



EAST GREENWICH TWP
(15-1180)
Grades Offered: PK-06
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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How to use this report:

- **Learn more** about this district 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](#) for this district.
- 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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District Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	EAST GREENWICH TWP
Superintendent Name	DR. LYNCH
Address	559 KINGS HIGHWAY MICKLETON, NJ 08056
Phone Number	(856)423-0412 Ext. 1001
Email Address	LYNCHJ@EASTGREENWICH.K12.NJ.US
Website	https://www.eastgreenwich.k12.nj.us



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
JEFFREY CLARK SCHOOL	PK-02
SAMUEL MICKLE SCHOOL	03-06



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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.

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

Grade	2015-16	2016-17	2017-18
PK	39	41	45
KG	186	166	160
1	180	183	167
2	175	171	189
3	185	178	181
4	165	185	172
5	177	167	196
6	161	172	168
Total	1,268	1,263	1,278

Student Group	2015-16	2016-17	2017-18
Female	49.3%	50.2%	50.9%
Male	50.7%	49.8%	49.1%
Economically Disadvantaged Students	8.0%	7.4%	7.7%
Students with Disabilities	18.9%	19.6%	19.4%
English Learners	0.0%	0.0%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.1%	0.9%
Migrant Students		0.2%	0.1%

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	81.9%	81.6%	79.7%
Hispanic	4.4%	4.4%	5.3%
Black or African American	5.0%	5.0%	5.3%
Asian	5.2%	4.8%	4.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.2%	4.0%	4.6%

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	30	33	38
PK - Full Day	9	8	7
KG - Half Day	0	0	0
KG - Full Day	186	166	160

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	98.5%
Other Languages	1.5%



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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	58	50	Met Standard	62	50	Exceeds Standard
White	58	50	Met Standard	62	51	Exceeds Standard
Hispanic	67	49	Exceeds Standard	63	48	Exceeds Standard
Black or African American	48	44	Met Standard	58	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	61	Met Standard	69.5	61	Exceeds Standard
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	34	49	**	57	51	**
Economically Disadvantaged	25	48	Not Met	29	47	Not Met
Students with Disabilities	45	41	Met Standard	46.5	43	Met Standard
English Learners	N	54	**	N	51	**



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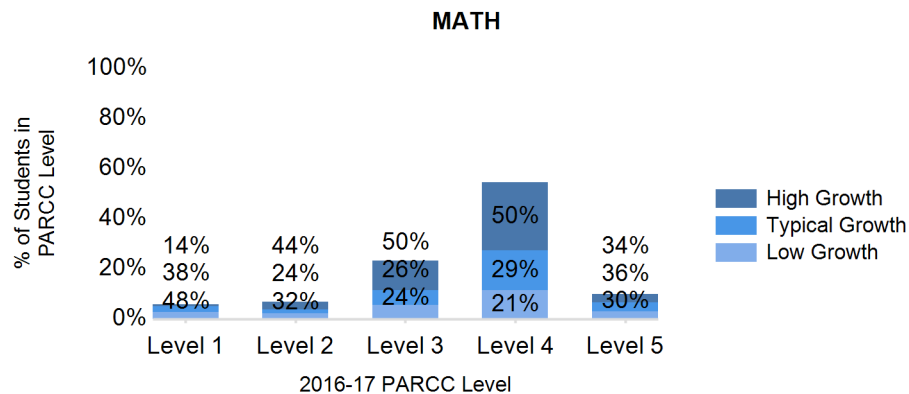
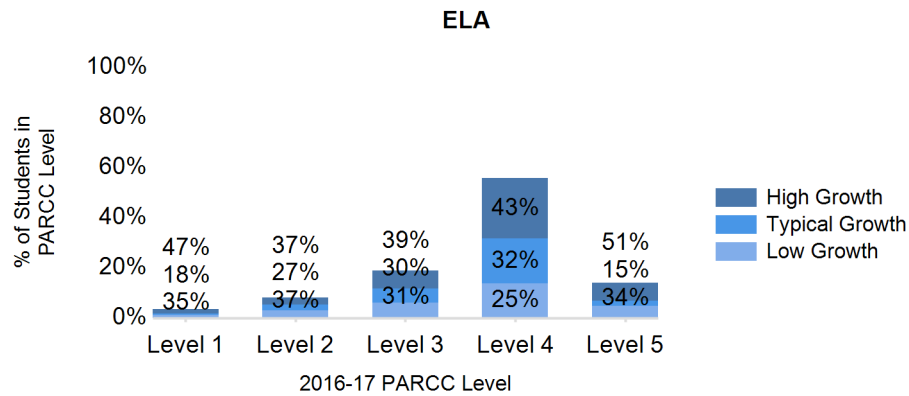
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.

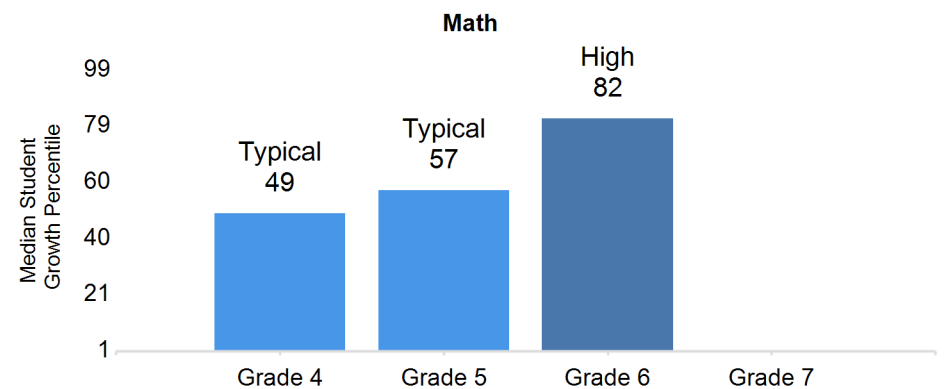
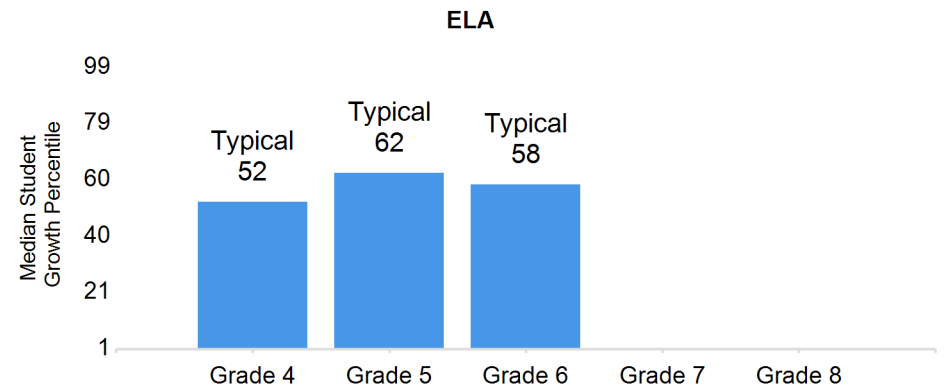
Student Growth by Performance Level

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



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 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	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
Districtwide	698	97.9	70.7	56.7	70.7	67.9	Met Target
White	576	98.1	70.4	65.6	70.4	67.8	Met Target
Hispanic	31	91.9	77.4	42.5	74.3	55.3	Met Target
Black or African American	36	97.4	63.9	37.3	63.9	63.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	100.0	84.4	82.3	84.4	80	Met Goal
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	23	100.0	60.8	63.4	60.8	76.7	Met Target†
Female	357	97.6	76.5	64.5	76.5		
Male	341	98.3	64.5	49.4	64.5		
Economically Disadvantaged Students	49	96.3	28.6	38.5	28.6	39.1	Met Target†
Non-Economically Disadvantaged Students	649	98.0	73.8	67.5	73.8		
Students with Disabilities	140	94.1	30.0	21.6	29.7	35.4	Met Target†
Students without Disabilities	558	98.9	80.8	63.9	80.8		
English Learners	N	N	N	27.3	N	**	**
Non-English Learners	698	97.9	70.7	59.4	70.7		
Homeless Students	N	N	N	27.7	N		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	*	*	*	57.4	*		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	179	757	750	7%	8%	22%	*	*	62%	52%
White	154	758	759	6%	10%	21%	*	*	63%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	84	764	756	*	*	15%	*	*	70%	57%
Male	95	752	744	*	*	28%	*	*	55%	46%
Economically Disadvantaged Students	16	740	733	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	163	759	762	*	*	*	*	*	64%	64%
Students with Disabilities	36	726	719	*	*	*	*	*	33%	24%
Students without Disabilities	143	765	756	*	*	*	*	*	69%	57%
English Learners	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	179	757	753	7%	8%	22%	*	*	62%	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	751	*	*	*	*	*	*	52%
Migrant Students	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	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
Districtwide	169	767	756	*	*	22%	47%	24%	71%	58%
White	129	767	764	*	*	25%	43%	26%	68%	68%
Hispanic	12	778	744	0%	0%	0%	*	*	100%	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	86	773	762	*	*	*	44%	30%	74%	63%
Male	83	761	751	*	*	*	49%	18%	67%	53%
Economically Disadvantaged Students	13	727	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	156	770	767	*	*	*	*	*	74%	70%
Students with Disabilities	31	741	726	*	*	*	*	*	32%	25%
Students without Disabilities	138	773	762	*	*	*	*	*	80%	64%
English Learners	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	169	767	759	*	*	22%	47%	24%	71%	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	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	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
Districtwide	192	768	755	*	*	16%	54%	19%	73%	58%
White	157	771	763	*	*	15%	58%	19%	77%	68%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	11	745	738	0%	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	104	773	762	*	*	15%	53%	24%	77%	66%
Male	88	762	749	*	*	17%	56%	13%	68%	51%
Economically Disadvantaged Students	16	723	739	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	176	772	766	*	*	*	*	*	77%	71%
Students with Disabilities	40	736	724	*	*	*	*	*	38%	22%
Students without Disabilities	152	776	762	*	*	*	*	*	82%	65%
English Learners	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	192	768	757	*	*	16%	54%	19%	73%	60%
Homeless Students	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	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
Districtwide	161	769	754	*	*	14%	52%	25%	76%	56%
White	136	768	761	*	*	16%	49%	25%	74%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	11	764	737	*	0%	0%	*	*	91%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	86	774	761	*	*	*	52%	30%	83%	64%
Male	75	762	748	*	*	*	51%	19%	69%	48%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	33	731	723	*	*	*	*	*	18%	18%
Students without Disabilities	128	779	760	*	*	*	*	*	91%	63%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	161	769	755	*	*	14%	52%	25%	76%	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%

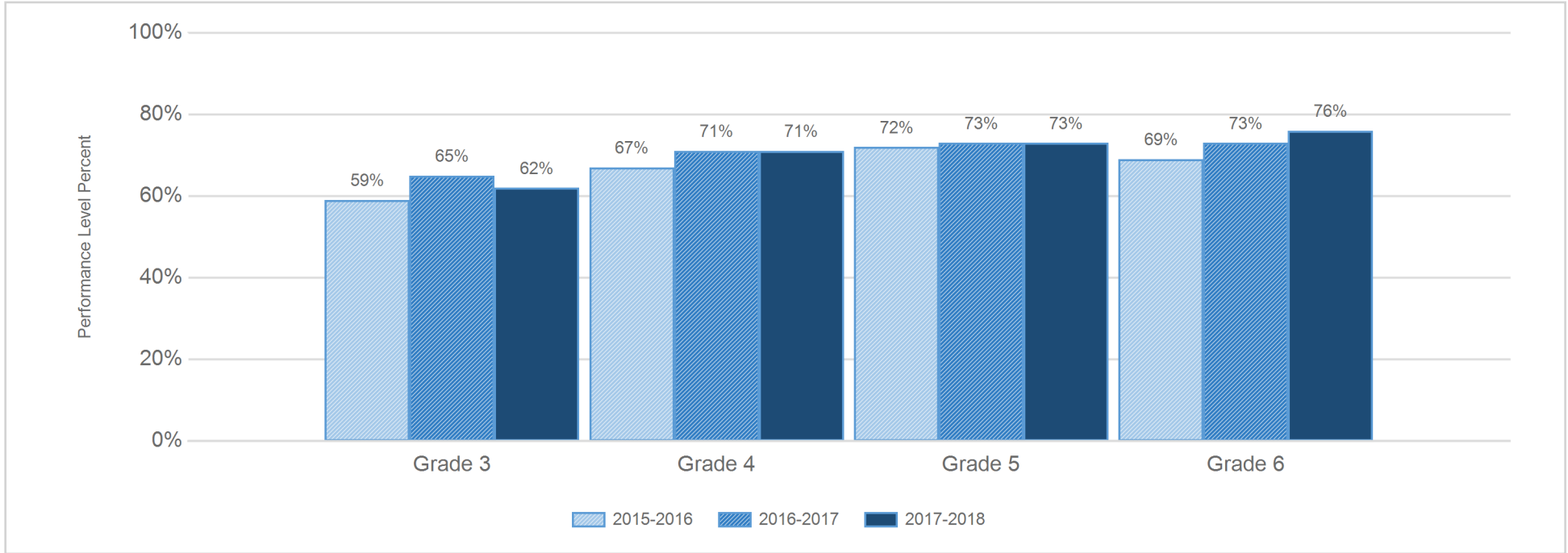


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English Language Arts/Literacy Assessment - Performance Trends

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 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	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
Districtwide	698	97.8	68.1	45.0	68.1	65.8	Met Target
White	576	98.0	67.7	54.1	67.7	65.1	Met Target
Hispanic	31	91.9	70.9	29.2	68.1	66.3	Met Target
Black or African American	36	97.4	61.1	23.4	61.1	56.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	100.0	81.3	77.0	81.3	80	Met Goal
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	23	100.0	65.2	53.0	65.2	76.7	Met Target†
Female	357	97.3	69.2	46.0	69.2		
Male	341	98.3	66.9	43.9	66.9		
Economically Disadvantaged Students	49	96.3	24.4	26.6	24.4	40.6	Not Met
Non-Economically Disadvantaged Students	649	97.9	71.4	55.9	71.4		
Students with Disabilities	140	94.1	32.9	17.1	32.4	36.3	Met Target†
Students without Disabilities	558	98.8	76.9	50.5	76.9		
English Learners	N	N	N	24.6	N	**	**
Non-English Learners	698	97.8	68.1	46.9	68.1		
Homeless Students	N	N	N	17.3	N		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	*	*	*	45.8	*		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



EAST GREENWICH TWP
(15-1180)
Grades Offered: PK-06
2017-2018

Report Key:

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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	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
Districtwide	179	762	752	*	*	20%	47%	23%	70%	53%
White	154	762	760	*	*	20%	45%	23%	69%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	84	764	752	*	*	21%	45%	26%	71%	53%
Male	95	760	751	*	*	18%	48%	20%	68%	53%
Economically Disadvantaged Students	16	736	736	*	*	*	*	*	31%	35%
Non-Economically Disadvantaged Students	163	764	762	*	*	*	*	*	74%	66%
Students with Disabilities	36	735	730	33%	*	*	*	*	42%	29%
Students without Disabilities	143	769	756	0%	*	*	*	*	77%	57%
English Learners	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	179	762	754	*	*	20%	47%	23%	70%	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



EAST GREENWICH TWP
(15-1180)
Grades Offered: PK-06
2017-2018

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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	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
Districtwide	169	755	748	7%	8%	23%	57%	6%	63%	49%
White	129	755	755	*	9%	24%	*	*	60%	60%
Hispanic	12	760	737	0%	*	*	*	*	83%	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	86	754	748	*	*	26%	*	*	59%	50%
Male	83	755	748	*	*	20%	*	*	66%	49%
Economically Disadvantaged Students	13	707	733	*	*	*	*	*	15%	30%
Non-Economically Disadvantaged Students	156	759	758	*	*	*	*	*	67%	62%
Students with Disabilities	31	726	725	*	*	*	32%	0%	32%	22%
Students without Disabilities	138	761	753	*	*	*	62%	7%	70%	55%
English Learners	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	169	755	750	7%	8%	23%	57%	6%	63%	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



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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	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
Districtwide	192	754	748	6%	11%	20%	51%	12%	63%	49%
White	157	757	756	*	*	18%	55%	13%	68%	60%
Hispanic	*	*	736	*	*	*	*	*	*	32%
Black or African American	11	735	730	*	*	*	*	*	27%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	104	755	749	*	*	17%	*	*	66%	50%
Male	88	752	747	*	*	23%	*	*	59%	48%
Economically Disadvantaged Students	16	722	733	*	*	*	*	*	25%	29%
Non-Economically Disadvantaged Students	176	756	758	*	*	*	*	*	66%	62%
Students with Disabilities	40	724	726	*	*	*	*	*	28%	20%
Students without Disabilities	152	761	752	*	*	*	*	*	72%	55%
English Learners	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	192	754	750	6%	11%	20%	51%	12%	63%	51%
Homeless Students	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



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(15-1180)
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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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
Districtwide	161	764	744	*	*	14%	58%	19%	76%	44%
White	136	763	751	*	*	15%	54%	19%	74%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	11	759	726	*	0%	*	*	*	82%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	86	764	745	*	*	12%	60%	17%	78%	45%
Male	75	765	742	*	*	16%	55%	20%	75%	42%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	33	727	717	*	*	*	*	*	30%	13%
Students without Disabilities	128	774	748	*	*	*	*	*	88%	49%
English Learners	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	161	764	745	*	*	14%	58%	19%	76%	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%

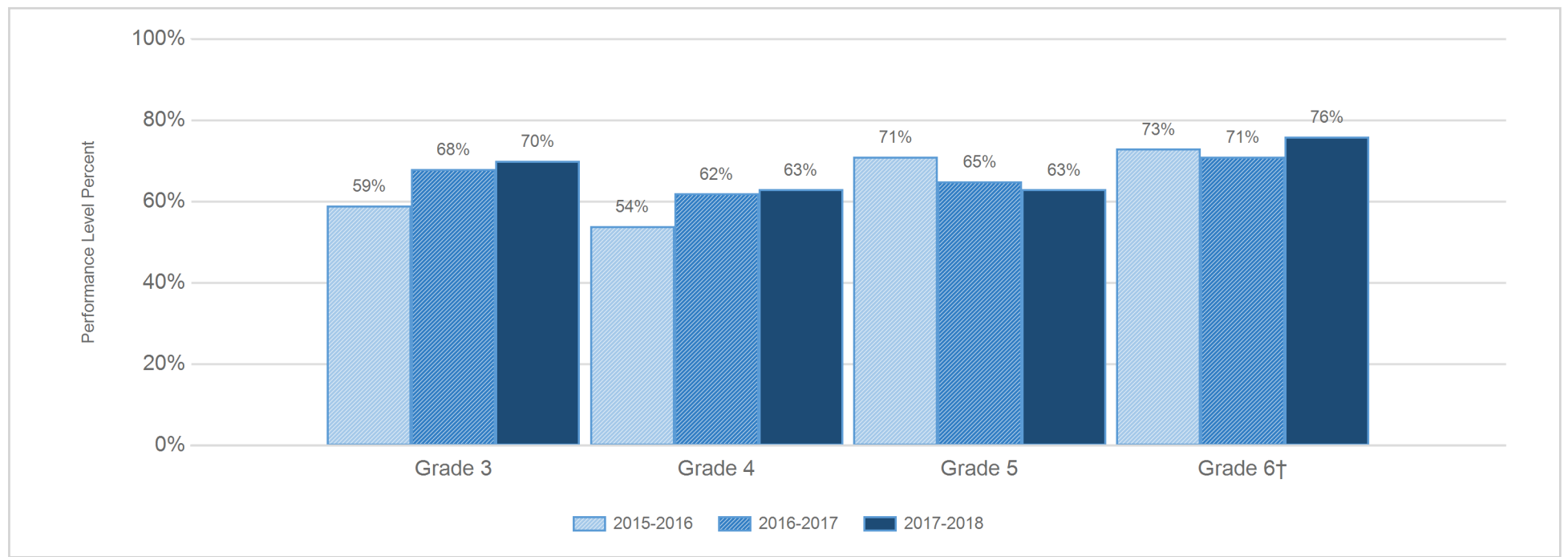


EAST GREENWICH TWP
 (15-1180)
 Grades Offered: PK-06
 2017-2018

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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.





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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	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 district's 2017-18 ESSA accountability target and whether the target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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

NJASK Science Assessment Information

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



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

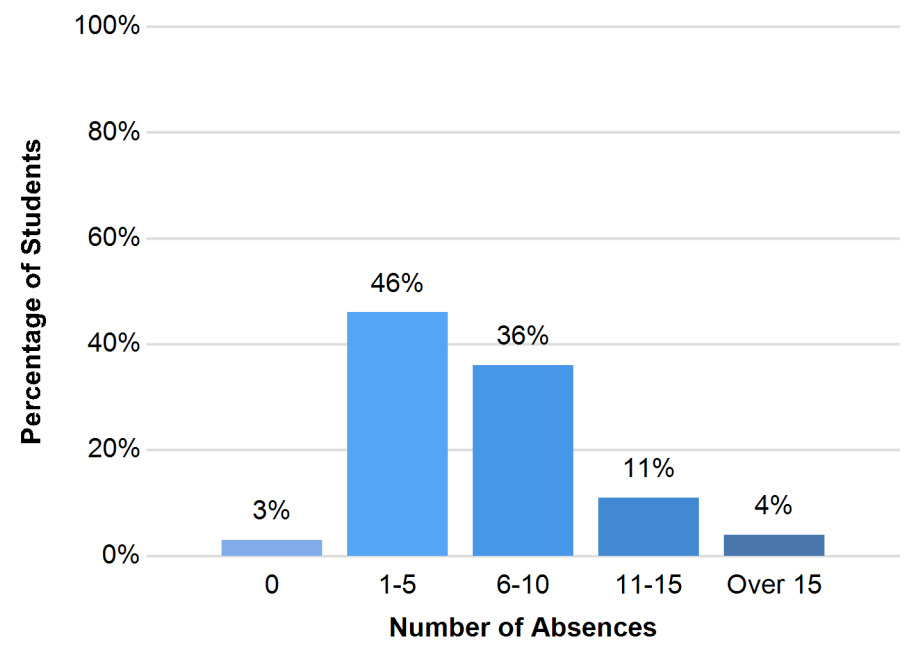
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	31	2.5	8.9	Met
White	16	1.6	8.9	Met
Hispanic	2	3.0	8.9	Met
Black or African American	6	9.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	7.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	3.5	8.9	Met
Economically Disadvantaged Students	9	9.4	8.9	Not Met
Students with Disabilities	12	5.6	8.9	Met
English Learners	*	*	**	**

Days Absent

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





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2017-2018

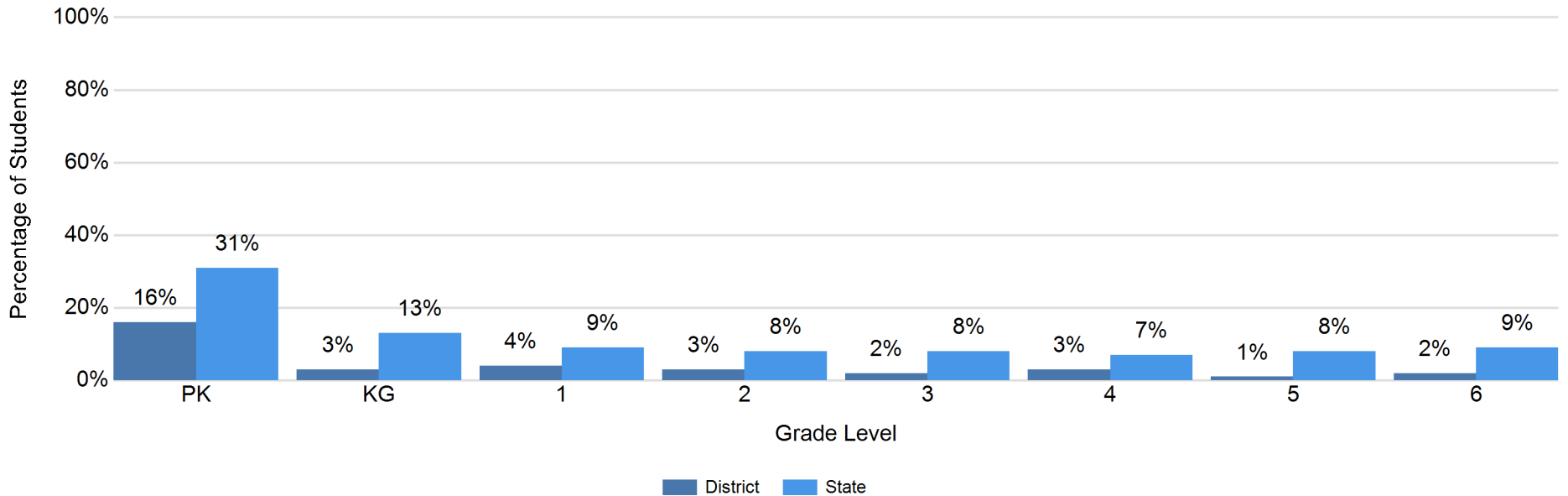
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Chronic Absenteeism by Grade

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.

Police Notifications

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

Incident Type	Number of Incidents
Violence	23
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.19

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	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	3	3
No Identified Nature	10		10

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	38	3.0%
Any Suspension	38	3.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
58



EAST GREENWICH TWP
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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)	\$252	\$11,369	\$11,621



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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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	109	117,464
Average years experience in public schools	8.3	12.0
Average years experience in district	6.8	10.7
Teachers in district for 4 or more years	59.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,374
Average years experience in public schools	17.3	16.0
Average years experience in district	5.0	12.0
Administrators in district for 4 or more years	71.4%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	183:1
Teachers to Administrators	16:1
Students to Librarian/Media Specialists	639:1
Students to Nurses	N
Students to Counselors	639:1
Students to Child Study Team	320:1



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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.

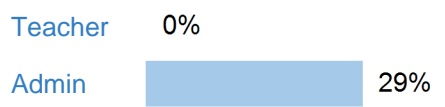
Bachelor's Degree



Master's Degree



Doctoral Degree



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	94.3%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.8%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.8%	71.4%
Male	9.2%	28.6%
White	96.3%	100.0%
Hispanic	1.8%	0.0%
Black or African American	0.9%	0.0%
Asian	0.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



EAST GREENWICH TWP
(15-1180)
Grades Offered: PK-06
2017-2018

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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target	N	Met Standard	Exceeds Standard	**	Met
White	Met Target	Met Target	N	Met Standard	Exceeds Standard	n/a	Met
Hispanic	Met Target	Met Target	N	Exceeds Standard	Exceeds Standard	n/a	Met
Black or African American	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	N	Met Standard	Exceeds Standard	n/a	Met
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	Met Target†	Met Target†	N	**	**	n/a	Met
Economically Disadvantaged Students	Met Target†	Not Met	N	Not Met	Not Met	n/a	Not Met
Students with Disabilities	Met Target†	Met Target†	N	Met Standard	Met Standard	n/a	Met
English Learners	**	**	N	**	**	**	**

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






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District 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • New Jersey Department of Education High Performing School District • Although the district is considered an "underfunded" school district, it maintains high academic rigor within a fiscally responsible environment.
 <p>Mission, Vision, Theme:</p>	<p>The East Greenwich Township School District through enthusiastic and engaging community partnerships and the establishment of a safe, secure learning and emotional environment, will provide a challenging and exceptional educational program for its diverse learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The district has received consecutive BASF Science Awards and is the recipient of two consecutive Axalta Teaching Excellence Awards.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>The district provides challenging & exceptional educational programs for diverse learners that meet the needs of our students - socially, emotionally & academically. The curriculum is developed to promote complex critical thinkers with the skills to succeed as global citizens. We are committed to providing character ed programs that encourage students & staff to strive for excellence every day.</p>
 <p>Clubs and Activities:</p>	<p>The district offers several before & after school clubs. They are offered in areas such as Art, Music, Drama, STEAM, Character Ed. The STEAM club participates in competitive events & works with outside businesses in the area of science & technology. The Band & Chorus perform at out-of-district venues. The Lunch Bunch participates in many charitable events.</p>





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 <p>Before and After School Programs:</p>	<p>The district assists community members by offering affordable child care before and after school, and a summer camp.</p>
 <p>Staff and Professional Learning:</p>	<p>The district engages in various types of in-house and out-of-district PD throughout the year. We continue to work with Dr. Eric Milo in the area of math differentiation and Dr. David Katz in the area of literacy, fluency & strategies to support struggling readers. We use LinkIt! to store & analyze student data. Grade level teams meet twice in a 5-day cycle to discuss & analyze students' progress towards mastering the standards.</p>






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 <p>Student Supports and Services:</p>	<p>The Special Services Department provides quality educational services to students who are educationally disabled and have special needs. Services are designed to provide learning in the "least restrictive environment" & include a variety of placement options such as regular class placement with support, resource centers, self-contained programs, & specialized placements.</p>
 <p>Student Health and Wellness:</p>	<p>There is a strong relationship between academic achievement & a child's physical, emotional & mental health. This link is the foundation for providing school health services as an important component of a school program. School nurses support good health & learning by performing a variety of duties. Good health enhances your student's ability to learn.</p>
 <p>Parent and Community Involvement:</p>	<p>The district has an active Home and School Association and a Parent Special Education Advisory Council.</p>





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 <p>Facilities:</p>	<p>The district is made up of 2 schools on a single campus setting. The Clark School was built in 1971 with additions in 1992, 2006 & 2012 & has a multi-use gymnasium. The Mickle School was built in 1992 with additions added in 2006 & 2012 & includes a multi-use cafeteria, full-size gymnasium, large group instruction room & science lab. Both schools are completely air conditioned, include security vestibules & solar panels on the roof.</p>
 <p>School Safety:</p>	<p>The district is committed to creating a safe & healthy environment for staff & students. Our schools hold a minimum of 2 unannounced safety drills per month. Our buildings utilize a digital fob system which allows the schools to be locked down at the push of a button. All staff including support staff & substitutes are trained on safety & emergency drills and the safety committee meets to discuss safety practices. Fully qualified School Resource Officers from the East Greenwich Police Department are in each school.</p>





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 <p>Technology and STEM:</p>	<p>The district has a 1:1 chromebook initiative 2-6th grade. Additional ipad/notebook devices have been added into our kindergarten & 1st grade classrooms to allow for stations. Classrooms are equipped with smartboards, document cameras & other technology. STEM classes are offered throughout the year for 3&4 grades. All grade levels implement STEM activities in the classroom with cross-curricular activities.</p>
 <p>Early Childhood Education:</p>	<p>The Preschool Program is a comprehensive preschool that services both typically developing & special needs children. The goal of the program is to provide our students with an exceptional early childhood learning experience. Children with special needs are placed in the program through identification, evaluation & eligibility procedures. Developing children are selected through a lottery procedure.</p>