



Francis Lore Elementary School (21-1430-105)

2021-2022

County: Mercer
District: Ewing Township School District
13 Westwood Drive
Ewing, NJ 08628-1912

Principal: Mrs. Kelly Kawalek
[School Website](#)
609-538-9800



502
Total Students



PK-05
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Mrs. Kelly Kawalek
Address	13 Westwood Drive, Ewing, NJ 08628-1912
Phone Number	609-538-9800
Email Address	kkawalek@ewingboe.org
Website	www.ewing.k12.nj.us/Domain/242
Twitter	https://twitter.com/TheEwingSchools

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2019-20	2020-21	2021-22
PK	7	0	18
KG	88	79	80
1	79	90	78
2	82	84	83
3	85	77	80
4	87	82	81
5	90	86	82
Total	518	498	502

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	47.5%	48.0%	48.0%
Male	52.5%	52.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	37.1%	36.9%	26.3%
Students with Disabilities	15.4%	13.7%	15.9%
English Learners	3.5%	5.4%	6.4%
Homeless Students	1.0%	0.4%	0.8%
Students in Foster Care	0.4%	0.2%	1.0%
Military-Connected Students	0.8%	0.6%	1.0%
Migrant Students	0.0%	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	2019-20	2020-21	2021-22
White	29.9%	26.5%	25.1%
Hispanic	19.5%	20.9%	24.1%
Black or African American	42.5%	42.2%	38.0%
Asian	3.1%	4.8%	6.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two Or More Races	4.8%	5.4%	5.8%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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.

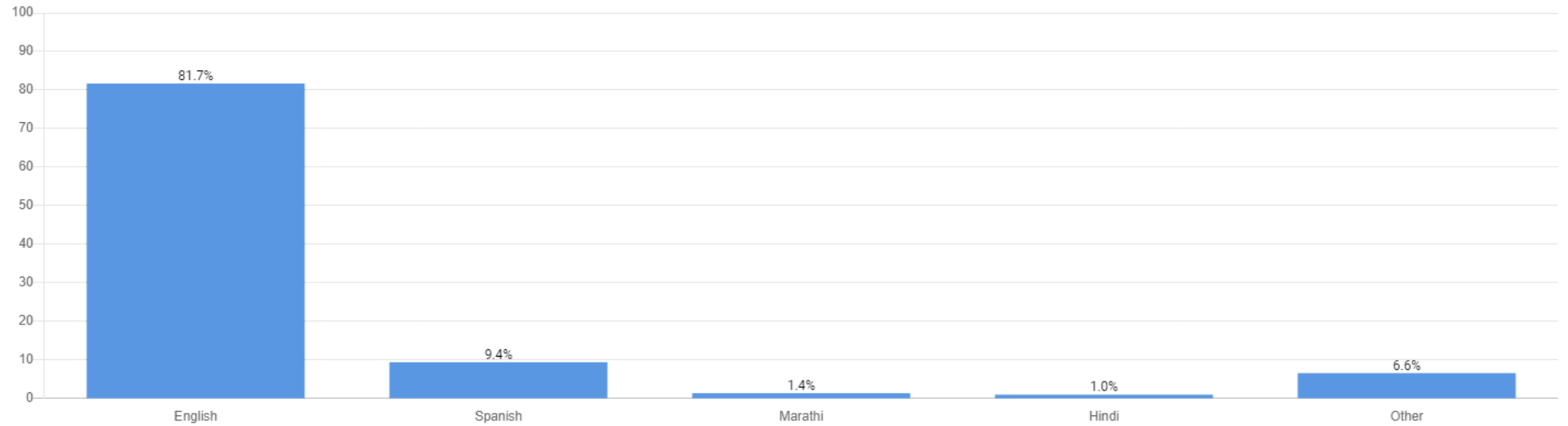
Grade	2019-20	2020-21	2021-22
PK - Half Day	7	0	18
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	88	79	80

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. To see this data in a table, click the Table View option below the chart.



Report Key:

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

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the [COVID-19 State Plan Addendum](#), to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the [NJDOE's Accountability page](#) under 2022 Accountability Data.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			97.6%			97.6%
Proficiency Rate for Federal Accountability			35.2%			27.9%
Annual Target			48.2%			47.6%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	233	97.6%	35.2%	29%	49%	35.2%	48.2%	Not Met
White	66	98.5%	53%	42.7%	58.2%	53%	57.4%	Met Target†
Hispanic	55	100%	27.3%	24.1%	35%	27.3%	26.4%	Met Target
Black or African American	91	95.9%	30.8%	23.3%	30.9%	30.8%	42.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.8%	78%	*	**	**
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	15	100%	20%	30.8%	55.4%	20%	**	**
Female	*	96.6%	40.9%	36.2%	55.1%	40.9%		
Male	*	98.4%	29.5%	21.9%	43.2%	29.5%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	64	97%	20.3%	21.8%	30.9%	20.3%	41.5%	Not Met
Non-Economically Disadvantaged Students	169	97.8%	40.8%	32.9%	57.8%	40.8%		
Students with Disabilities	39	100%	20.5%	11.3%	17.9%	20.5%	32.6%	Not Met
Students without Disabilities	194	97.1%	38.1%	34.4%	55.7%	38.1%		
English Learners	19	100%	15.8%	<10%	21.9%	15.8%		
Non-English Learners	214	97.4%	36.9%	30.6%	52%	36.9%		
Homeless Students	228	97.5%	35.1%	28.5%	49.3%	35.1%		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	38.1%	46%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

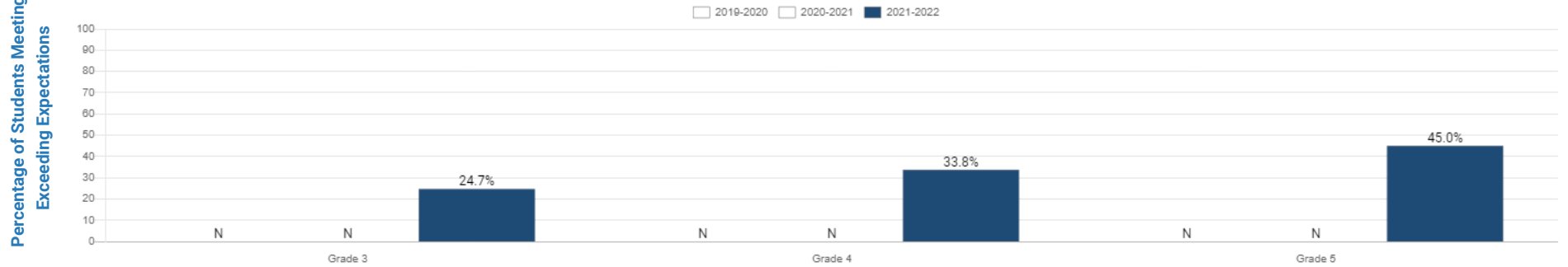
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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	77	724	724	740	27%	27%	21%	25%	0%	25%	42%
White	22	742	745	750	18%	23%	9%	50%	0%	50%	52%
Hispanic	17	716	719	724	29%	35%	24%	12%	0%	12%	28%
Black or African American	30	721	716	722	27%	27%	30%	17%	0%	17%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	71%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	709	748	*	*	*	*	*	*	50%
Female	*	727	726	745	29%	24%	16%	32%	0%	32%	47%
Male	*	720	722	735	26%	31%	26%	18%	0%	18%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	19	720	721	720	16%	47%	26%	11%	0%	11%	24%
Non-Economically Disadvantaged Students	58	725	726	751	31%	21%	19%	29%	0%	29%	52%
Students with Disabilities	18	720	704	709	39%	17%	11%	33%	0%	33%	17%
Students without Disabilities	59	725	729	746	24%	31%	24%	22%	0%	22%	47%
English Learners	*	*	713	704	*	*	*	*	*	*	13%
Non-English Learners	*	724	725	744	26%	28%	21%	25%	0%	25%	46%
Homeless Students	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	*	691	*	*	*	*	*	*	24%

Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	80	735	730	746	19%	23%	25%	26%	8%	34%	49%
White	23	745	739	756	13%	22%	26%	17%	22%	39%	60%
Hispanic	18	723	725	732	22%	39%	17%	22%	0%	22%	34%
Black or African American	33	735	728	729	21%	12%	27%	36%	3%	39%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	733	756	*	*	*	*	*	*	59%
Female	*	742	733	750	20%	15%	20%	34%	12%	46%	53%
Male	*	727	728	742	18%	31%	31%	18%	3%	21%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	722	718	728	20%	35%	35%	5%	5%	10%	29%
Non-Economically Disadvantaged Students	60	739	736	756	18%	18%	22%	33%	8%	42%	60%
Students with Disabilities	14	707	703	717	*	*	*	*	*	*	21%
Students without Disabilities	66	741	737	752	15%	20%	24%	32%	9%	41%	55%
English Learners	*	*	715	713	*	*	*	*	*	*	15%
Non-English Learners	*	737	732	750	18%	22%	26%	27%	8%	35%	53%
Homeless Students	*	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	*	700	*	*	*	*	*	*	21%

Report Key:

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- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	80	739	730	748	15%	21%	19%	41%	4%	45%	50%
White	20	762	743	757	5%	5%	15%	60%	15%	75%	60%
Hispanic	24	738	726	735	8%	29%	21%	42%	0%	42%	35%
Black or African American	28	726	724	731	25%	29%	14%	32%	0%	32%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	775	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	725	755	*	*	*	*	*	*	57%
Female	*	740	732	753	18%	18%	21%	39%	3%	42%	55%
Male	*	737	727	743	13%	24%	17%	41%	4%	46%	45%
Non-binary/undesignated gender	*	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	23	734	726	731	17%	30%	17%	35%	0%	35%	30%
Non-Economically Disadvantaged Students	57	741	732	757	14%	18%	19%	44%	5%	49%	60%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	19%
Students without Disabilities	*	742	738	754	12%	20%	20%	44%	4%	48%	56%
English Learners	*	*	688	709	*	*	*	*	*	*	*
Non-English Learners	*	740	732	751	14%	21%	19%	42%	4%	46%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	684	*	*	*	*	*	*	*

Academic Achievement

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	233	97.6%	27.9%	20.6%	36%	27.9%	47.6%	Not Met
White	66	98.5%	47%	36.8%	46.2%	47%	58.1%	Not Met
Hispanic	55	100%	18.2%	15%	19.9%	18.2%	29.9%	Not Met
Black or African American	91	95.9%	20.9%	13.4%	15.7%	20.9%	40.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	45.5%	71.3%	*	**	**
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	15	100%	26.7%	20.2%	44.1%	26.7%	**	**
Female	*	96.6%	22.7%	19.4%	34.5%	22.7%		
Male	*	98.4%	32%	21.7%	37.4%	32%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	64	97%	21.9%	14.3%	17.3%	21.9%	39.8%	Not Met
Non-Economically Disadvantaged Students	169	97.8%	30.2%	24%	45.2%	30.2%		
Students with Disabilities	39	100%	20.5%	<10%	14.7%	20.5%	33.9%	Not Met
Students without Disabilities	194	97.1%	29.4%	23.9%	40.5%	29.4%		
English Learners	19	100%	<10%	<10%	16%	<10%		
Non-English Learners	214	97.4%	29.9%	21.6%	38.4%	29.9%		
Homeless Students	228	97.5%	28.1%	20.1%	36.2%	28.1%		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	33.3%	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

Academic Achievement

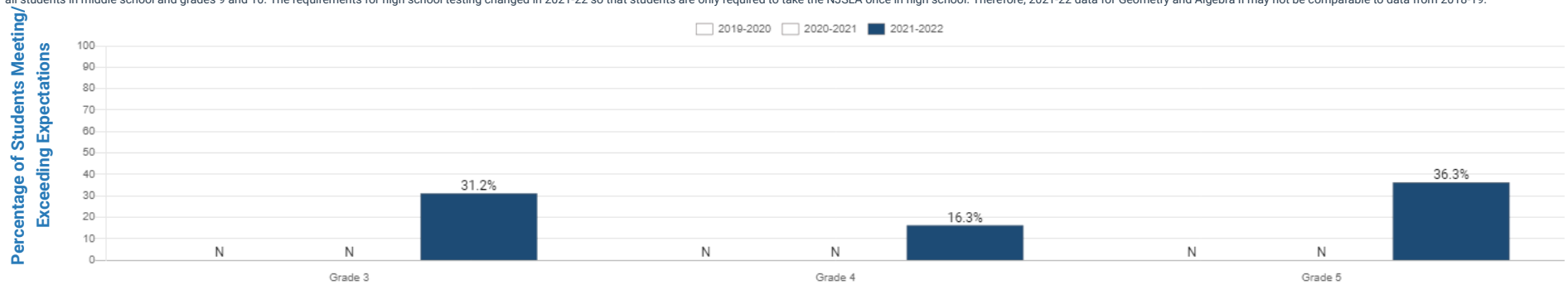
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	77	735	732	745	18%	17%	34%	26%	5%	31%	45%
White	22	742	745	756	14%	9%	41%	23%	14%	36%	59%
Hispanic	17	722	726	729	29%	24%	24%	24%	0%	24%	27%
Black or African American	30	738	727	723	17%	17%	33%	30%	3%	33%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	730	752	*	*	*	*	*	*	53%
Female	*	732	728	743	18%	24%	32%	21%	5%	26%	43%
Male	*	738	735	747	18%	10%	36%	31%	5%	36%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	19	735	730	725	11%	26%	32%	32%	0%	32%	24%
Non-Economically Disadvantaged Students	58	735	732	755	21%	14%	34%	24%	7%	31%	57%
Students with Disabilities	18	733	719	724	17%	22%	28%	33%	0%	33%	24%
Students without Disabilities	59	736	734	749	19%	15%	36%	24%	7%	31%	49%
English Learners	*	*	717	719	*	*	*	*	*	*	17%
Non-English Learners	*	737	733	748	15%	17%	35%	28%	6%	33%	49%
Homeless Students	*	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	*	714	*	*	*	*	*	*	24%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	80	726	724	740	11%	34%	39%	16%	0%	16%	39%
White	23	736	733	750	4%	30%	35%	30%	0%	30%	52%
Hispanic	18	720	719	725	*	*	*	*	*	*	21%
Black or African American	33	723	719	720	15%	33%	36%	15%	0%	15%	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	730	749	*	*	*	*	*	*	50%
Female	*	727	721	738	12%	32%	37%	20%	0%	20%	37%
Male	*	725	726	741	10%	36%	41%	13%	0%	13%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	715	714	721	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	60	730	728	749	10%	28%	40%	22%	0%	22%	51%
Students with Disabilities	14	715	712	719	*	*	*	*	*	*	18%
Students without Disabilities	66	728	727	744	9%	30%	42%	18%	0%	18%	44%
English Learners	*	*	713	714	*	*	*	*	*	*	11%
Non-English Learners	*	727	725	743	11%	34%	38%	18%	0%	18%	43%
Homeless Students	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	*	711	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	80	738	723	736	10%	20%	34%	33%	4%	36%	36%
White	20	759	738	746	5%	10%	5%	70%	10%	80%	47%
Hispanic	24	734	721	722	4%	21%	50%	21%	4%	25%	18%
Black or African American	28	728	714	716	18%	25%	39%	18%	0%	18%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	769	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	726	744	*	*	*	*	*	*	45%
Female	*	736	719	736	6%	27%	42%	21%	3%	24%	34%
Male	*	739	727	737	13%	15%	28%	39%	4%	43%	38%
Non-binary/undesignated gender	*	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	23	737	720	718	4%	35%	26%	26%	9%	35%	15%
Non-Economically Disadvantaged Students	57	738	725	746	12%	14%	37%	35%	2%	37%	47%
Students with Disabilities	*	*	702	714	*	*	*	*	*	*	14%
Students without Disabilities	*	740	730	741	7%	20%	35%	35%	4%	39%	41%
English Learners	*	*	694	707	*	*	*	*	*	*	*
Non-English Learners	*	738	725	739	10%	19%	33%	33%	4%	37%	39%
Homeless Students	*	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	*	685	*	*	*	*	*	*	*

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Academic Achievement

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

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

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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 4.5 or Above
0-2	21	*	*
3-4	*	*	*
5 or more	N	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	50%	**	**

† Target was met within one standard deviation.

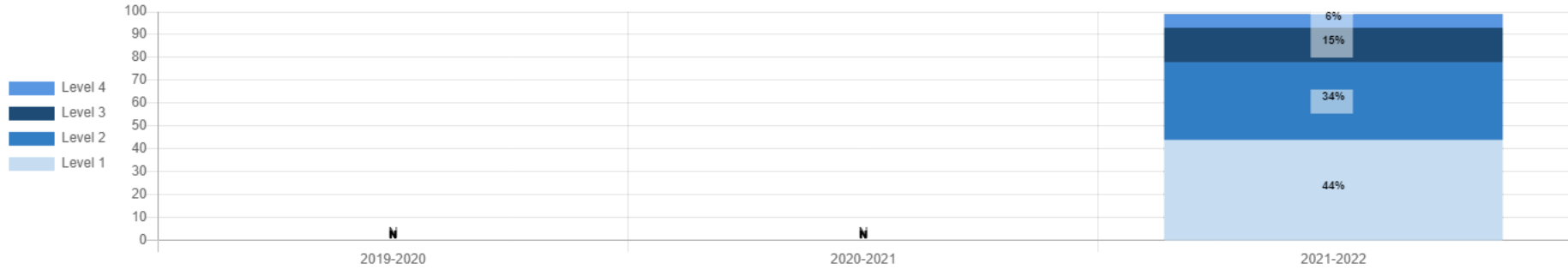
Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44%	34%	15%	6%
White	10%	35%	30%	25%
Hispanic	61%	26%	13%	0%
Black or African American	57%	32%	11%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	56%	31%	3%	9%
Male	37%	37%	22%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	57%	30%	9%	4%
Non-Economically Disadvantaged Students	39%	36%	18%	7%
Students with Disabilities	*	*	*	*
Students without Disabilities	41%	36%	16%	7%
English Learners	*	*	*	*
Non-English Learners	43%	35%	16%	6%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	64	12.8%	17.8%	Met
White	12	9.7%	17.8%	Met
Hispanic	18	15.1%	17.8%	Met
Black or African American	22	10.9%	17.8%	Met
Asian, Native Hawaiian, or Pacific Islander	*	24.0%	17.8%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	19.4%	17.8%	Not Met
Female	*	12.1%		
Male	*	13.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	28	20.4%	17.8%	Not Met
Students with Disabilities	14	14.1%	17.8%	Met
English Learners	4	12.5%	17.8%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

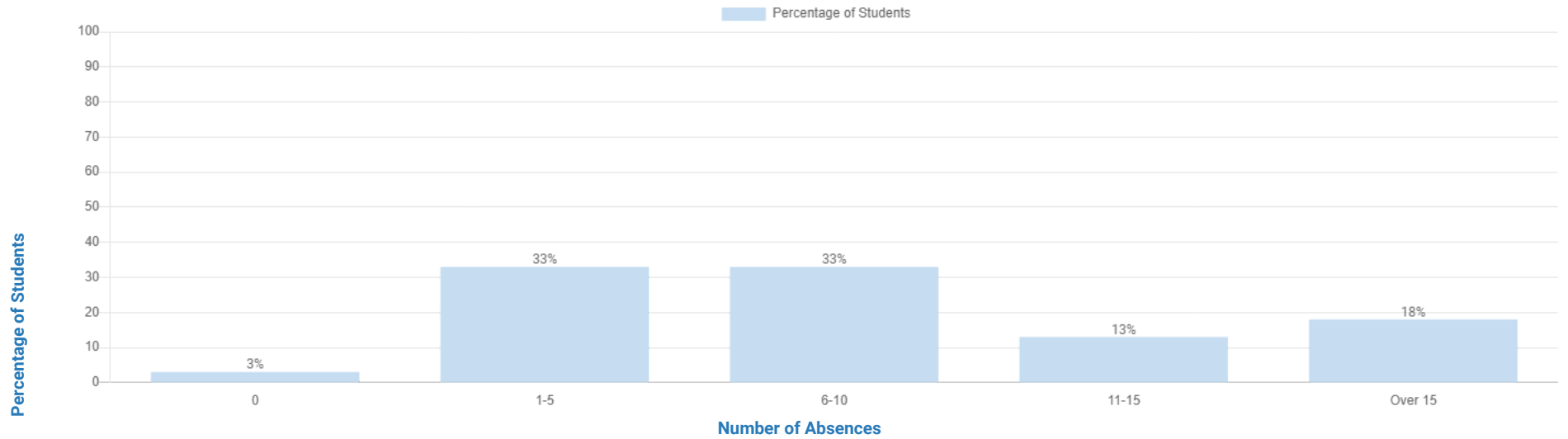
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Days Absent

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



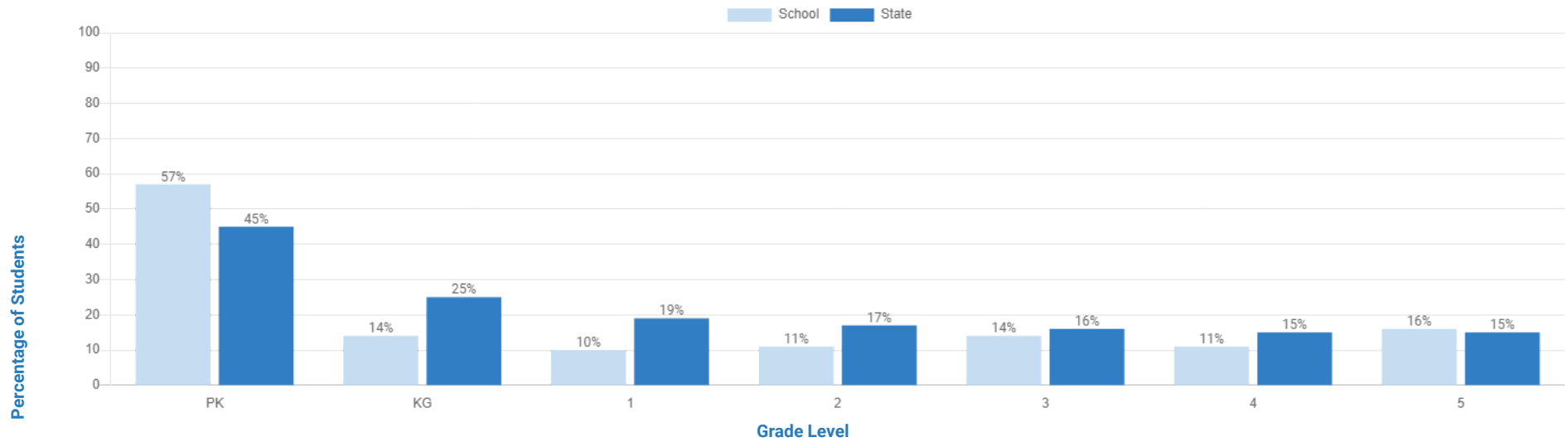
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Chronic Absenteeism by Grade

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



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.60

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	6		6

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	20	4.0%
Out-of-School Suspensions	15	3.0%
Any Suspension	29	5.8%
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

46

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Climate and Environment

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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs. 40 Mins.
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2022, 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
2021-2022	1.5:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#), as of the end of the 2021-2022 school year can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,773
Average years experience in public schools	15.7	12.5
Average years experience in district	13.7	11.3
Percentage of Teachers with 4 or more years experience in the district	78.3%	76.0%
Number of out-of-field teachers	0	2,937

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,578
Average years experience in public schools	21.6	16.5
Average years experience in district	12.8	12.6
Percentage of Administrators with 4 or more years experience in the district	77.3%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	46	347	118,773
Administrators	2	22	9,578
Librarians/Media Specialists	1	5	1,212
Nurses	1	5	2,911
School Counselors	1	11	4,324
Child Study Team Members	3	30	9,115
School Psychologists	1	10	2,159
School Social Workers	1	9	2,487
Student Assistance Coordinators	N	3	372
School Safety Specialists	N	N	34

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	251:1	155:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists †	502:1	683:1
Students to Nurses †	502:1	683:1
Students to Counselors †	502:1	310:1
Students to Child Study Team Members †,††	27:1	24:1
Students to School Psychologists †	502:1	341:1
Students to School Social Workers †	502:1	379:1
Students to Student Assistance Coordinators †	N	1138:1
Students to School Safety Specialists †	N	N

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	80-90%	*	48.0%	77.0%	56.0%
Male	52.0%	10-20%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	25.1%	89.1%	100.0%	40.1%	82.6%	76.3%
Hispanic	24.1%	2.2%	0.0%	32.1%	8.1%	8.1%
Black or African American	38.0%	8.7%	0.0%	14.6%	6.5%	13.9%
Asian	6.4%	0.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.7%	0.2%	0.3%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

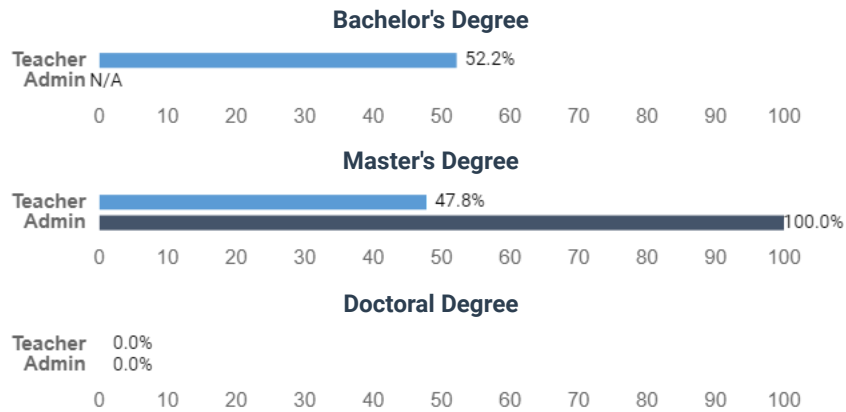
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	93.2%	90.7%
2020-21 Administrators: Same district 2021-22	81.0%	87.4%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2021-22 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Ewing Twp	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	\$599	\$16,657	\$17,256	3,376.6
District Level Central Expenditures		\$2,598	\$2,598	3,376.6
Ewing High School	\$554	\$282	\$836	1,033.7
Gilmore J Fisher Middle School	\$553	\$230	\$783	798.9
Francis Lore Elementary School	\$557	\$195	\$752	504.3
Parkway Elementary School	\$552	\$267	\$819	362.8
William L Antheil Elementary School	\$556	\$127	\$683	677.0
-				

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2023-24 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2023-24 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			35.2%
Math Proficiency			27.9%
ELA Growth			30
Math Growth			46
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			50.0%
Chronic Absenteeism		4.7%	12.8%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Summary by Student Group - 2021-22 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Met Standard	Met Standard	N	N	**	Met	No
White	50.63	13.90	No	Met Target†	Not Met	Met Standard	Met Standard	N	N		Met	No
Hispanic	37.60	13.90	No	Met Target	Not Met	Met Standard	Met Standard	N	N		Met	No
Black or African American	49.70	13.90	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	N		Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		Not Met	No
Economically Disadvantaged Students	60.01	13.90	No	Not Met	Not Met	Met Standard	Exceeds Standard	N	N		Not Met	No
Students with Disabilities	61.14	13.90	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Met	No
English Learners	**	**	No	N	N	**	**	N	N	**	Met	No

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

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Curriculum includes Balanced Literacy, Math Discovery, Next Generation Science, STEAM, and Social Studies and the performing and fine arts.
- Technology is used daily and includes Interactive Whiteboards, iPads, laptops and Chromebooks, and interactive lessons including Canvas, Google Apps and digital resources.
- Character Education is a focus of each class's Morning Meeting, where lessons were developed to align with Responsive Classroom and PBIS philosophies. Activities are aligned to mindfulness & SEL.



Mission, Vision, Theme:

Lore Elementary School is a Preschool - Grade 5 school committed to providing a strong academic foundation in an atmosphere where cooperative and collaborative efforts bring about the genuine understanding and respect for all. Lore School is dedicated to identifying and addressing the educational needs of its students and providing them the opportunity to reach their maximum potential.



Awards, Recognition, Accomplishments:

2017 Bronze Wildlife Federation and New Jersey Audubon Eco-Schools USA Award; 2010 National School of Character - Teachers work together as professionals-and with parents and community members as partners to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students...feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities. (character.org)

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Courses, Curriculum, Instruction:

All curriculum prepare students for College and Careers: English/Language Arts - Balanced Literacy and Reading/Writing workshop; Math - standards-based learning intended to develop mathematical thinkers and problem solvers; Science - learning and hands-on exploration and engineering design, aligned to Next Generation Standards; Social Studies - reading, writing, and thinking aligned to New Jersey Standards. ESL instruction aligned to WIDA Standards. ACE/AIM classes for gifted learners. Approximately 30 minutes of homework assigned nightly.



Clubs and Activities:

Lore students are invited to participate in Student Council, which gives a voice to students and increases positive student interactions and Safety Patrol, where fifth grade students work with teachers to keep Lore's hallways and buses safe. Students volunteer to participate on Lore's Kindness Crew, where they welcome new students to our school community, and they look forward to attending after school Title I programs such as Book Club and Bingo Math Night, which brings families together. Lore's Odyssey of the Mind team members look forward to competition each year.



Before and After School Programs:

Before and after school Extended Day Programs (EDP) is available for students in grades K-5, the afternoon program is facilitated by the Boys and Girls Club of Mercer County. During EDP, students engage in structured or free play and socialize with peers. After school reading and math assistance is provided to identified students in grades 3-5, and ESL support is offered to all K-5 English learners.

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Staff and Professional Learning:

All new teachers attend a New Teacher Academy and participate in the district Mentoring Program. Teachers and administrators participate in four Professional Development days each year and are invited to participate in professional book study groups. Content-area supervisors facilitate monthly grade level meetings to support teaching and learning, and instructional coaches support teachers through job-embedded PD. Teachers are encouraged to attend PD outside the district and turnkey concepts as well.



Student Supports and Services:

English Language Learners (ELLs) meet with Lore's ESL teacher daily and receive support through a mainstream model. Students with disabilities are also appropriately mainstreamed and are supported by a building-based Child Study Team. Students who struggle in reading and/or math receive individual and small group support with Early Intervention Specialists; after school and summer support programs are also offered. The school I&RS team meets bi-monthly to ensure the proper supports are in place for all students.



Student Health and Wellness:

The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students. All students participate in physical education (PE) classes; students also engage in recess daily. After school clubs such as Fitness Club and Yoga are offered as well. The Breakfast Program is offered to all students.

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Parent and Community Involvement:

The Lore Parent Association (LPA) is very active within the school community. Through events such as the Fall Festival and Spring Carnival, the LPA is able to secure revenue for classroom presentations, school assemblies, and field trips. Community volunteers including STARS (Seniors Teaching and Reinforcing Students) are welcomed into Lore's classrooms and library. Lore students and teachers also collaborate with future teachers from local colleges and universities.



Facilities:

Lore Elementary School opened its doors in 1963. The original one story building was expanded in 1994, adding six classrooms, art, music, and computer rooms, a nurse's suite, a large library, and double gymnasium with a retractable wall. In 2001, eight additional classrooms, new lavatories, and small group instruction rooms were added; the entire school was refurbished with new windows, exterior walls, and air conditioning as well. Three courtyards serve as outdoor learning areas.



School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Several district administrators along with School Security Coordinators have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Seven of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems to provide real-time information to law enforcement.

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Technology and STEM:

STEM design and process is integrated into Science lessons on a daily basis. The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project. The District hosts two evening events, Family Math Night and STEM Night each year for students in grades kindergarten through eight.



Early Childhood Education:

The District offers an acclaimed Integrated Preschool Program with a fully certified staff. Preschoolers who have disabilities and are entitled to specially designed instruction and related services will continue to receive programming according to their Individualized Education Program. The Ewing School District Integrated Preschool Program at Anheil, Lore, and Parkway Elementary Schools serve both typically developing and special needs children, three to five years of age. Our special needs children are placed in the program through eligibility criteria outlined in the NJ Administrative Code. The program will immerse children in a variety of language related activities, art and music activities, pre-readiness activities and hands-on activities that promote academic and emotional growth.

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Other Information:

Lore School's core curriculum was designed to align with the New Jersey Student Learning Standards. The Language Arts program includes reading/writing workshop, with an emphasis on phonics, comprehension and text-based writing. The math program develops mathematical thinkers through a variety of activities that provide opportunities for students to apply problem-solving strategies. In science, students learn through hands-on experiences, with an emphasis on the Engineering Design Process. The social studies curriculum integrates texts and materials which emphasizes history, geography, and citizenship and prepares students to be active citizens in our democratic society. The art and musical education programs promote aesthetic awareness and creativity. Health and physical education classes stress the importance of proper diet and physical fitness, as well as the hazards of alcohol, drugs, and tobacco. In computers, students are taught digital literacy, internet safety and awareness, and keyboarding. In library special, students are actively involved in reading and project-based learning. Art, vocal and instrumental music stimulate an appreciation of musical and artistic talents. Other services such as speech, occupational and physical therapy, gifted math, Academic Class Enrichment, ESL services, child study team support, and other related special educational programs are offered to broaden each child's horizon and meet individual needs. Responsive Classroom (RC) is a teaching approach in which the social and academic curricula are merged. These strategies help to create a sense of belonging where children truly care about themselves and each other. Through the use of both RC and PBIS, our school and teachers build a strong sense of community where students feel connected, are willing to help, care for others, and actively participate in all activities and events.