



Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Kerry Marsala
Address	77 GORDONS CORNER ROAD Manalapan, NJ 07726-1599
Phone Number	732-786-2760
Email Address	kmarsala@mersnj.us
Website	https://www.mersnj.us/Domain/14
Facebook	https://www.facebook.com/Taylor-Mills-School-457571314421281/
Twitter	https://twitter.com/TM_Principal1



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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	2016-17	2017-18	2018-19
KG	68	88	75
1	90	101	106
2	112	95	100
3	100	115	95
4	80	103	120
5	108	83	105
Total	558	585	603

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.5%	47.5%	47.8%
Male	52.5%	52.5%	52.2%
Economically Disadvantaged Students	14.9%	14.4%	15.6%
Students with Disabilities	21.9%	21.2%	19.4%
English Learners	5.4%	6.3%	5.0%
Homeless Students	0.2%	0.3%	0.2%
Students in Foster Care	N	0.2%	N
Military-Connected Students	0.2%	N	N
Migrant Students	N	N	N

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	2016-17	2017-18	2018-19
White	74.4%	72.3%	72.1%
Hispanic	14.0%	15.4%	14.9%
Black or African American	2.0%	3.4%	3.6%
Asian	7.3%	6.5%	6.6%
Native Hawaiian or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	2.3%	2.4%	2.7%

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	2016-17	2017-18	2018-19
KG - Half Day	N	N	N
KG - Full Day	68	88	75

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.9%
Spanish	4.1%
Russian	4.0%
Polish	1.0%
Other Languages	5.0%



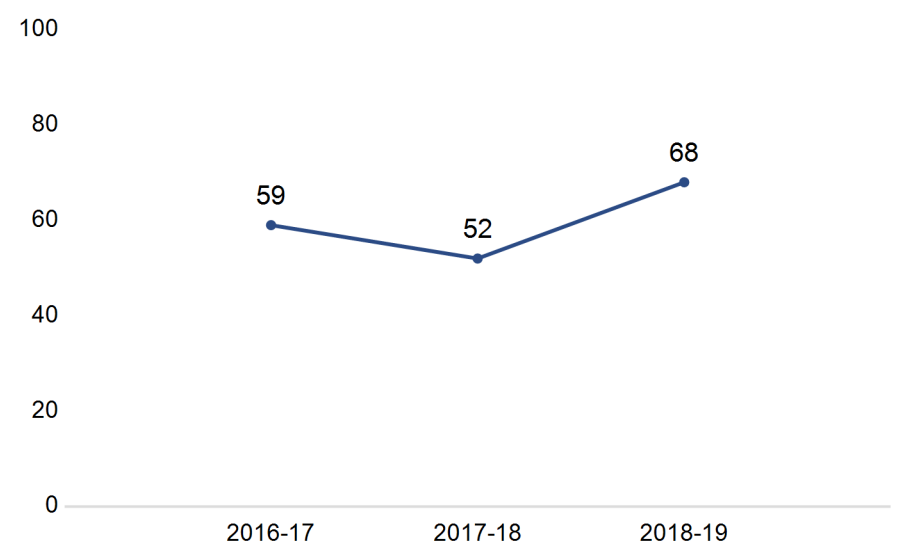
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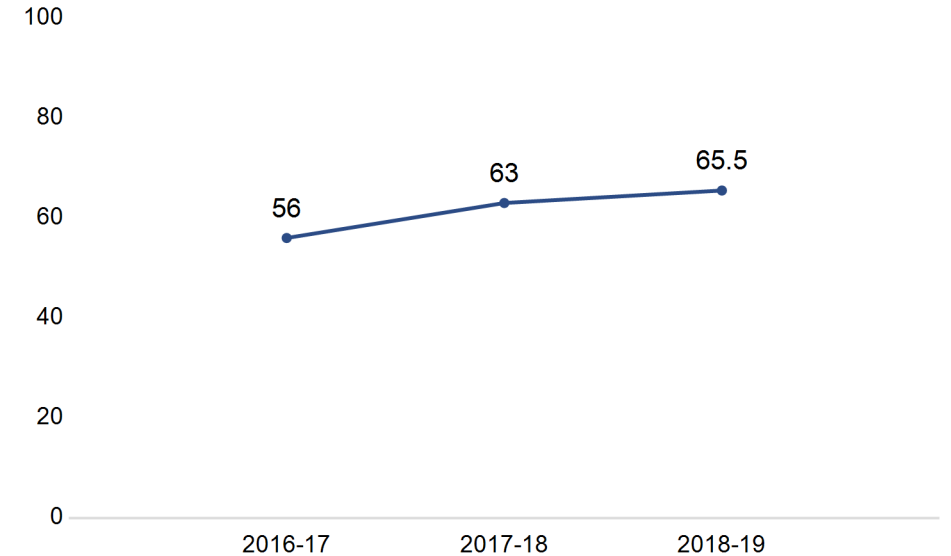
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	52	68	56	63	65.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	68	63	50	Exceeds Standard	65.5	61	50	Exceeds Standard
White	68	62.5	50	Exceeds Standard	65	60	52	Exceeds Standard
Hispanic	72.5	67	49	Exceeds Standard	69	62	47	Exceeds Standard
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	78.5	67	59	**	72	68.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	74	67	53	N	61	60	50	N
Male	66	60	47	N	68	61	51	N
Economically Disadvantaged Students	46.5	63	48	Met Standard	68.5	59	46	Exceeds Standard
Students with Disabilities	44	48.5	43	Met Standard	53	54.5	45	Met Standard
English Learners	71	75	52	**	75.5	72	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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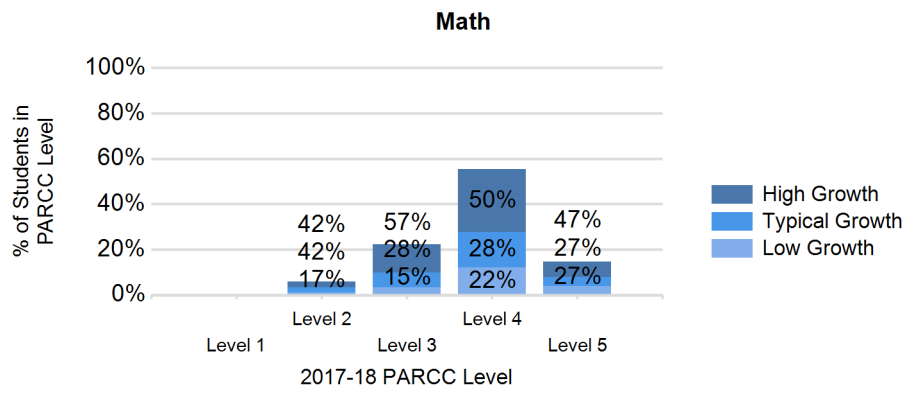
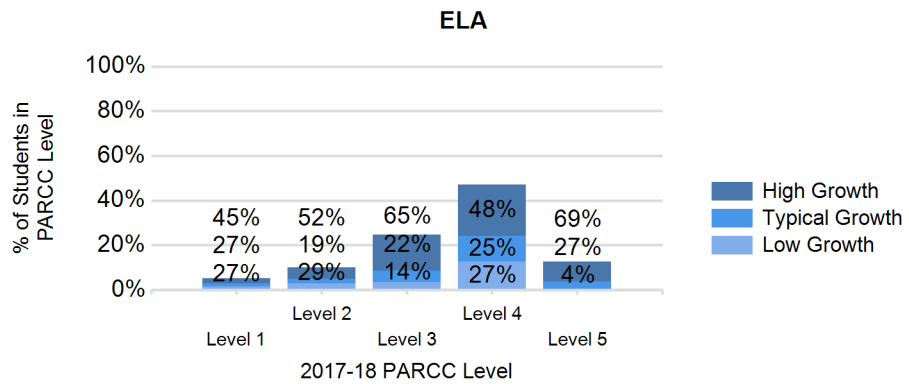
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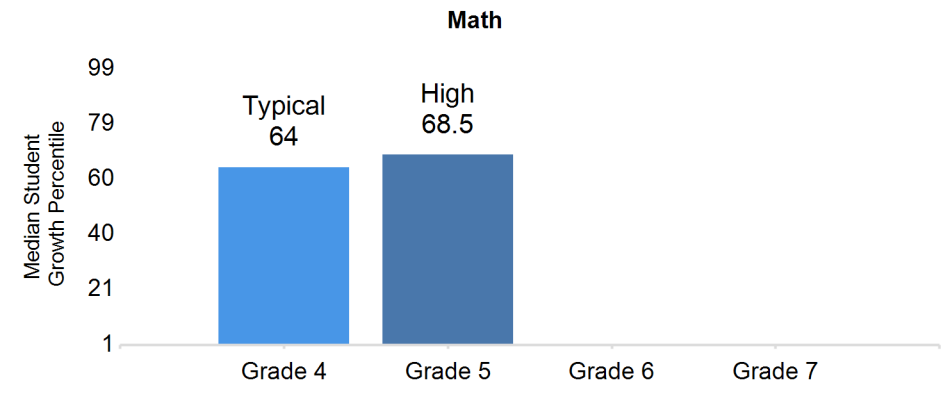
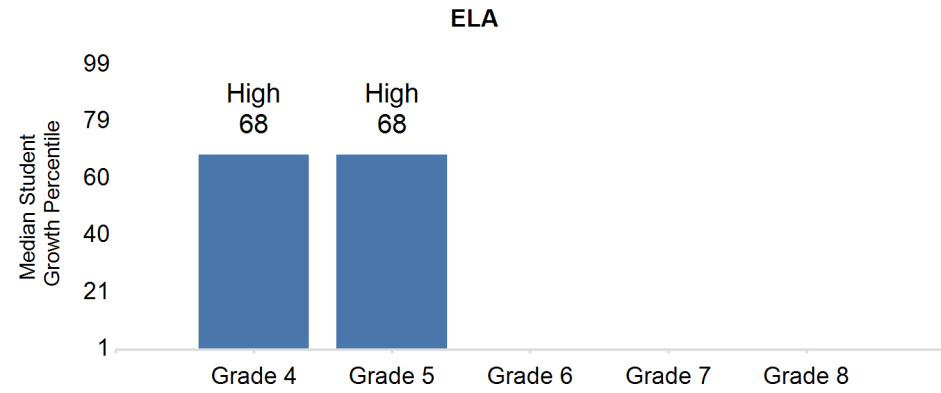
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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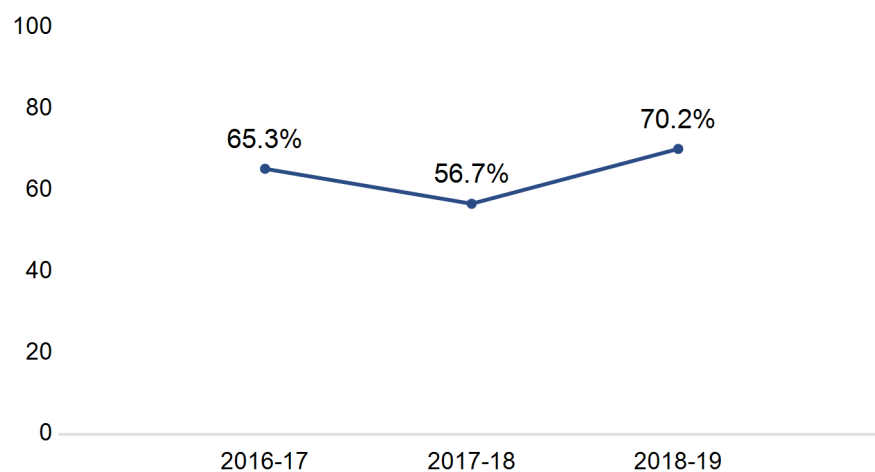
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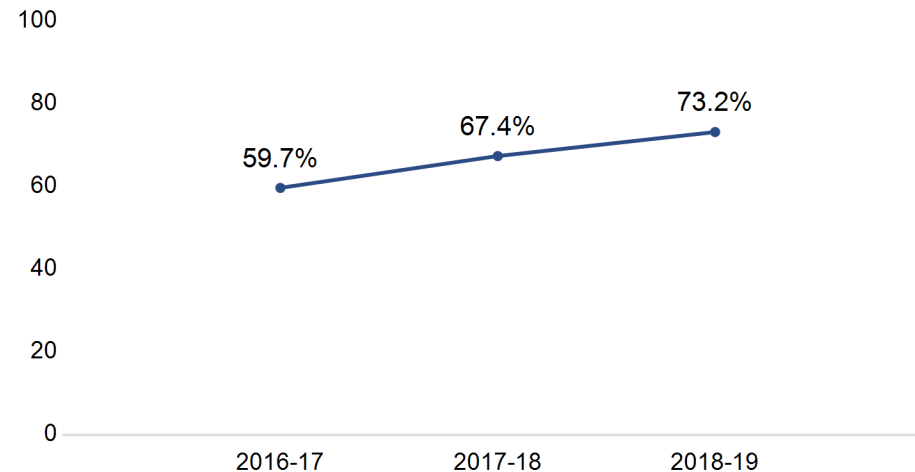
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.3%	97.5%	98.0%	98.0%	97.5%
Proficiency Rate for Federal Accountability	65.3%	56.7%	70.2%	59.7%	67.4%	73.2%
Annual Target	61.0%	62.0%	63.0%	57.5%	58.7%	59.9%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	97.5	70.2	78.1	57.9	70.2	63	Met Target
White	219	97.3	72.6	77.4	66.9	72.6	62.3	Met Target
Hispanic	47	96.1	57.4	72.9	43.9	57.4	57.7	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	89.4	82.9	78.3	77.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	148	96.2	79.1	84.1	64.8	79.1		
Male	157	98.8	61.8	72.6	51.3	61.8		
Economically Disadvantaged Students	53	96.4	50.9	*	40.0	50.9	41.8	Met Target
Non-Economically Disadvantaged Students	252	97.7	74.2	*	67.9	74.2		
Students with Disabilities	62	95.5	30.6	30.2	22.7	30.6	33.8	Met Target†
Students without Disabilities	243	98.0	80.2	86.7	65.1	80.2		
English Learners	24	96.0	45.8	62.8	29.3	45.8	38.5	Met Target
Non-English Learners	281	97.6	72.2	78.5	60.6	72.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



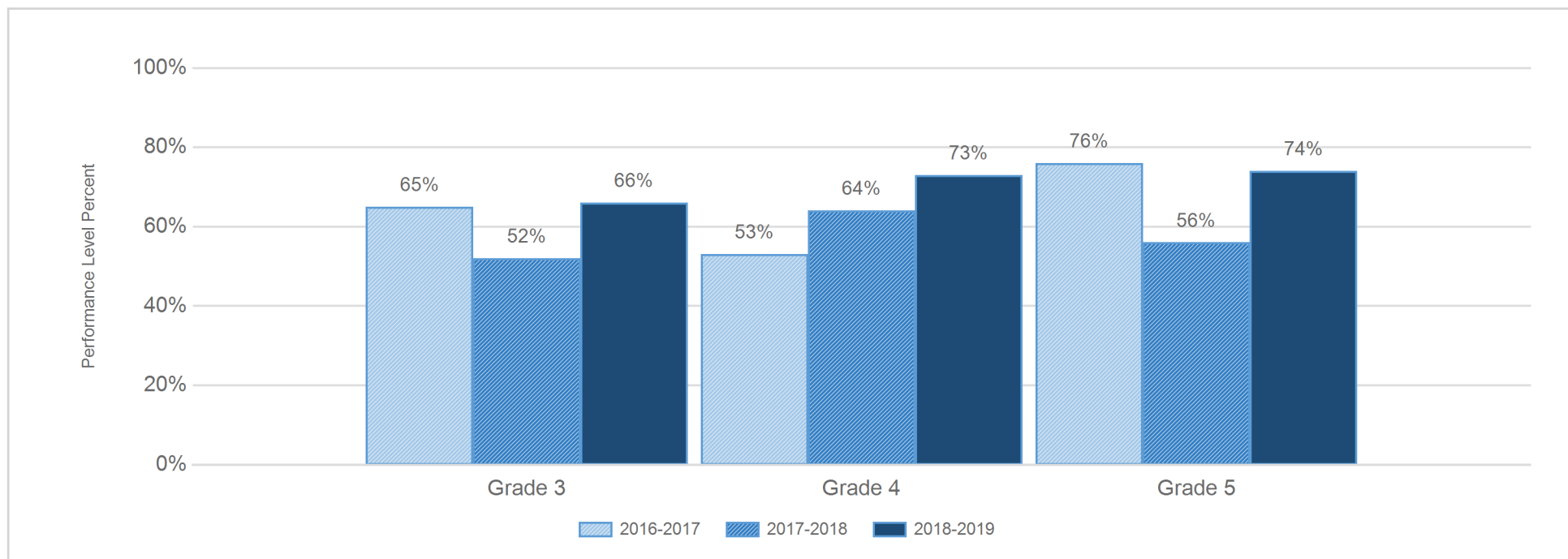
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	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	772	768	748	*	*	22%	45%	21%	66%	50%
White	59	781	769	757	*	*	22%	44%	29%	73%	60%
Hispanic	20	752	759	734	*	*	*	*	*	55%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	49	780	773	753	*	*	*	*	*	71%	55%
Male	40	762	762	743	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	14	745	745	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	75	777	769	759	*	*	*	*	*	71%	61%
Students with Disabilities	14	741	728	719	*	*	*	*	*	36%	24%
Students without Disabilities	75	778	773	754	*	*	*	*	*	72%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	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	110	767	775	755	*	*	18%	49%	24%	73%	57%
White	88	768	771	763	*	*	17%	50%	24%	74%	67%
Hispanic	10	759	774	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	59	771	779	760	*	*	*	54%	27%	81%	62%
Male	51	762	770	750	*	*	*	43%	20%	63%	53%
Economically Disadvantaged Students	15	751	756	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	95	770	776	765	*	*	*	*	*	76%	69%
Students with Disabilities	22	739	*	725	*	*	*	*	*	36%	25%
Students without Disabilities	88	774	*	761	*	*	*	*	*	82%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	110	767	*	758	*	*	18%	49%	24%	73%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	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	103	770	777	756	*	*	18%	53%	20%	74%	58%
White	68	768	774	764	*	*	18%	59%	16%	75%	68%
Hispanic	16	767	770	743	0%	*	*	*	*	63%	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	793	798	781	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	41	785	785	761	*	*	*	*	*	88%	64%
Male	62	760	771	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	21	752	763	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	82	774	779	766	*	*	*	*	*	79%	69%
Students with Disabilities	18	724	738	724	*	*	*	*	*	22%	23%
Students without Disabilities	85	779	785	762	*	*	*	*	*	85%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	103	770	*	758	*	*	18%	53%	20%	74%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	97.5	73.2	73.7	44.5	73.2	59.9	Met Target
White	220	97.4	76.8	72.3	54.1	76.8	58.6	Met Target
Hispanic	47	96.2	61.7	68.6	28.8	61.7	52.9	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	89.2	76.5	78.3	73.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	148	96.2	79.7	75.6	44.9	79.7		
Male	158	98.8	67.1	72.0	44.2	67.1		
Economically Disadvantaged Students	54	96.6	53.7	*	26.3	53.7	48.2	Met Target
Non-Economically Disadvantaged Students	252	97.7	77.4	*	54.9	77.4		
Students with Disabilities	62	95.5	30.6	26.6	17.4	30.6	29.7	Met Target
Students without Disabilities	244	98.0	84.0	82.2	50.0	84.0		
English Learners	25	96.3	72.0	66.3	25.0	72.0	60.1	Met Target
Non-English Learners	281	97.6	73.3	73.9	46.5	73.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



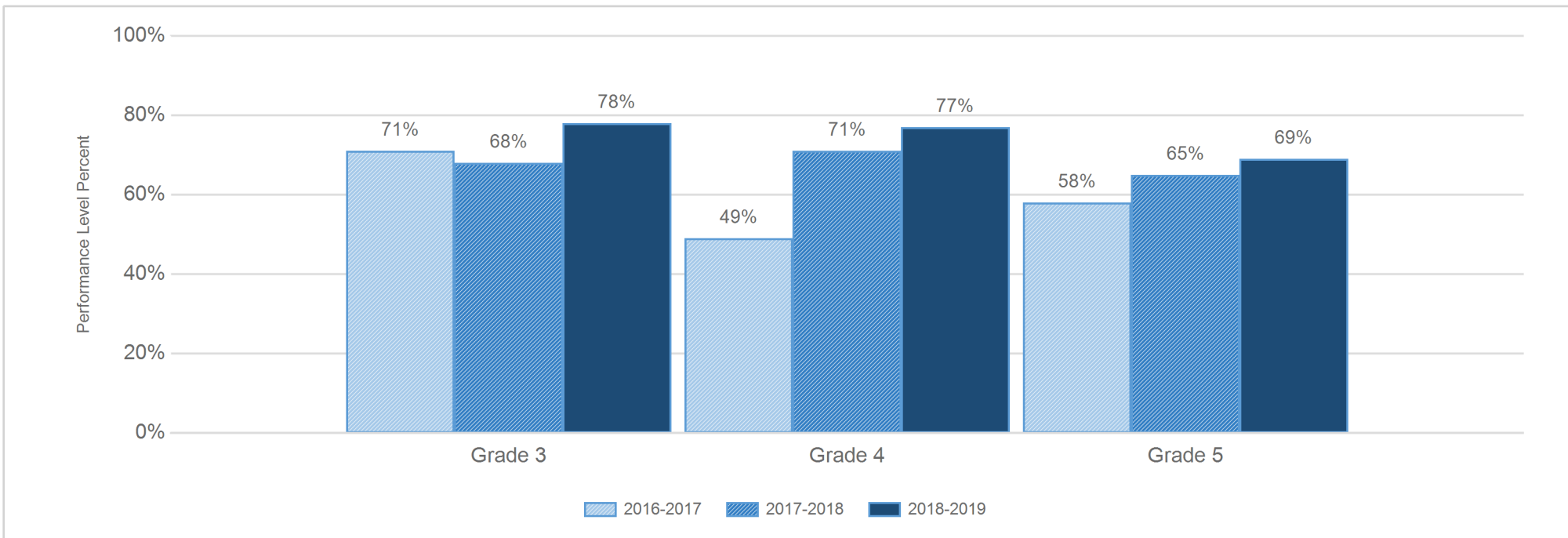
Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

Report Key:

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	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	92	771	776	752	*	*	14%	49%	29%	78%	55%
White	61	776	776	760	*	*	*	44%	39%	84%	66%
Hispanic	21	754	766	739	*	*	*	*	*	57%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	50	773	776	751	*	*	*	48%	32%	80%	54%
Male	42	768	776	752	*	*	*	50%	26%	76%	56%
Economically Disadvantaged Students	17	744	751	737	*	*	*	59%	0%	59%	37%
Non-Economically Disadvantaged Students	75	777	778	761	*	*	*	47%	36%	83%	67%
Students with Disabilities	15	748	746	731	*	*	*	*	*	40%	31%
Students without Disabilities	77	775	781	756	*	*	*	*	*	86%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	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	110	767	774	749	*	*	16%	65%	12%	77%	51%
White	88	768	772	757	*	*	17%	65%	13%	77%	62%
Hispanic	10	761	764	737	0%	0%	*	*	*	80%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	59	767	774	749	*	*	*	*	*	81%	50%
Male	51	768	775	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	15	749	761	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	95	770	776	759	*	*	*	*	*	80%	63%
Students with Disabilities	22	738	*	726	*	*	*	*	*	41%	25%
Students without Disabilities	88	775	*	754	*	*	*	*	*	86%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	110	767	*	751	*	*	16%	65%	12%	77%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	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	103	765	774	747	0%	11%	20%	47%	22%	69%	47%
White	68	767	772	755	0%	*	*	*	*	75%	58%
Hispanic	16	756	757	735	0%	*	*	*	*	63%	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	784	798	775	0%	0%	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	41	771	775	747	0%	*	*	*	*	78%	47%
Male	62	761	773	747	0%	*	*	*	*	63%	47%
Economically Disadvantaged Students	21	749	752	732	0%	*	*	48%	0%	48%	27%
Non-Economically Disadvantaged Students	82	769	776	757	0%	*	*	46%	28%	74%	59%
Students with Disabilities	18	733	741	725	0%	*	*	*	*	22%	19%
Students without Disabilities	85	772	780	752	0%	*	*	*	*	79%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	103	765	*	749	0%	11%	20%	47%	22%	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.2%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	84.2%	15.8%
3-4	*	*	*
5 or more	N	N	N



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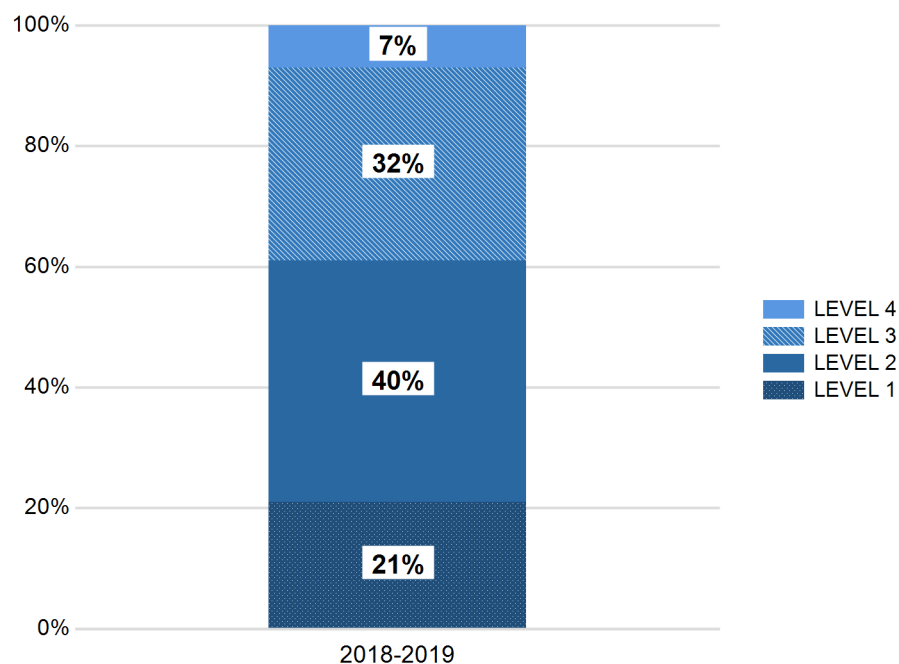
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	40	32	7
White	19	40	34	7
Hispanic	25	50	25	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	25	42	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	44	34	10
Male	27	37	31	5
Economically Disadvantaged Students	33	43	24	0
Non-Economically Disadvantaged Students	18	39	34	9
Students with Disabilities	72	22	6	0
Students without Disabilities	11	44	38	8
English Learners	N	N	N	N
Non-English Learners	21	40	32	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

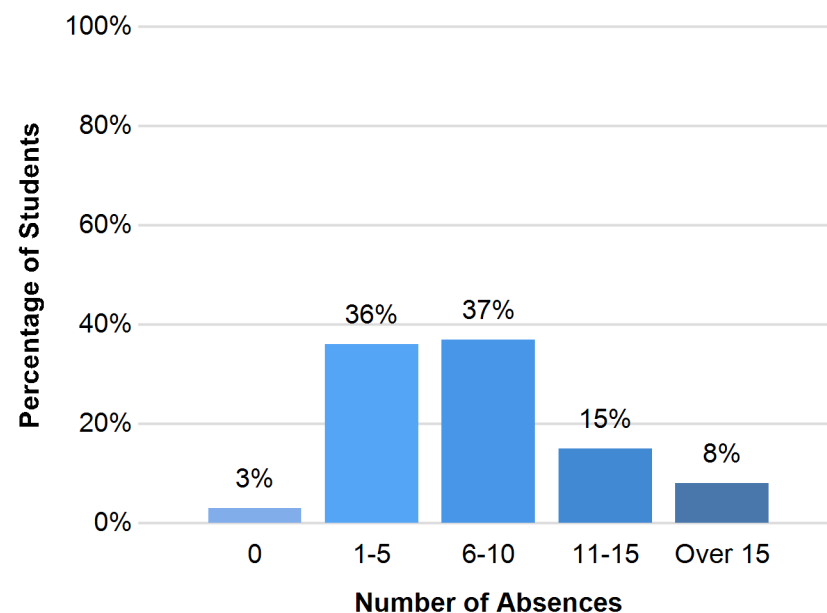
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	3.5	8.8	Met
White	13	3.1	8.8	Met
Hispanic	8	8.4	8.8	Met
Black or African American	0	0	8.8	Met
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	3.8		
Male	10	3.3		
Economically Disadvantaged Students	6	6.0	8.8	Met
Students with Disabilities	8	7.4	8.8	Met
English Learners	1	3.2	8.8	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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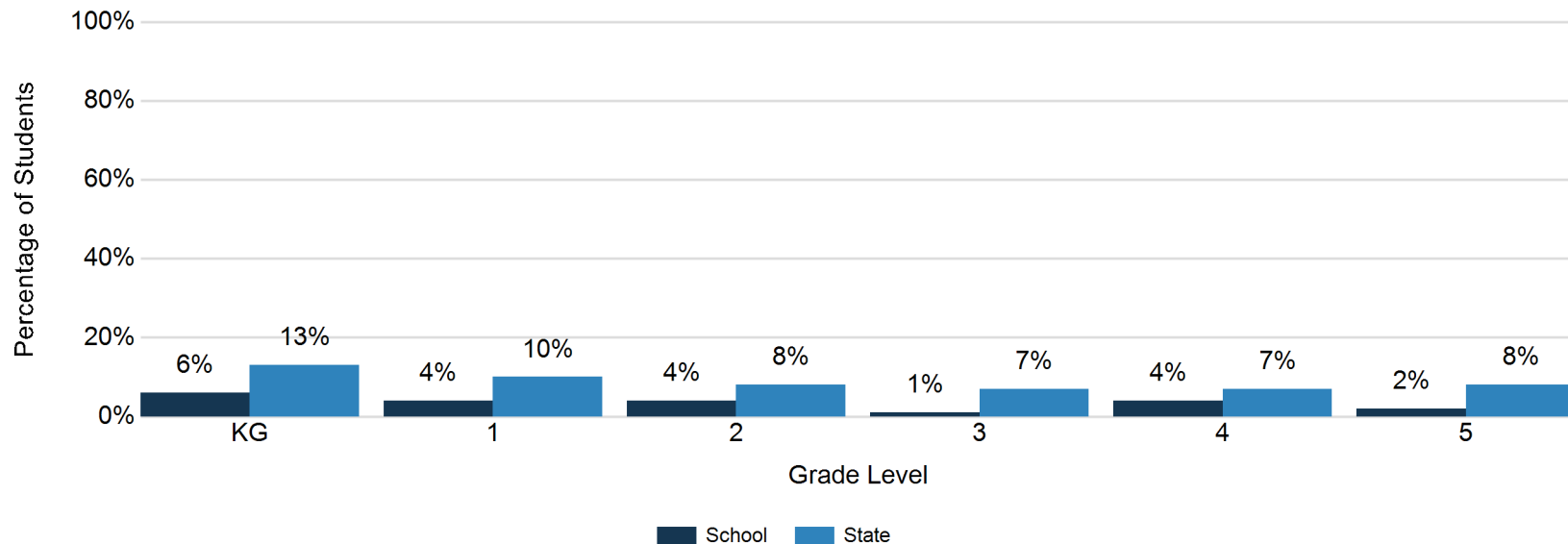
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	75.3%

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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	302:1	179:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	95.9%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	4.1%	50.0%	51.6%	22.9%	45.1%
White	72.1%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.9%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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.



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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/PARCC 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, which was first available in 2017-18, shows the percentage of English Learners that 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.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.3%	56.7%	70.2%
Math Proficiency	59.7%	67.4%	73.2%
ELA Growth	59	52	68
Math Growth	56	63	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.5%	52.2%
Chronic Absenteeism	5.9%	8.1%	3.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target	Met	No
White	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	Met Target	Met Target	**	**	**	Met	No

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



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School Narrative

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



Highlights:

- Through the implementation of our W.I.N. (What I Need) period and the use of technology, students participate in personalized intervention, service learning, and enrichment based on choice and need.
- Our Student Government allows our first through fifth grade students to assume leadership roles in the school community and complete several service projects throughout the year.
- Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic, emotional and social progress of all students.



Mission, Vision, Theme:

Taylor Mills School is a community of learners. The mission of Taylor Mills School is to ensure that students can meet the challenges of our changing global society by providing high quality, well-rounded educational opportunities. To that end, our goal is for our students to make progress to meet and/or exceed the NJSLs, develop the six pillars of character, and build the skills necessary to be life-long learners and productive citizens of our community and world.



Awards, Recognition, Accomplishments:

Our Student Government allows our first through fifth grade students to assume leadership roles in the school community and complete several service projects throughout the year. Food drives for the local food pantry, fundraising efforts for the American Heart Association and other student-selected charities, and providing holiday gifts/meals for families in need represent just a few of the service projects completed throughout the year.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our balanced literacy approach includes a number of programs such as Project Read, Making Meaning, and the Teachers' College Units of Study. Supplemental programs such as RAZ Kids, Achieve3000, and Study Island enhance student learning and engagement in the literacy block. The enVisions 2.0 math program is the foundation of our math instruction. Study Island, Reflex Math, IXL Math, and ST Math further engage our learners and enhance mathematics instruction. The NJSL Science standards are addressed in a hands-on approach through Mystery Science. Individual student needs are addressed via the enrichment or intervention activities assigned to them based on multiple data points gathered throughout the year.</p>
 <p>Clubs and Activities:</p>	<p>Band, chorus, and orchestra programs encourage our budding musicians to participate in the arts. Our TM TV Studio offers our children the opportunity to work with broadcasting equipment and hone their presentation skills. Our student government welcomes students in grades 1-5 to participate in community and service learning opportunities as they hone their leadership skills. Courses presented by our art, physical education, music, and media teachers during our W.I.N. period allow students to explore subject matter outside the formal curriculum based on their strengths and interests.</p>





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 <p>Before and After School Programs:</p>	<p>Taylor Mills School offers beyond the school day reading, writing, and math intervention opportunities. Additionally, Project Achievement provides close reading analysis and writing opportunities to advance student progress in all curricular areas. After school groups include the use of technology to increase student achievement via programs such as ST Math, Reflex Math, and Study Island.</p>
 <p>Staff and Professional Learning:</p>	<p>Through our Professional Learning Communities, our teachers work together to pool their collective resources to meet the challenges of the NJSLs while recognizing the unique needs of each learner. These collaborative teams work diligently to identify student needs using a variety of formal and informal data, research best practices to meet those needs, implement SMART goals, and carefully monitor student growth toward those goals. Teachers are provided time in the morning during our six day cycle to analyze student data and make actionable instructional decisions to increase student achievement.</p>





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 <p>Student Supports and Services:</p>	<p>Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic progress of all students. Within each tier, student supports are designed to personalize instruction to meet each students' educational needs in the academic and social/emotional realms. As a magnet school for district ELL learners, our school operates under the SIOP model of instruction.</p>
 <p>Parent and Community Involvement:</p>	<p>We encourage parental participation in the Library/Media Center and within individual classrooms. Our active and extremely supportive PTA sponsors excellent assembly programs and numerous events for the children and their families, bringing our school community even closer together. Our Parent Workshop Series helps parents to foster their children's success at home. Welcoming our police officers, firefighters, Community Alliance, and library system into our schools regularly further connects our school to our community. Finally, our annual Parent University event offers over 30 workshop opportunities in every subject to enhance parents' knowledge of our programs and curriculum. Taylor Mills teachers are regular presenters at this event.</p>



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Facilities:

Opened in 1968, Taylor Mills School has evolved into a 21st century school with a state of the art computer lab, a TV studio, a budding MakerSpace within the library, a 1:1 Chromebook initiative in 3rd, 4th, 5th grade, and an air-conditioned physical education environment. Each classroom boasts SmartBoards, projectors, and document cameras. Our Learning Garden serves as an outdoor classroom space as well as a living science environment to study plant and biological life.



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Other Information

At Taylor Mills School, we are committed to challenging our students academically. Our students participate in Continental Math League, the National Spelling Bee, and the National Geography Bee. In addition to contest opportunities, each of our grade levels has a special unit devoted to in-depth study of a particular subject and culminating in a memorable event. Such events include Physics Day, Poetry Day, and 100th Day. We take pride in events that allow our students to share their knowledge with their peers and extend their education through meaningful research. Another source of continual pride for our school is our strong character education program designed to help our students develop an understanding of how to work cooperatively with one another and handle conflicts appropriately. An integral part of this program is our "Caught Filling a Bucket" reward system. Based on the book, Have You Filled a Bucket Today?, good student behavior and simple acts of kindness are recognized and rewarded every day, encouraging a sense of community within the school. Our Student of the Month program recognizes children's efforts to consistently demonstrate positive character traits. This message is positively reinforced in our lunchroom and throughout each classroom in our building. During this school year, we continued one of our most beloved character education initiatives with our Positive Partners program, matching our younger students with mentors from our upper grades. As it has been in the past, one of our comprehensive goals is to build self-confidence and self-assurance in the children. Through all of our character programs and the daily curricular work in each class, we strive to teach all students to believe in themselves and to learn that all goals are attainable through hard work, effort, dedication, and positive thinking. Backed by a network of caring parents, educators, and community members, our goals are well within our reach.