




Arthur Rann Elementary School
2016-2017
Grade Span KF-06

01-1690-015
ATLANTIC
GALLOWAY TWP
515 S EIGHTH AVE
GALLOWAY, NJ 08205

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	98	87	88
1	79	103	101
2	91	88	103
3	93	92	89
4	83	91	93
5	90	92	91
6	95	95	91
Ungraded	17	20	28
Total	646	668	684

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	54%	53%	52%
Economically Disadvantaged Students	53%	55%	52%
Students with Disabilities	16%	18%	18%
English Learners	4%	6%	5%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	50.4%
Hispanic	20.8%
Asian	11.5%
Black or African American	11.5%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	97	87	88

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. All other students are included in Other Languages.

Home Language	% of Students
English	76.0%
Spanish	10.8%
Gujarati	3.9%
Urdu	1.9%
Vietnamese	1.3%
<i>Other</i>	5.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	97.6	53.80	48.90	54.90	53.8	55	Met Target†
White	174	97.3	58.00	54.50	63.90	58	61.7	Met Target†
Hispanic	53	94.0	52.80	42.50	39.80	52.8	42.9	Met Target
Black or African American	48	100.0	37.50	31.90	35.20	37.5	37.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	37	100.0	62.10	63.60	80.70	62.1	63.1	Met Target†
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	23	100.0	43.40	*	54.90	43.4	N	N
Female	161	97.8	62.10	55.30	62.20	62.1		
Male	174	97.4	46.00	42.60	48.10	46		
Economically Disadvantaged Students	169	97.9	48.50	37.40	36.20	48.5	42.1	Met Target
Non-Economically Disadvantaged Students	166	97.2	59.00	60.10	65.80	59		
Students with Disabilities	68	93.4	26.50	17.30	20.50	26.5	30.4	Met Target†
Students without Disabilities	267	98.7	60.60	57.20	61.90	60.6		
English Learners	31	100.0	38.70	31.20	25.20	38.7	34.7	Met Target
Non-English Learners	304	97.4	55.20	50.30	57.40	55.2		
Homeless Students	*	*	*	33.40	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	737	739	749	*	22%	25%	37%	*	38%	50%
White	44	742	744	759	*	25%	*	41%	*	43%	61%
Hispanic	18	731	730	734	*	*	*	*	0%	28%	35%
Black or African American	11	720	*	731	*	*	0%	*	0%	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	40	734	743	753	*	*	*	35%	*	38%	55%
Male	47	740	735	744	*	*	*	38%	*	38%	46%
Economically Disadvantaged Students	33	734	732	730	*	*	*	36%	*	36%	31%
Non-Economically Disadvantaged Students	54	739	745	761	*	*	*	37%	*	39%	63%
Students with Disabilities	14	712	715	720	*	*	*	*	*	14%	24%
Students without Disabilities	73	742	744	754	*	*	*	*	*	43%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	87	737	739	752	*	22%	25%	37%	*	38%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	753	745	753	*	*	32%	42%	14%	55%	56%
White	47	756	752	762	*	*	30%	45%	*	60%	67%
Hispanic	12	749	742	740	0%	*	*	*	*	58%	40%
Black or African American	13	748	732	736	0%	*	*	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	11	763	754	777	0%	0%	*	*	*	64%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	757	747	758	*	*	29%	45%	*	61%	61%
Male	40	748	743	748	*	*	35%	38%	*	48%	51%
Economically Disadvantaged Students	48	751	738	737	*	*	35%	40%	*	50%	36%
Non-Economically Disadvantaged Students	41	756	753	764	*	*	27%	44%	*	61%	69%
Students with Disabilities	17	733	722	724	*	*	*	*	0%	41%	25%
Students without Disabilities	72	758	751	759	*	*	*	*	17%	58%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	89	753	746	755	*	*	32%	42%	14%	55%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	748	750	755	*	21%	21%	51%	*	56%	59%
White	47	750	751	763	*	*	23%	51%	*	55%	69%
Hispanic	12	750	746	743	0%	*	*	*	0%	67%	44%
Black or African American	11	730	*	739	0%	*	*	*	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	35	755	753	761	*	*	*	60%	*	66%	66%
Male	51	743	746	749	*	*	*	45%	*	49%	53%
Economically Disadvantaged Students	44	743	743	739	*	*	*	46%	*	52%	40%
Non-Economically Disadvantaged Students	42	754	755	765	*	*	*	57%	*	60%	71%
Students with Disabilities	16	723	726	724	*	*	*	*	*	19%	22%
Students without Disabilities	70	754	754	761	*	*	*	*	*	64%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	756	748	751	*	*	19%	60%	*	66%	54%
White	43	763	753	758	*	*	*	67%	*	79%	63%
Hispanic	19	752	744	740	0%	*	*	58%	0%	58%	38%
Black or African American	14	736	734	735	*	0%	*	*	0%	43%	32%
Asian, Native Hawaiian, or Pacific Islander	15	759	761	775	0%	*	*	*	*	67%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	50	761	753	758	*	*	*	68%	*	76%	61%
Male	45	750	743	745	*	*	*	51%	*	56%	46%
Economically Disadvantaged Students	58	749	741	737	*	*	*	50%	*	53%	34%
Non-Economically Disadvantaged Students	37	767	757	760	*	*	*	76%	*	87%	65%
Students with Disabilities	17	729	720	722	*	*	*	*	*	24%	17%
Students without Disabilities	78	762	754	757	*	*	*	*	*	76%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

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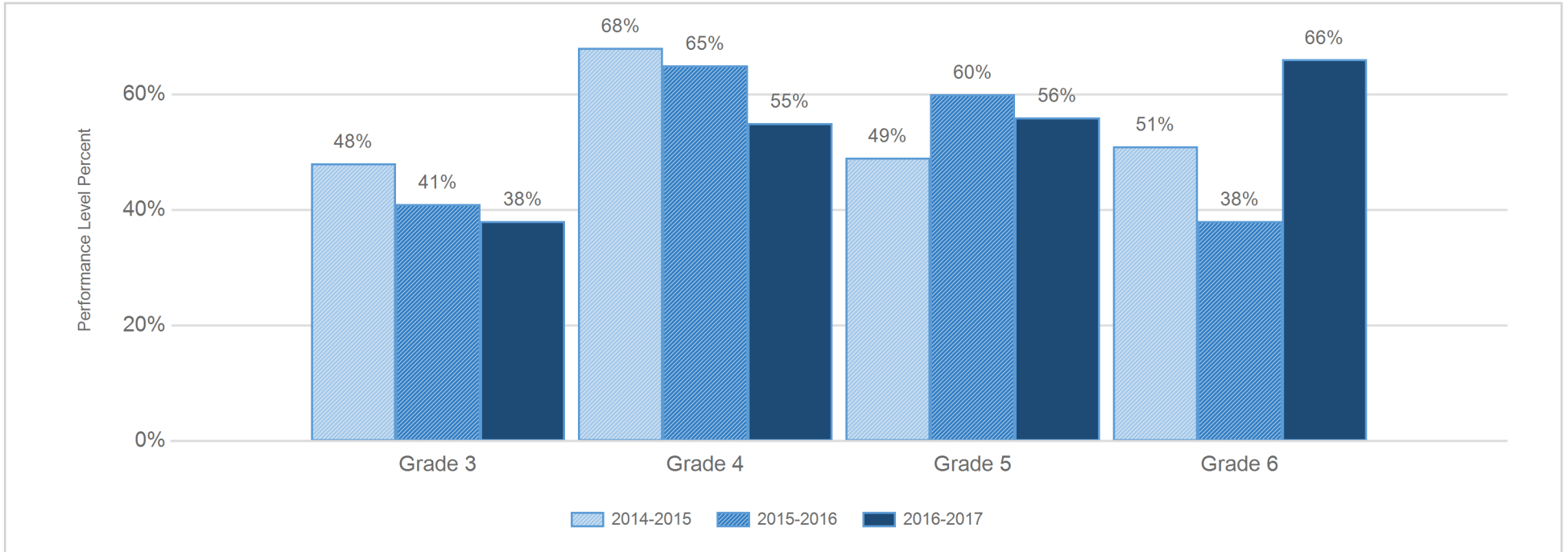


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	97.6	54.40	48.10	43.50	54.4	53.3	Met Target
White	174	97.3	62.10	55.90	52.40	62.1	56.2	Met Target
Hispanic	53	94.0	45.30	37.40	27.60	45.3	41.3	Met Target
Black or African American	48	100.0	31.30	27.70	21.70	31.3	41.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	75.70	68.70	75.60	75.7	71.5	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	23	100.0	30.40	*	44.90	30.4	N	N
Female	161	97.8	54.70	49.80	44.10	54.7		
Male	174	97.4	54.10	46.40	42.90	54.1		
Economically Disadvantaged Students	169	97.9	47.30	37.70	25.10	47.3	45	Met Target
Non-Economically Disadvantaged Students	166	97.2	61.40	58.40	54.30	61.4		
Students with Disabilities	68	93.4	29.40	19.00	16.50	29.4	32.9	Met Target†
Students without Disabilities	267	98.7	60.70	55.90	48.80	60.7		
English Learners	31	100.0	51.60	41.40	23.30	51.6	46.9	Met Target
Non-English Learners	304	97.4	54.60	48.60	45.20	54.6		
Homeless Students	*	*	*	33.40	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	743	745	750	*	15%	29%	35%	*	45%	53%
White	44	745	750	758	*	*	32%	36%	*	46%	63%
Hispanic	18	742	736	738	0%	*	*	*	*	33%	37%
Black or African American	11	728	*	733	*	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	40	741	745	751	*	*	28%	25%	*	38%	52%
Male	47	745	745	750	*	*	30%	43%	*	51%	53%
Economically Disadvantaged Students	33	739	738	735	*	*	36%	33%	*	39%	34%
Non-Economically Disadvantaged Students	54	746	752	761	*	*	24%	35%	*	48%	65%
Students with Disabilities	14	707	720	728	*	*	*	*	*	*	29%
Students without Disabilities	73	750	751	754	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	743	746	753	*	15%	29%	35%	*	45%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	756	749	746	*	*	25%	55%	*	63%	47%
White	47	762	756	754	*	*	*	66%	*	75%	59%
Hispanic	12	750	744	734	0%	*	*	*	*	50%	30%
Black or African American	13	749	736	729	*	*	*	*	0%	62%	25%
Asian, Native Hawaiian, or Pacific Islander	13	757	760	773	0%	*	*	*	*	54%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	760	748	746	*	*	24%	60%	*	68%	47%
Male	41	752	751	746	*	*	27%	49%	*	56%	48%
Economically Disadvantaged Students	50	754	742	731	*	*	*	50%	*	58%	27%
Non-Economically Disadvantaged Students	41	758	757	756	*	*	*	61%	*	68%	61%
Students with Disabilities	17	738	726	724	*	*	*	*	*	47%	22%
Students without Disabilities	74	760	755	751	*	*	*	*	*	66%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	746	748	746	*	16%	28%	45%	*	50%	46%
White	47	747	750	754	*	*	26%	49%	*	53%	57%
Hispanic	12	758	745	734	0%	*	*	*	*	67%	30%
Black or African American	11	720	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	35	748	749	747	*	*	*	49%	*	51%	47%
Male	51	745	747	746	*	*	*	43%	*	49%	46%
Economically Disadvantaged Students	44	740	741	732	*	*	30%	39%	*	41%	27%
Non-Economically Disadvantaged Students	42	754	754	756	*	*	26%	52%	*	60%	59%
Students with Disabilities	16	730	727	724	*	*	*	*	*	25%	19%
Students without Disabilities	70	750	753	751	*	*	*	*	*	56%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	749	746	743	*	12%	28%	48%	*	55%	44%
White	43	758	752	750	*	*	*	63%	*	72%	54%
Hispanic	19	739	741	730	*	*	*	*	0%	32%	27%
Black or African American	14	730	726	724	*	*	*	*	0%	21%	20%
Asian, Native Hawaiian, or Pacific Islander	15	757	763	770	0%	*	*	*	*	67%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	50	749	749	744	*	*	32%	46%	*	52%	45%
Male	45	750	744	742	*	*	24%	51%	*	58%	43%
Economically Disadvantaged Students	58	742	738	728	*	*	*	38%	*	41%	24%
Non-Economically Disadvantaged Students	37	760	757	752	*	*	*	65%	*	76%	56%
Students with Disabilities	17	722	714	716	*	*	*	*	*	18%	13%
Students without Disabilities	78	755	753	748	*	*	*	*	*	63%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

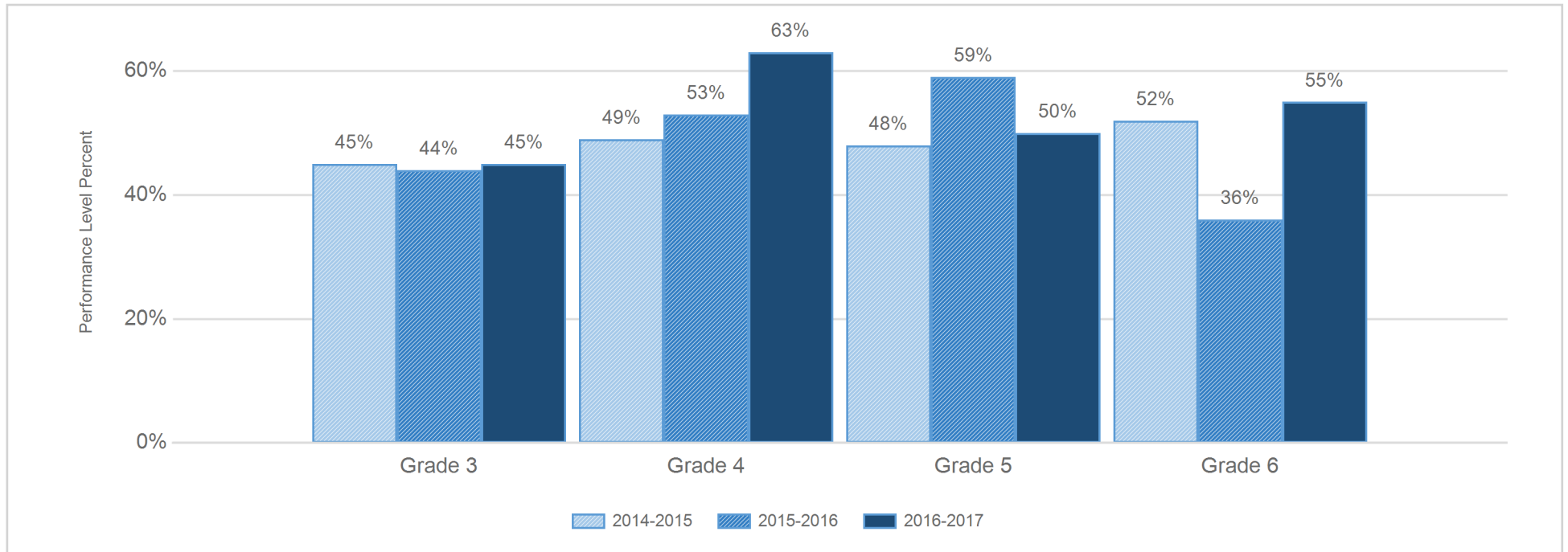


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

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. The table also shows 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
1	12	*	*
2	13	76.9%	23.1%
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

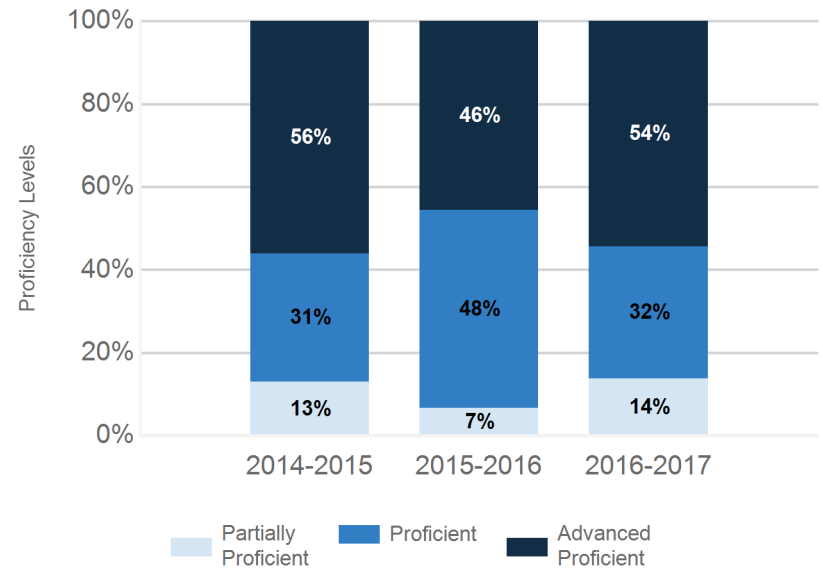
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	32%	14%
White	65%	29%	6%
Hispanic	40%	40%	20%
Black or African American	36%	41%	23%
Asian, Native Hawaiian, or Pacific Islander	57%	21%	21%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43%	41%	16%
Students with Disabilities	30%	55%	15%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	39.5	50	Met Target	62	51	50	Exceeds Target
White	39	37	50	Not Met	62	51	52	Exceeds Target
Hispanic	48	39.5	49	Met Target	70	51	47	Exceeds Target
Black or African American	41	38	45	Met Target	51	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	57	60	Exceeds Target	63	62.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	46	*	51	**	56.5	*	52	**
Economically Disadvantaged	47	40	47	Met Target	62	51	46	Exceeds Target
Students with Disabilities	37	35.5	41	Not Met	62.5	47	43	Exceeds Target
English Learners	58	49	53	Met Target	62.5	60.5	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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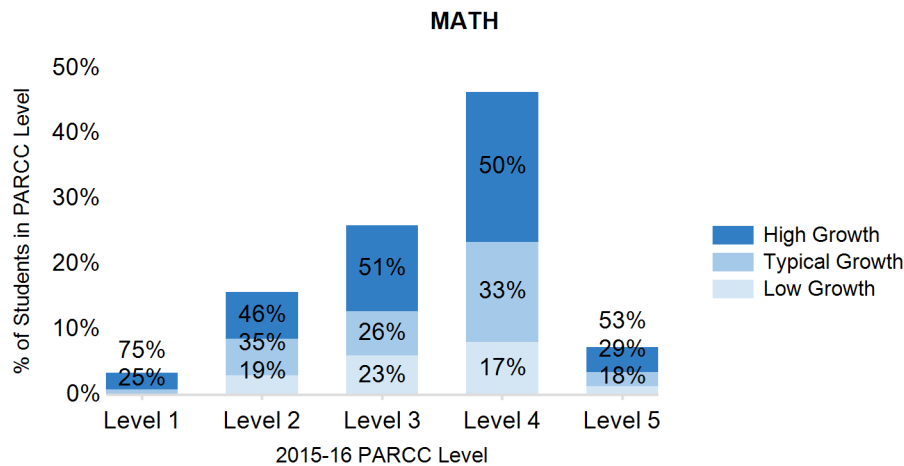
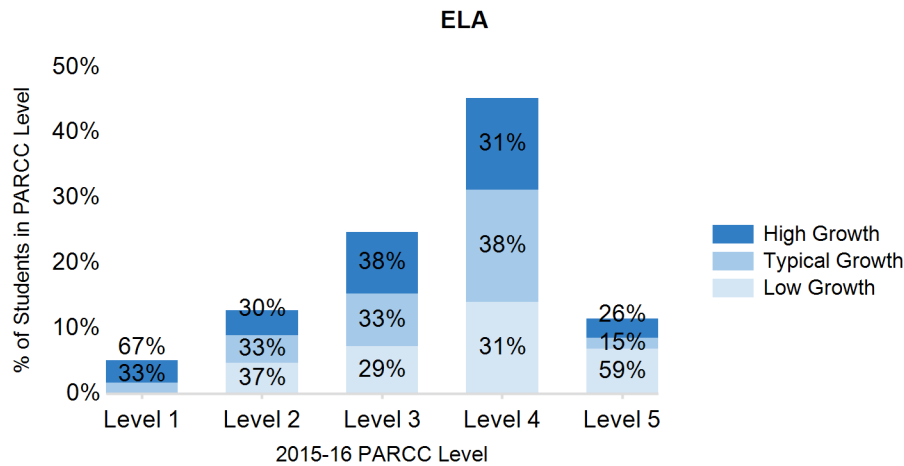
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

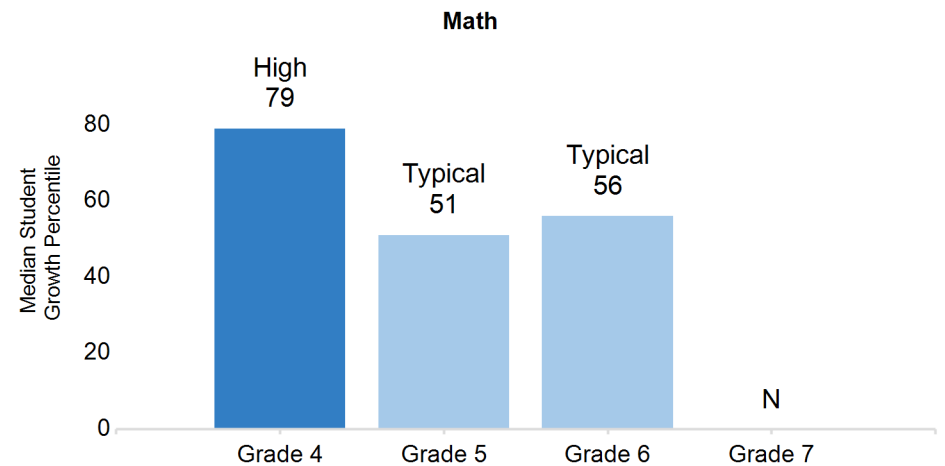
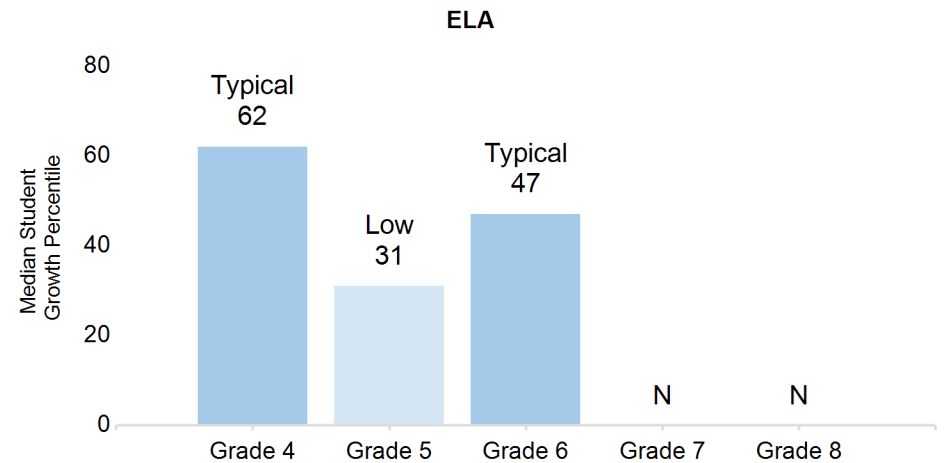
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

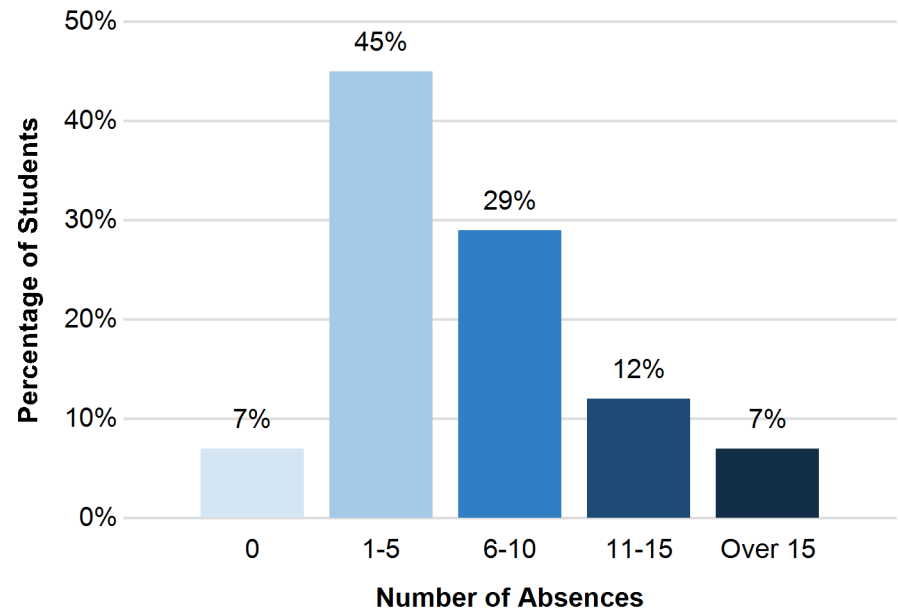
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.30	Met Target
White	4.10	8.30	Met Target
Hispanic	5.10	8.30	Met Target
Black or African American	2.50	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.10	8.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	4.90	8.30	Met Target
Students with Disabilities	4.20	8.30	Met Target
English Learners	7.40	8.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



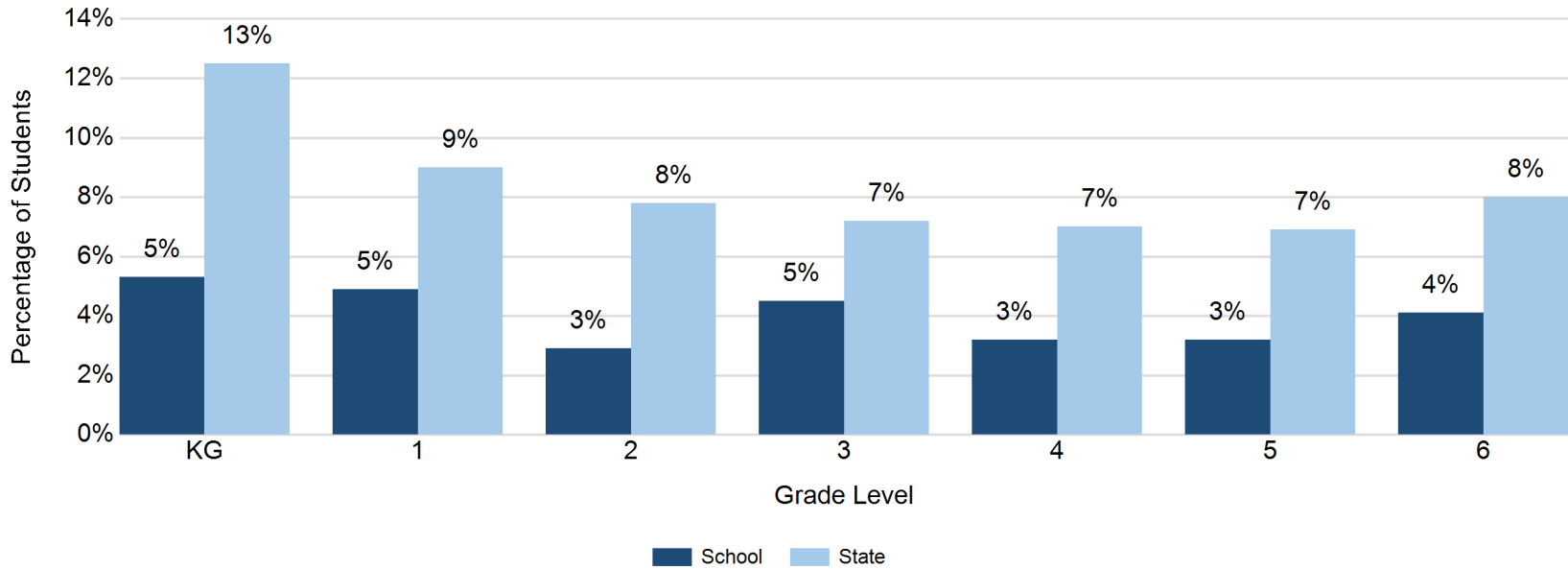


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.44

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	0.9%
Any Suspension	2.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.6	75.5 kbps	100 kbps	No	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	63	115,100
Average years experience in public schools	15.8	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	86%	74%

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	18	9,476
Average years experience in public schools	20.1	15.7
Average years experience in district	15.5	11.5
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	342:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	77%
2015-16 Administrators: Same district 2016-17	94%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43	17.5%
Mathematics Proficiency	63	17.5%
English Language Arts Growth	29	25%
Mathematics Growth	86	25%
Chronic Absenteeism	80	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.3
Summative Rating: Percentile rank of Summative Score		64 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59	12	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
White	50	12	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
Hispanic	74	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	66	12	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	41	12	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	78	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	70	12	No	Met Target†	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	72	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Arthur Rann Elementary School
2016-2017
Grade Span KF-06

01-1690-015
ATLANTIC
GALLOWAY TWP
515 S EIGHTH AVE
GALLOWAY, NJ 08205

School General Info

Principal:	Mr. McGloin	Email Address:	mcgloink@gtps.k12.nj.us
Address:	515 S EIGHTH AVE GALLOWAY, NJ 08205	Website:	https://arthurrann.weebly.com/
Phone:	(609)748-1250	Facebook:	https://www.facebook.com/Friends-of-Arthur-Rann-Family-School-Association-165374043111/
		Twitter:	N/A

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Inclusivity/Acceptance of All • Family-Like Atmosphere • Academically Sound
Mission, Vision, Theme:	Our mission, through the collaborative effort of our school family, is to meet the needs of the whole child: academically, socially, emotionally, and physically. We are committed to creating an environment in which we develop lifelong learners, celebrate individuality, and foster an awareness, understanding, and acceptance of differences.
Awards, Recognition, Accomplishments:	Although academics are clearly a priority at Rann, an emphasis is also placed on teaching life's other important lessons. A Student Expectations and Recognition Program promotes character development and recognizes students for desired behavior and performance.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Arthur Rann's instructional program is research-based, assessment driven, and geared to address individual learning needs. Arthur Rann students have traditionally scored well on state tests. This includes attendance, as well as their ability to read, write, and perform mathematics. All segments of our school population remain committed to meeting standards and establishing goals that exceed federal and state mandates.</p>
 <p>Clubs and Activities:</p>	<p>Students in grades 4-6, have the opportunity to participate in the school band and/or chorus. Winter/Spring concerts are performed each school year showcasing musical talents. "Big Buddies" match older and younger students for instructional and social activities. Peer Mediation offers students ways to resolve conflicts and promotes the development of coping skills.</p>
 <p>Before and After School Programs:</p>	<p>Arthur Rann offers a before/after school child care program. Students are afforded the opportunity to be in an inviting environment prior to/after school. Adult supervision provides play activities and assists the children with schoolwork. Students have snacks, play outside, use the computer lab, and make new friends. This program is supported by our Board of Education and is offered to all K-6 grade students that populate our school.</p>







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 <p>Staff and Professional Learning:</p>	<p>Planned professional development trainings allow our teachers to utilize instructional strategies necessary to enable our students to achieve the standards. Teachers work on committees to enhance teaching practices to ensure that students perform well. We integrate work place readiness skills into programs and prepare students for their roles in society.</p>
 <p>Student Supports and Services:</p>	<p>Two full time teachers address the various needs of our ESL population. Co-teaching and self-contained classrooms are housed in our building. Our school maintains an I&RS Team, a school counselor, a Child Study Team and intervention teachers at all grade levels to meet the needs of all of our learners.</p>
 <p>Student Health and Wellness:</p>	<p>The primary objective of school health services, with the care provided by a full-time nurse, supports the educational process by enhancing and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. We offer our students a breakfast/lunch program and provide the opportunity for recess, along with two physical education classes per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school family supports the Arthur Rann Family School Association that provides assemblies, book fairs, and many events to promote a positive home/school partnership. We participate in food, clothing, and toy collections and have raised thousands of dollars for various charitable organizations. Some additional opportunities for parent/guardian involvement include back to school night, kindergarten orientation, conferences, and school celebrations/activities.</p>




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 <p>Facilities:</p>	<p>Our school facility houses close to 650 students. Our building is well maintained and air conditioned. We have a gymnasium, computer lab, and rooms for all of our special area classes.</p>
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Arthur Rann Elementary School is home to a diverse student body in grades kindergarten through sixth. The school is a vibrant learning community of students, teachers, administrators, and parents/guardians working together to provide all children with a positive and productive school experience. Everyone at Arthur Rann is invested in children and learning, as highlighted in our motto, "AT RANN EVERYONE SUCCEEDS". All members of the school family are committed to providing a safe, welcoming, and supportive learning environment, setting high expectations for student achievement, and opening avenues of communication between school and home. We invite all parents/guardians and community members to visit Arthur Rann Elementary School, where you can serve as volunteers, role models, and assist us in the development of well educated, caring, and respectful students.



Other Information: