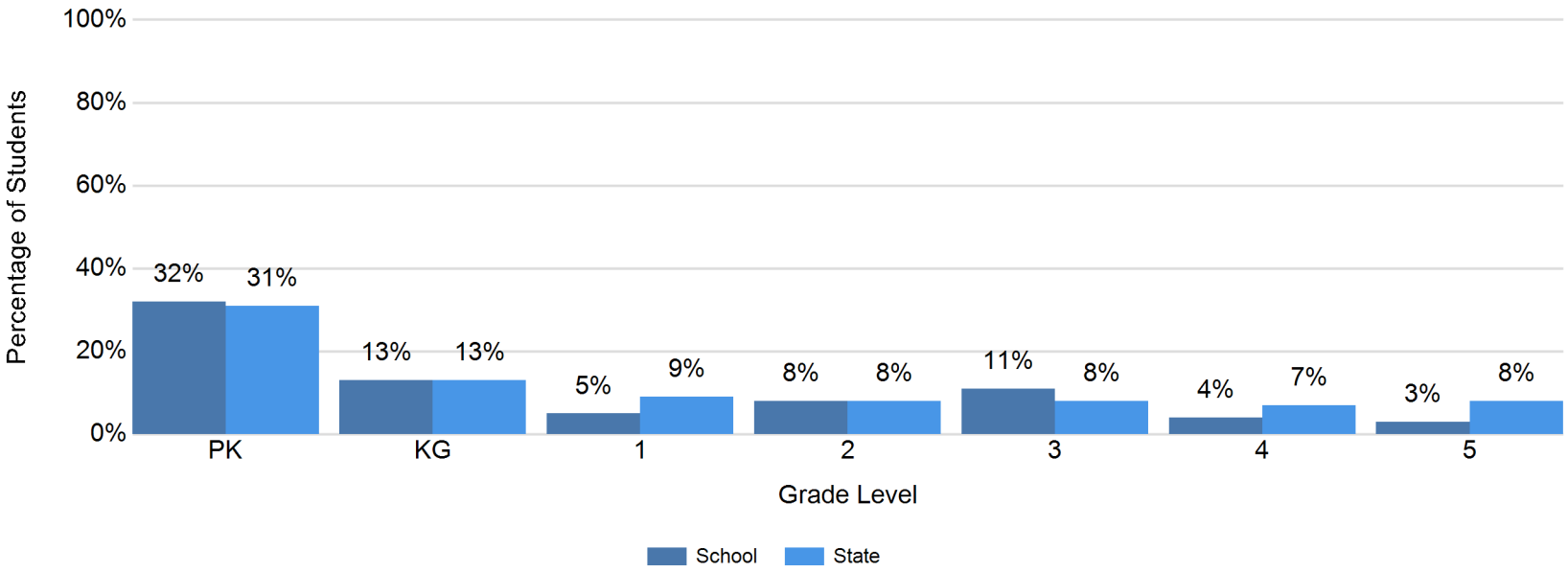
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.06

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	8
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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	2	2
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
10

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
Grades Offered: PK-05
2017-2018

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 8 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)	$473	$11,770	$12,243

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	53.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,374
Average years experience in public schools	14.1	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	90.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	194:1	120:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		1203:1
Students to Nurses		602:1
Students to Counselors		301:1
Students to Child Study Team		401:1

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
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Grades Offered: PK-05
2017-2018

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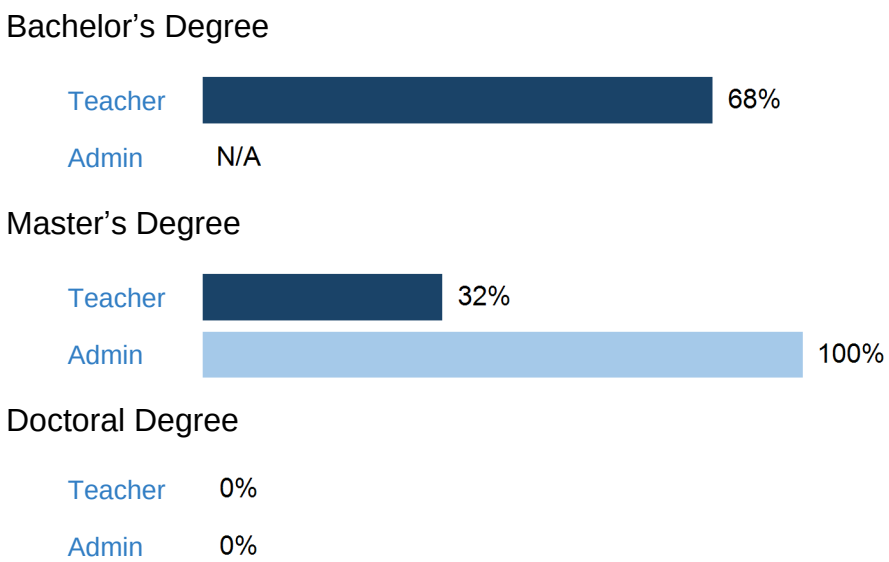
Teachers and Administrators - Level of Education

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	87.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	93.9%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.5%	33.3%
Male	8.5%	66.7%
White	93.6%	66.7%
Hispanic	2.1%	33.3%
Black or African American	4.3%	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%

NJ SCHOOL PERFORMANCE REPORT

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

JOHN P. FABER ELEMENTARY SCHOOL
(23-1140-050)
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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	54.32	15.0%
Mathematics Proficiency	42.24	15.0%
English Language Arts Growth	90.94	20.0%
Mathematics Growth	7.18	20.0%
Progress Towards English Language Proficiency	78.72	20.0%
Chronic Absenteeism	49.52	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.80	n/a
Summative Rating: Percentile Rank of Summative Score	57.11	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†	Not Met	Exceeds Standard	Not Met	Met Target	Met	No
White	39.59	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	57.72	14.08	No	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	58.52	14.08	No	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	55.02	14.08	No	Met Target	Met Target†	Exceeds Standard	Not Met	Not Met	Met	No

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

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School Narrative

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

Highlights:	• We have implemented the Rutgers University's Boggs Center Positive Behavior Support in the Faber Schools' (PBSIS) Program. • Technology has been infused into every school day, with a mobile cart for grades K-2, a 1 to 1 Chromebook initiative for grades 3-5, and a classroom set of iPads for the Special Area classes. • Staff members in grades K-3 have been trained and are implementing the Fundations Phonics Program.
Mission, Vision, Theme:	To prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills necessary to acquire a common body of knowledge and understanding in accordance with the NJSLS. To provide a safe, caring and stimulating learning environment where students respect themselves and others, share their talents with the wider community and recognize the need to pursue excellence in their lives.
Awards, Recognition, Accomplishments:	Faber School has implemented the Rutgers University's Boggs Center Positive Behavior Support In Schools (PBSIS) program. The framework of this program is specific to addressing the continuum of behavior, conduct, and climate needs within our school. With the guidance of an assigned Coach, the Faber School team has implemented an integrated system that encourages pro-social behaviors and provides teachers with an array of positive and proactive "Try First" strategies.

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Courses, Curriculum, Instruction:	Faber School offers a comprehensive elementary curriculum. The district continued the implementation of the New Jersey Student Learning Standards (NJSLS) through the use of EnVisions Math, Reading Wonders, and Lucy Caulkins Writer's Workshop. These programs encourage children to think, read, and write critically. The instructional program also includes social studies, science, art, music, technology, physical education, library-media skills, health, family life, character education, and Spanish.
Sports and Athletics:	We do not offer any sports at Faber School.
Clubs and Activities:	Faber School offers students musical activities that begins with the recorder in grade 2, the option to select an instrument in grades 4-5, and a before school choral group in grades 4-5. Our chess club ranks among the best in the state. The after school Newspaper Club provides students with an opportunity to develop an interest in writing. For students who have an interest in leadership and extracurricular activities, a Student Council and the Safety Patrol are an option.

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Before and After School Programs:	Faber School continues to offer the “Extended Day After-School Program” and now offers a "Breakfast Program." This program provided by the Dunellen Board of Education offers students with the opportunity to be dropped off at school as early as 7:00 a.m. and remain at school in a supervised setting until 6:00 p.m. and receive academic support as well as an opportunity to interact socially. Academic after school programs are also offered, where students receive help in reading, mathematics, and organizational skills.
Staff and Professional Learning:	Faber School is deeply committed to professional development with professional days embedded into the schedule. Teachers are encouraged to participate in outside workshops and turnkey their learning at monthly Edcamps. Our teachers collaborate as members of organizational committees charged with launching and managing school wide initiatives. The improvement of teacher pedagogy is essential so that our teachers can deliver the caliber of education that ensures that our students are successful.

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Student Supports and Services:	Faber school houses several special education programs including one preschool disabled class, two preschool integrated classes, one autistic class, and two multiple disability classes. Our special education population is mainstreamed into classes as often as possible when appropriate. Students who have been identified as being in need of additional support and remediation are serviced through a Basic Skills Support program. Faber School offers an English as a Second Language Program to provide targeted support.
Student Health and Wellness:	The Intervention and Referral Services identify academic and emotional needs of students in order to develop action plans. An integrated and assertive anti-harassment, intimidation and bullying program has helped build a safe educational climate in which students can feel comfortable to learn and be themselves. Finally, a full time nurse is housed in the school to attend to the medical needs of the students.
Parent and Community Involvement:	Faber School students are very fortunate to have a very involved and supportive PTO. Parents and teachers organize activities for the students creating an enriching environment for the entire school community. The activities and events take place before, during and after school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Multiple school climate surveys were conducted to support transparency and collaboration with the school community. The School Culture and Climate Committee conducted their yearly survey of students, parents, and teachers utilizing google forms. The Administrative team conducted periodic surveys of the students, parents, and teachers to monitor the progress of school initiatives. The results of the surveys communicated a safe student body, a supportive parental base, and a dedicated faculty.
Facilities:	Faber School is a rectangle shaped building with an open courtyard in the middle with a school garden. There have been recent renovations to the gymnasium, the 5th grade classrooms, and the library. Each room has central air conditioning or a window unit to alleviate discomfort during the fall and spring. The building supports the arts through a separate vocal music, instrumental music, and art room.
School Safety:	School Safety is a priority at John P. Faber School. The administration attends training and works collaboratively with local, county and state officials to integrate best practices into their safety procedures. The administration has formed a task force that meets regularly to analyze protocols and make recommendations for improvement.

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Technology and STEM:	Technology is infused into every school day, with a mobile cart for grades K-2, a 1 to 1 Chromebook initiative for grades 3-5, and a classroom set of iPads for the Special Area classes. The students' schedule offers a Technology and Media class each week that progressively prepares students to use various devices, navigate the internet safely, and problem solve collaboratively. Each classroom has a fully operational SmartBoard and computer to support instruction.
Early Childhood Education:	The Pre-School program provides two settings to meet the needs of all learners. Both settings at Faber School provide instruction, utilizing the Tools of the Mind Curriculum with the goal of developing instructional techniques, that emphasizes both the development of underlying cognitive skills and the development of academic skills in core subjects. The pre-school self-contained setting provides individualized instruction for students with special needs. The inclusive program provides students with special needs and general education students the opportunity to learn together and from each other. The core of this program is to amplify development in young children. Each pre-school teacher and paraprofessional has undergone rigorous professional development to ensure the success of each student. The training will continue to ensure learning and development is ongoing and successful.

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Other Information:	Several of our special education and regular education teachers have been trained in the Wilson Reading Program, which is a multi-sensory teaching approach to reading. Students who were identified as needing this multi-sensory approach to reading were able to work with these teachers in order for them to complete this year-long program successfully. These students showed much improvement in their phonics and phonemic awareness and will continue the program throughout the year.