



# Francis Lore Elementary School (21-1430-105)

2020-2021

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

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



**498**  
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 2020-2021:** The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
  - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
  - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

**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:

- [Impact of COVID-19 on Data Availability](#)
- 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](mailto: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	<a href="tel:609-538-9800">609-538-9800</a>
Email Address	<a href="mailto:kkawalek@ewingboe.org">kkawalek@ewingboe.org</a>
Website	<a href="http://www.ewing.k12.nj.us/Domain/242">www.ewing.k12.nj.us/Domain/242</a>
Twitter	<a href="https://twitter.com/TheEwingSchools">https://twitter.com/TheEwingSchools</a>

## 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	2018-19	2019-20	2020-21
PK	22	7	0
KG	79	88	79
1	89	79	90
2	89	82	84
3	98	85	77
4	98	87	82
5	92	90	86
<b>Total</b>	<b>567</b>	<b>518</b>	<b>498</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 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 may show a range, depending on the overall school population size.

Student Group	2018-19	2019-20	2020-21
Female	48.3%	47.5%	48.0%
Male	51.7%	52.5%	52.0%
Non-Binary/Undesignated Gender		<1%	≤1%
Economically Disadvantaged Students	39.5%	37.1%	36.9%
Students with Disabilities	15.9%	15.4%	13.7%
English Learners	3.9%	3.5%	5.4%
Homeless Students	1.9%	1.0%	0.4%
Students in Foster Care	0.2%	0.4%	0.2%
Military-Connected Students	0.7%	0.8%	0.6%
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	2018-19	2019-20	2020-21
White	32.1%	29.9%	26.5%
Hispanic	15.9%	19.5%	20.9%
Black or African American	43.0%	42.5%	42.2%
Asian	4.1%	3.1%	4.8%
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	4.8%	4.8%	5.4%

## 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.

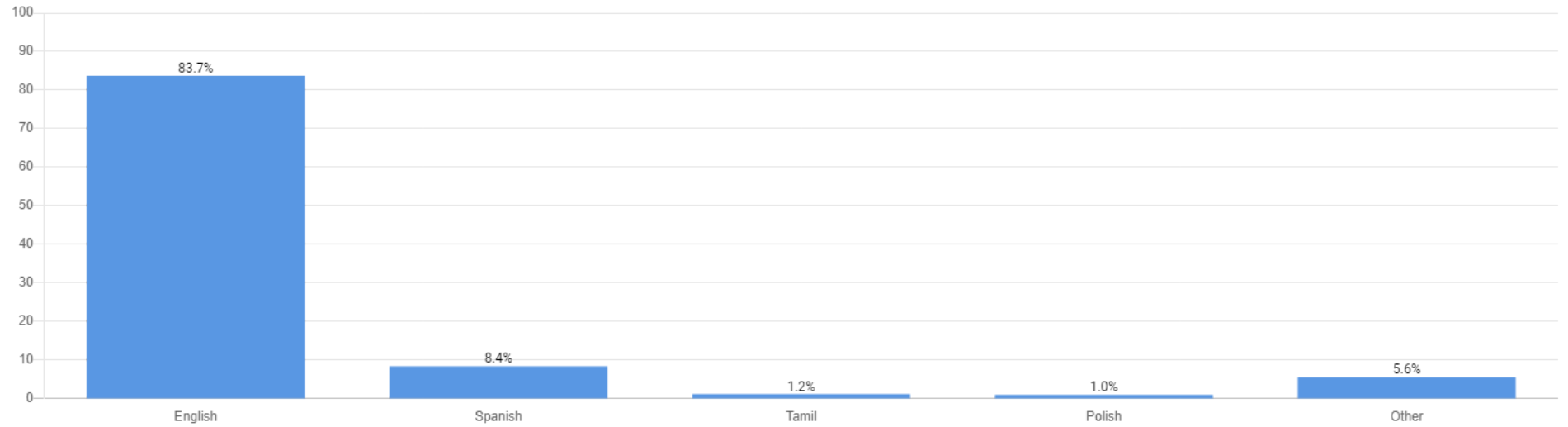
Grade	2018-19	2019-20	2020-21
PK - Half Day	22	7	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	79	88	79

## 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.



## Student Growth

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 (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

**Low Growth:** Less than 35

**Typical Growth:** Between 35 and 65

**High Growth:** Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentile were not calculated and will not be reported for either the 2019-20 or 2020-21 school years. Tables showing 2020-21 median student growth percentiles and other measures of student growth will not be included in this report.

### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below shows how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentiles were not calculated and will not be reported for the 2019-20 and 2020-21 school years.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Median Student Growth Percentile	59			50.5		
Met Standard (40-59.5)?	Met Standard			Met Standard		
Statewide: Median Student Growth Percentile	50			50		

## Academic Achievement

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the [NJDOE website](#). Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2022. Other reports on Start Strong results that reflect all students testing as of Fall 2022 are available on the [NJDOE Assessment webpage](#).

### 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. The Proficiency Rate for Federal Accountability measures is 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. NJSLA results for 2018-19 include only students in grades 3 through 10. 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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, 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	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Participation Rate	98.0%			98.0%		
Proficiency Rate for Federal Accountability	49.6%			49.3%		
Annual Target	46.3%			45.6%		
Met Annual Target?	Met Target			Met Target		
Statewide Proficiency Rate for Federal Accountability	57.9%			44.5%		

† Target was met within a confidence interval.

## Academic Achievement

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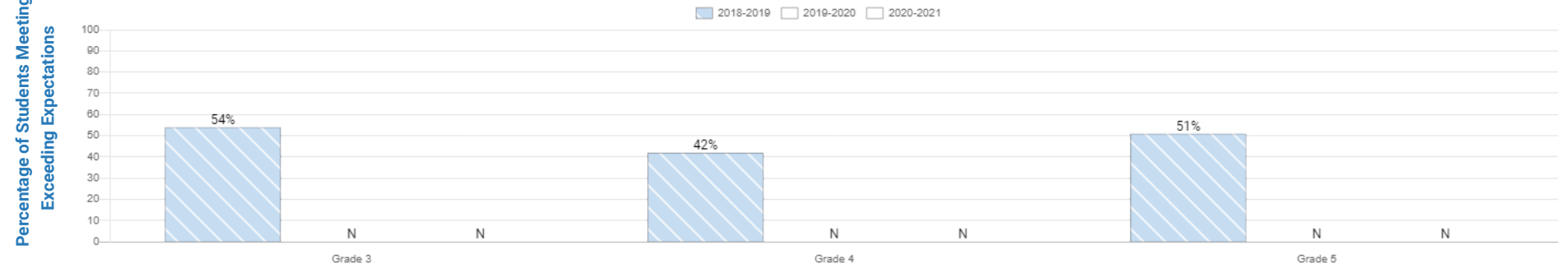
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### English Language Arts Assessment - Performance Trends

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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.





## Academic Achievement

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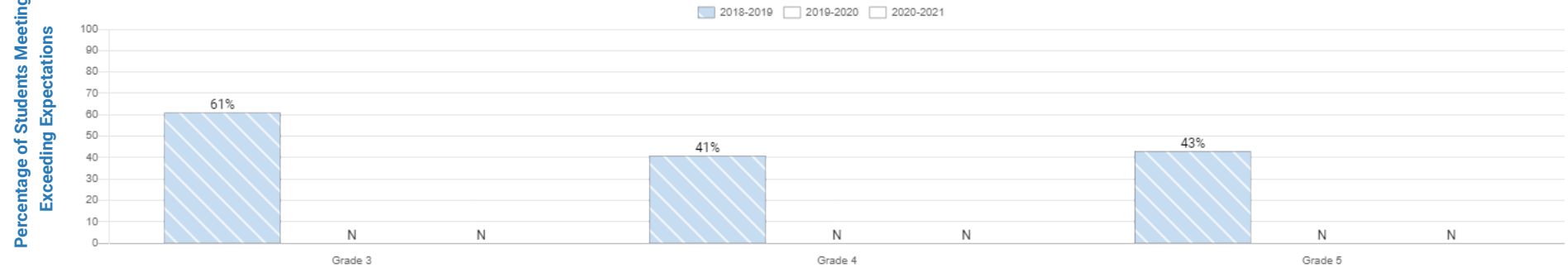
The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

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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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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

## 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.

**Important note for 2020-21:** The Dynamic Learning Maps (DLM) assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

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

## Academic Achievement

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### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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.

**Important note for 2020-21:** Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

### 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.

**Important note for 2020-21:** The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	17	*	*
3-4	*	*	*
5 or more	*	*	*

## Academic Achievement

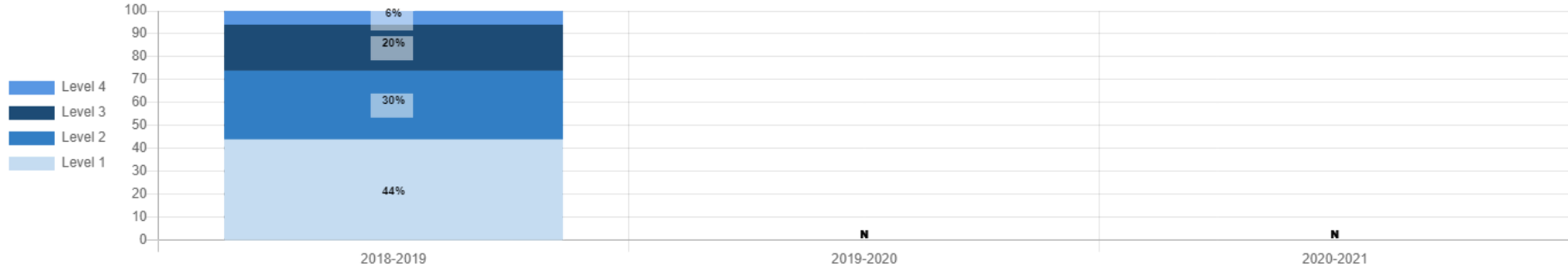
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA Science assessment results will not be included in this report.

### 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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



## 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 2020-21:** The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school 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.

**Important Note for 2020-21:** NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	24	4.7%		
White	2	1.5%		
Hispanic	10	9.5%		
Black or African American	7	3.2%		
Asian, Native Hawaiian, or Pacific Islander	*	8.3%		
American Indian or Alaska Native	*	*		
Two or More Races	3	10.3%		
Female	*	5.3%		
Male	*	4.1%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	17	9.0%		
Students with Disabilities	4	4.8%		
English Learners	6	23.1%		
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

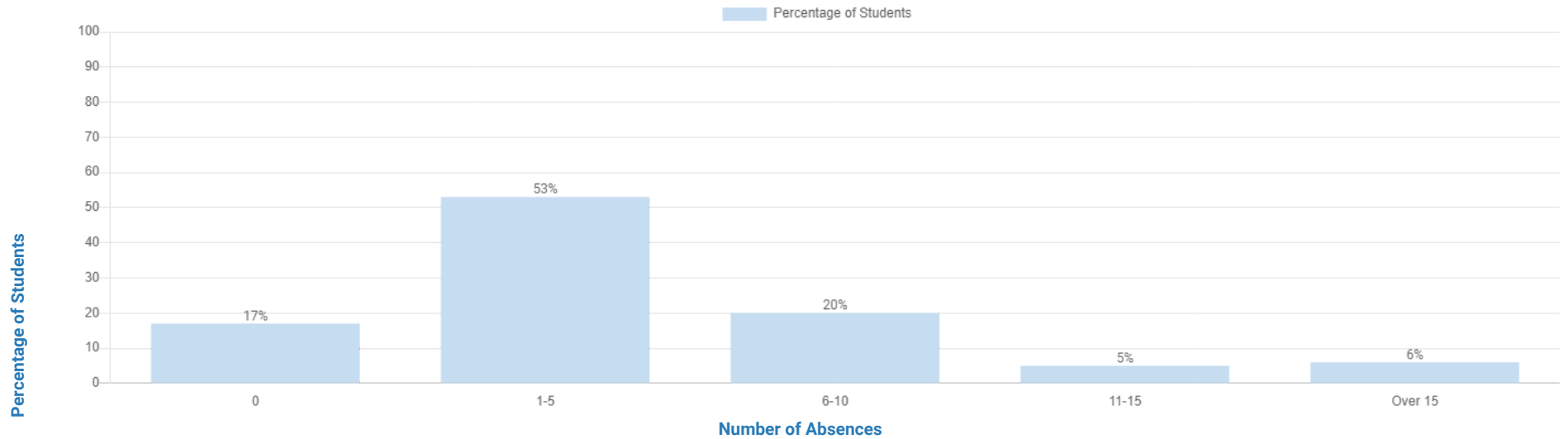
## Climate and Environment

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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.



## Climate and Environment

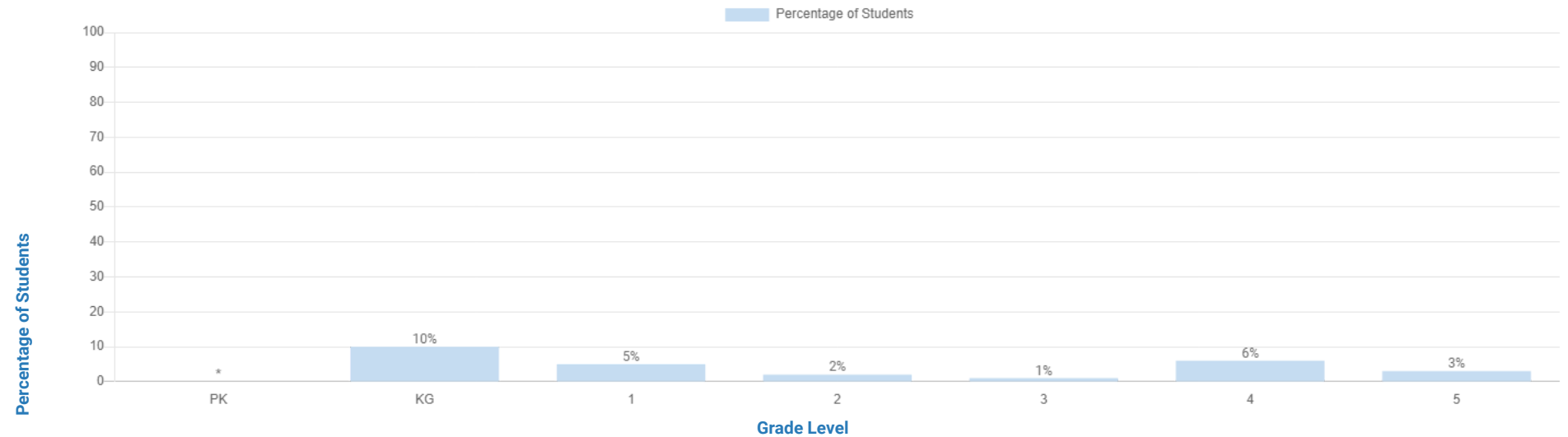
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### Chronic Absenteeism by Grade

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

**Important note for 2020-21:** Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



**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

## Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 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 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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
<b>Total Unique Incidents</b>	<b>3</b>
<b>Incidents Per 100 Students Enrolled</b>	<b>0.60</b>

### 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
<b>Other Incidents Leading to Removal</b>	<b>0</b>



## Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 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 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	2		2

### 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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	14	2.8%	11
Out-of-School Suspensions	*	*	
Any Suspension	15	3.0%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

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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.

**Important note for 2020-21:** The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

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 2021, 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
2020-2021	1.7:1

### 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 2020-2021 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	118,311
Average years experience in public schools	15.7	12.5
Average years experience in district	14.4	11.2
Percentage of Teachers with 4 or more years experience in the district	82.6%	76.5%
Number of out-of-field teachers	0	2,724

### 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	21	9,580
Average years experience in public schools	20.5	16.6
Average years experience in district	12.5	12.7
Percentage of Administrators with 4 or more years experience in the district	85.7%	79.3%

### 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	340	118,311
Administrators	2	21	9,580
Librarians/Media	1	5	1,215
Specialists			
Nurses	N	3	2,670
School Counselors	1	10	4,039
Child Study Team Members	2	20	5,893

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### 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	249:1	159:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists †	498:1	670:1
Students to Nurses †	N	1116:1
Students to Counselors †	498:1	335:1
Students to Child Study Team Members †,††	34:1	37:1

† 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. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 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 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%	*	49.0%	77.0%	56.0%
Male	52.0%	10-20%	*	51.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	26.5%	93.5%	100.0%	40.5%	82.9%	76.8%
Hispanic	20.9%	0.0%	0.0%	31.2%	7.8%	7.6%
Black or African American	42.2%	6.5%	0.0%	15.0%	6.5%	14.0%
Asian	4.8%	0.0%	0.0%	10.4%	2.2%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.6%	0.2%	0.2%

## 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

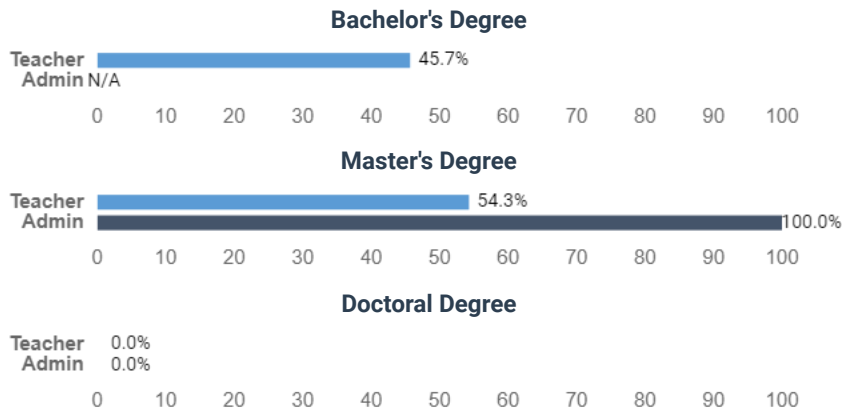
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### Teachers and Administrators - Level of Education

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 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2019-20 Teachers: Same district 2020-21	93.7%	91.5%
2019-20 Administrators: Same district 2020-21	95.5%	89.7%



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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this spreadsheet please refer to the guidance for school level reporting, which is available on the [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 2020-21 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.

-

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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 2020-2021:** 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 2019-2020 school year will retain the same status for the 2021-2022 and 2022-2023 school years and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). As a result of these waivers, the next identification will be delayed until the 2022-2023 school year (based on 2021-2022 data) and all currently identified schools will be eligible to exit status at the end of the 2022-2023 school year.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 or 2021-2022 school year as a result of these waivers. The next identification is scheduled for the 2022-2023 school year.

The 2020-2021 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2020-2021 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.



## Accountability

### ESSA Accountability Status

The table below provides the school's federal school status for the 2022-23 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 2022-23 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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency 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. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2020-21:** 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.

ESSA Accountability Indicator	2018-19	2019-20	2020-21
ELA Proficiency	49.6%		
Math Proficiency	49.3%		
ELA Growth	59		
Math Growth	51		
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency	81.3%		
Chronic Absenteeism	6.2%		4.7%

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

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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, Helping Hands, where members organize and distribute food bags to families in our school community, 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, having won Division I - 2nd place in 2011 and 1st place in 2012.



### Before and After School Programs:

Before and after school Extended Day Programs (EDP) is available for students in grades K-5, through 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. Lore's PE teachers facilitate other activities including Kids Challenge, Hoops for Heart, and Laps for Life, which encourage fitness and promote philanthropy. Pedometers are used to help students understand the importance of activity. 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. As we are in the midst of the COVID-19 public health crisis, the Superintendent, District Administrator and several building level School Security Coordinators have completed training becoming certified contract tracers. The position of School Security Coordinator was first implemented by the Board in 2013. Five 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.

**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

## 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.



### 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.