



Bergenfield High School
 (03-0300-020)
 Grades Offered: 09-12
 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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. James Fasano
Address	80 S PROSPECT AVE BERGENFIELD, NJ 07621-1958
Phone Number	201-385-8600
Email Address	jfasano@bergenfield.org
Website	https://www.bergenfield.org/BHS
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	299	271	319
10	273	293	279
11	325	278	282
12	302	331	283
Total	1,199	1,173	1,166

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	48.0%	47.4%	48.4%
Male	52.0%	52.6%	51.6%
Economically Disadvantaged Students	37.0%	36.8%	37.9%
Students with Disabilities	12.5%	12.4%	13.7%
English Learners	3.9%	4.3%	4.3%
Homeless Students	0.6%	0.5%	0.3%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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	12.0%	11.5%	12.2%
Hispanic	48.8%	49.7%	50.8%
Black or African American	8.6%	8.9%	8.9%
Asian	28.9%	28.2%	26.5%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.1%	1.2%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,199	1,173	1,166
Shared Time Students	0	0	0
Full Time Equivalent	1,199	1,173	1,166

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	50.5%
Spanish	32.2%
Tagalog	8.0%
Malayalam	1.8%
Filipino	1.8%
Other Languages	5.7%

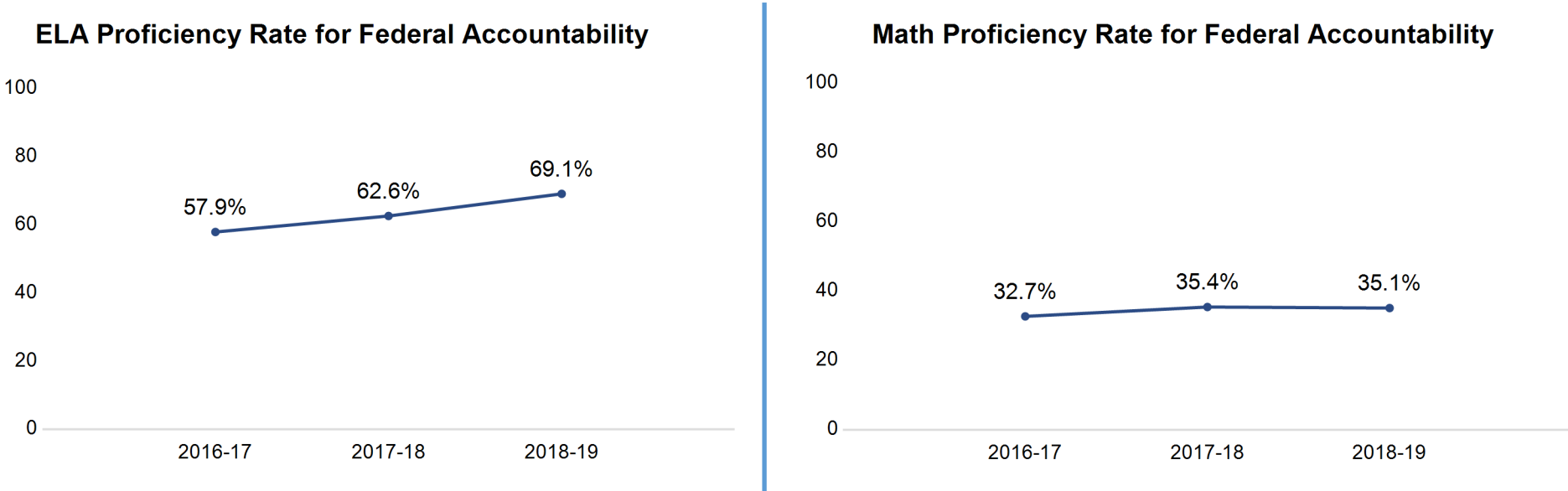


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.3%	100.0%	99.2%	99.1%	99.6%
Proficiency Rate for Federal Accountability	57.9%	62.6%	69.1%	32.7%	35.4%	35.1%
Annual Target	65.8%	66.6%	67.3%	43.5%	45.4%	47.4%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met
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	579	100.0	69.1	68.1	57.9	69.1	67.3	Met Target
White	67	100.0	67.2	*	66.9	67.2	67.4	Met Target†
Hispanic	296	100.0	61.5	61.4	43.9	61.5	61.6	Met Target†
Black or African American	51	100.0	47.1	50.3	38.5	47.1	52.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	154	100.0	90.9	84.7	82.9	90.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	81.8	*	64.4	81.8	**	**
Female	271	100.0	77.9	76.4	64.8	77.9		
Male	308	100.0	61.4	60.7	51.3	61.4		
Economically Disadvantaged Students	165	100.0	58.8	56.1	40.0	58.8	57.5	Met Target
Non-Economically Disadvantaged Students	414	100.0	73.2	74.3	67.9	73.2		
Students with Disabilities	81	100.0	16.0	23.6	22.7	16.0	24.3	Not Met
Students without Disabilities	498	100.0	77.7	75.6	65.1	77.7		
English Learners	37	100.0	27.0	*	29.3	27.0	13.5	Met Target
Non-English Learners	542	100.0	72.0	*	60.6	72.0		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

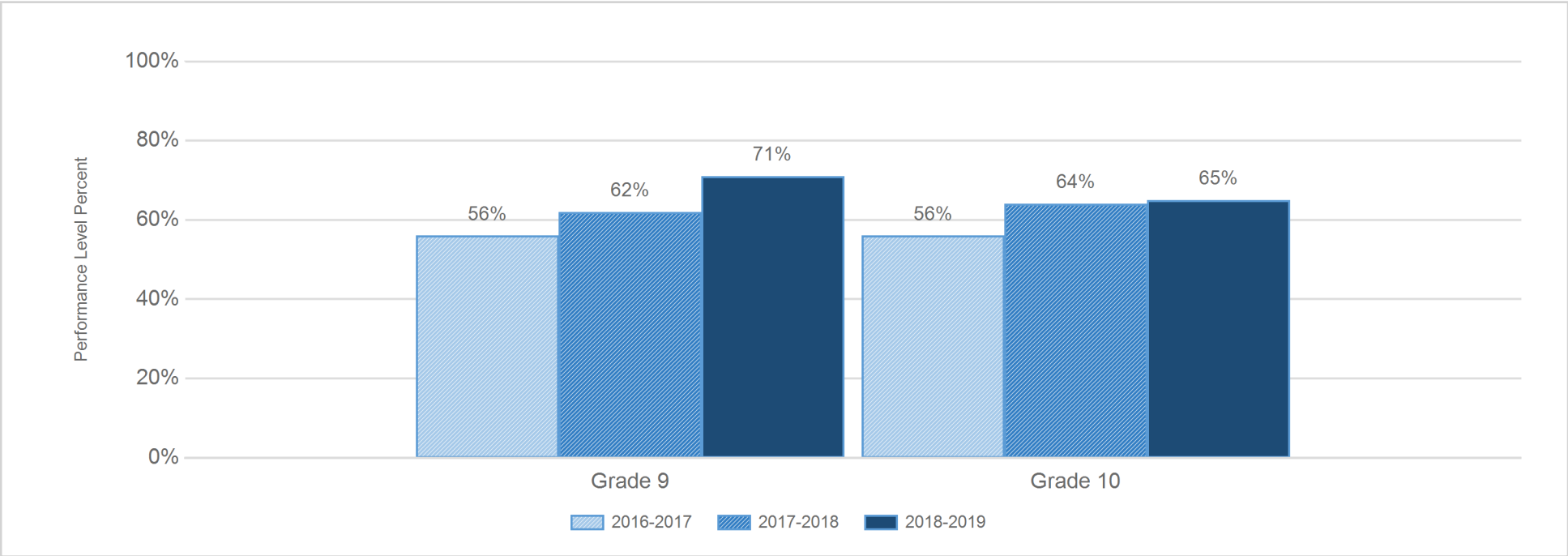


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English Language Arts Assessment - Performance Trends

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 9

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	315	765	765	753	9%	9%	12%	40%	31%	71%	56%
White	40	760	760	762	*	*	*	*	*	65%	65%
Hispanic	167	758	758	737	10%	10%	15%	44%	22%	65%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	79	792	792	783	*	*	*	27%	63%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	149	775	775	760	*	*	12%	38%	41%	79%	63%
Male	166	757	757	746	*	*	11%	42%	22%	64%	49%
Economically Disadvantaged Students	92	755	755	734	18%	*	*	40%	24%	64%	36%
Non-Economically Disadvantaged Students	223	770	770	762	5%	*	*	39%	34%	74%	65%
Students with Disabilities	48	718	718	717	*	*	23%	*	*	21%	17%
Students without Disabilities	267	774	774	760	*	*	10%	*	*	80%	63%
English Learners	13	699	699	693	*	*	*	*	*	*	*
Non-English Learners	302	768	768	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	276	770	770	757	11%	9%	15%	30%	35%	65%	58%
White	33	764	764	767	*	*	*	*	*	61%	67%
Hispanic	136	758	758	738	14%	11%	20%	32%	23%	55%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	75	801	801	792	*	*	*	32%	60%	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	126	779	779	766	*	*	16%	40%	35%	75%	66%
Male	150	762	762	749	*	*	14%	23%	35%	57%	51%
Economically Disadvantaged Students	77	750	750	735	17%	17%	16%	29%	22%	51%	40%
Non-Economically Disadvantaged Students	199	777	777	767	9%	6%	15%	31%	40%	71%	67%
Students with Disabilities	37	703	703	711	*	*	*	*	*	*	19%
Students without Disabilities	239	780	780	765	*	*	*	*	*	*	65%
English Learners	14	705	705	687	*	*	*	*	*	*	*
Non-English Learners	262	773	773	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	536	99.6	35.1	48.9	44.5	35.1	47.4	Not Met
White	57	98.4	36.8	*	54.1	36.8	53.2	Not Met
Hispanic	284	100.0	27.8	39.9	28.8	27.8	38	Not Met
Black or African American	47	100.0	21.3	37.4	23.0	21.3	29.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	137	99.3	54.0	65.4	76.5	54.0	64.1	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	36.4	*	53.3	36.4	**	**
Female	254	100.0	37.0	51.0	44.9	37.0		
Male	282	99.3	33.3	46.9	44.2	33.3		
Economically Disadvantaged Students	155	100.0	28.4	37.3	26.3	28.4	37.2	Not Met
Non-Economically Disadvantaged Students	381	99.5	37.8	54.9	54.9	37.8		
Students with Disabilities	62	98.5	12.9	*	17.4	12.9	18.1	Met Target†
Students without Disabilities	474	99.8	38.0	*	50.0	38.0		
English Learners	40	100.0	17.5	*	25.0	17.5	24.9	Met Target†
Non-English Learners	496	99.6	36.5	*	46.5	36.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

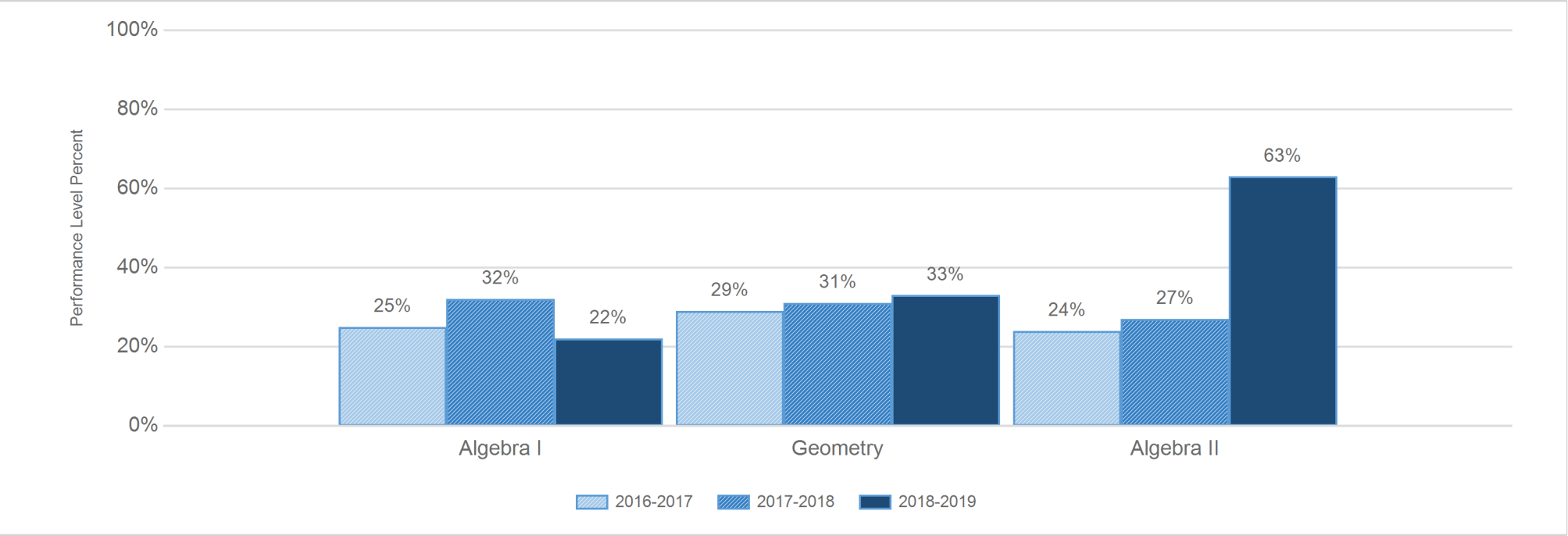


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Mathematics Assessment – Performance Trends

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 Test: Algebra I

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, it does not exclude 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	199	729	744	744	10%	35%	33%	22%	0%	22%	42%
White	27	736	746	752	*	*	41%	*	*	26%	53%
Hispanic	123	726	735	728	12%	38%	33%	16%	0%	16%	24%
Black or African American	*	*	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	32	741	764	775	*	*	*	44%	0%	44%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	88	733	747	745	*	27%	42%	*	*	24%	44%
Male	111	726	740	743	*	41%	26%	*	*	20%	41%
Economically Disadvantaged Students	65	723	735	727	15%	43%	29%	*	*	12%	23%
Non-Economically Disadvantaged Students	134	732	747	752	7%	31%	35%	*	*	26%	52%
Students with Disabilities	35	712	*	717	29%	46%	*	*	*	11%	12%
Students without Disabilities	164	733	*	748	6%	33%	*	*	*	24%	47%
English Learners	19	713	713	710	*	*	*	*	*	*	*
Non-English Learners	180	731	746	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude 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	245	737	740	737	7%	22%	38%	*	*	33%	35%
White	28	735	*	743	*	*	39%	*	*	29%	43%
Hispanic	125	731	735	724	9%	26%	40%	25%	0%	25%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	63	751	754	762	0%	*	35%	*	*	56%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	120	739	743	738	*	*	38%	*	*	38%	36%
Male	125	734	738	736	*	*	38%	*	*	27%	34%
Economically Disadvantaged Students	72	731	*	722	*	31%	36%	*	*	25%	16%
Non-Economically Disadvantaged Students	173	739	*	743	*	19%	39%	*	*	36%	43%
Students with Disabilities	25	725	725	712	*	44%	*	*	*	16%	*
Students without Disabilities	220	738	742	741	*	20%	*	*	*	35%	*
English Learners	14	718	718	708	*	*	*	*	*	*	*
Non-English Learners	231	738	742	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude 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	104	759	759	755	*	11%	25%	*	*	63%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	43	757	757	731	0%	*	23%	*	*	65%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	43	759	759	777	*	*	28%	*	*	58%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	52	753	753	752	*	*	29%	*	*	52%	55%
Male	52	765	765	758	*	*	21%	*	*	73%	62%
Economically Disadvantaged Students	24	763	763	729	*	*	*	*	*	75%	32%
Non-Economically Disadvantaged Students	80	757	757	761	*	*	*	*	*	59%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	104	759	759	755	*	11%	25%	*	*	63%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Bergenfield High School
(03-0300-020)
Grades Offered: 09-12
2018-2019

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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
9	N	N
10	N	N
11	*	*

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	26.5%	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	25	88.0%	12.0%
3-4	21	85.7%	14.3%
5 or more	*	*	*



Bergenfield High School
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2018-2019

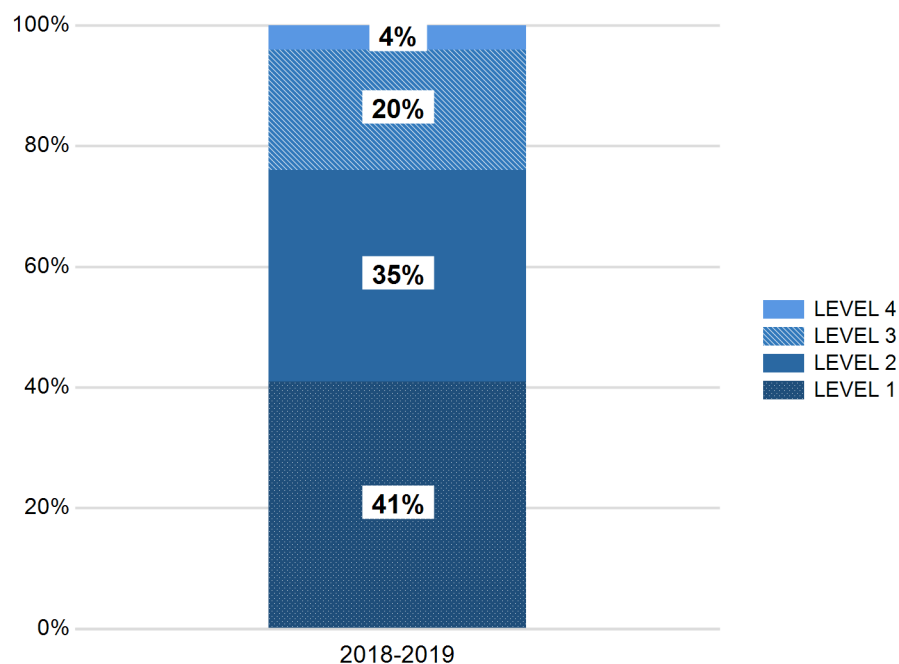
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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	41	35	20	4
White	35	32	29	3
Hispanic	46	36	14	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	29	35	29	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	40	18	3
Male	43	29	22	6
Economically Disadvantaged Students	47	36	12	4
Non-Economically Disadvantaged Students	38	34	24	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	92.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	465	476	Grade 10: 430 Grade 11: 460	58%	61%
PSAT 10/NMSQT - Math	468	477	Grade 10: 480 Grade 11: 510	40%	43%
SAT - Reading and Writing	523	539	480	64%	70%
SAT - Math	518	541	530	47%	53%
ACT - Reading	23	25	22	65%	66%
ACT - English	24	24	18	80%	81%
ACT - Math	23	24	22	55%	65%
ACT - Science	22	24	23	47%	57%



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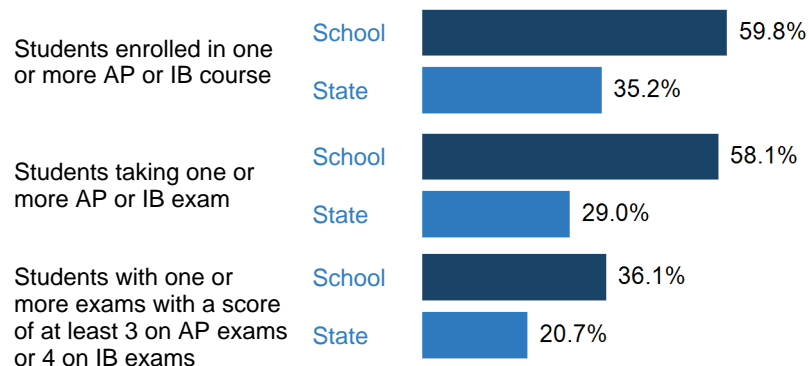
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	10	10
AP Biology	16	16
AP Calculus AB	61	58
AP Calculus BC	14	14
AP Chemistry	28	26
AP Chinese Language and Culture	1	1
AP Computer Science A	21	21
AP Computer Science Principles	48	46
AP English Language and Composition	85	85
AP English Literature and Composition	84	84
AP Environmental Science	26	22
AP European History	4	4
AP French Language and Culture	8	7
AP Human Geography	35	34
AP Macroeconomics	63	63
AP Music Theory	4	5



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	46	42
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	9	8
AP Psychology	138	132
AP Research	16	16
AP Seminar	11	11
AP Spanish Language	38	35
AP Spanish Literature	19	18
AP Statistics	29	28
AP Studio Art—Drawing Portfolio	8	6
AP Studio Art—Three-Dimensional	5	2
AP Studio Art—Two-Dimensional	22	22
AP U.S. Government and Politics	18	18
AP U.S. History	18	18
Total Exams taken		860
Exams with scores of at least 3 on AP exams or 4 on IB exams		433



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



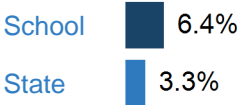
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Bergenfield High School
(03-0300-020)
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	12.0%	8.6%	7.7%	10.3%
White	15.5%	*	6.1%	9.6%
Hispanic	12.9%	6.3%	10.3%	11.3%
Black or African American	10.7%	12.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	9.6%	12.1%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	12.3%	13.9%	7.3%	10.6%
Male	11.6%	3.7%	8.0%	10.1%
Economically Disadvantaged Students	12.7%	7.5%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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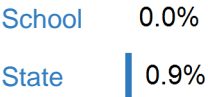
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Business Management & Administration	119		
Health Science	120		
Total (All Clusters)	239	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	203	102	20	0	0	0	9
10	16	157	88	23	3	1	3
11	1	21	160	80	26	4	9
12	0	3	29	48	67	54	55
Total	220	283	297	151	96	59	76
Enrolled in AP/IB Course					75	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	29	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	7	102	0	2	240	23
10	85	211	0	1	7	2
11	213	20	0	9	11	20
12	12	10	0	22	25	47
Total	317	343	0	34	283	92
Enrolled in AP/IB Course	16	28		26	54	0
Enrolled in Dual Enrollment Course	0	113	0	0	0	43



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	316	21	0	0	0	151
10	3	282	27	5	20	7
11	0	285	25	26	26	29
12	2	29	30	107	16	46
Total	321	617	82	138	62	233
Enrolled in AP/IB Course	0	18	63	138		55
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	200	25	0	0	0	56	0
10	192	38	0	0	0	33	0
11	136	11	0	0	0	6	0
12	63	8	0	0	0	4	0
Total	591	82	0	0	0	99	0
Enrolled in AP/IB Course	57	8	0	0	0	1	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	183	40	0	0	0	3	0



Bergenfield High School
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 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	6	0	0	9
10	1	0	10	0	0	4
11	5	0	19	0	0	3
12	15	0	13	0	0	5
Total	21	0	48	0	0	21
Enrolled in AP/IB Course	21		48			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Bergenfield High School

(03-0300-020)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	23
Total	23



Bergenfield High School
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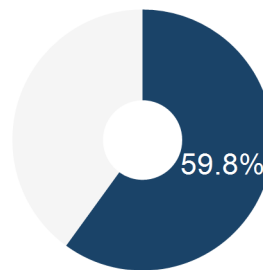
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Visual and Performing Arts – Course Participation

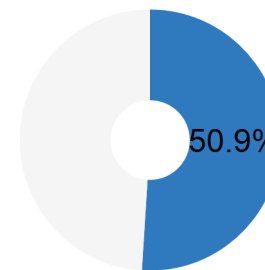
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

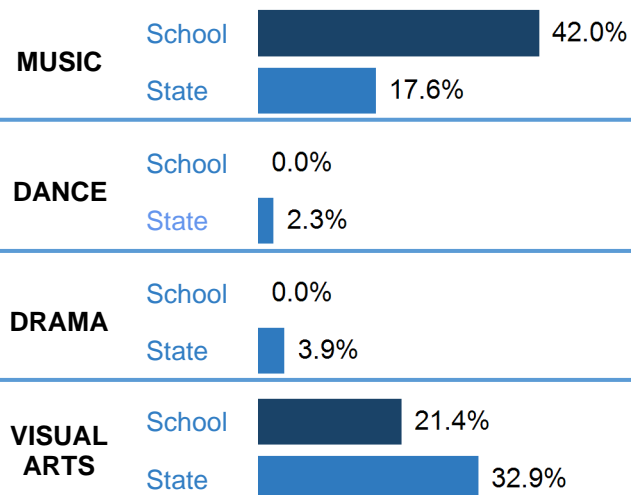


School



State

Students enrolled in one or more classes by discipline:





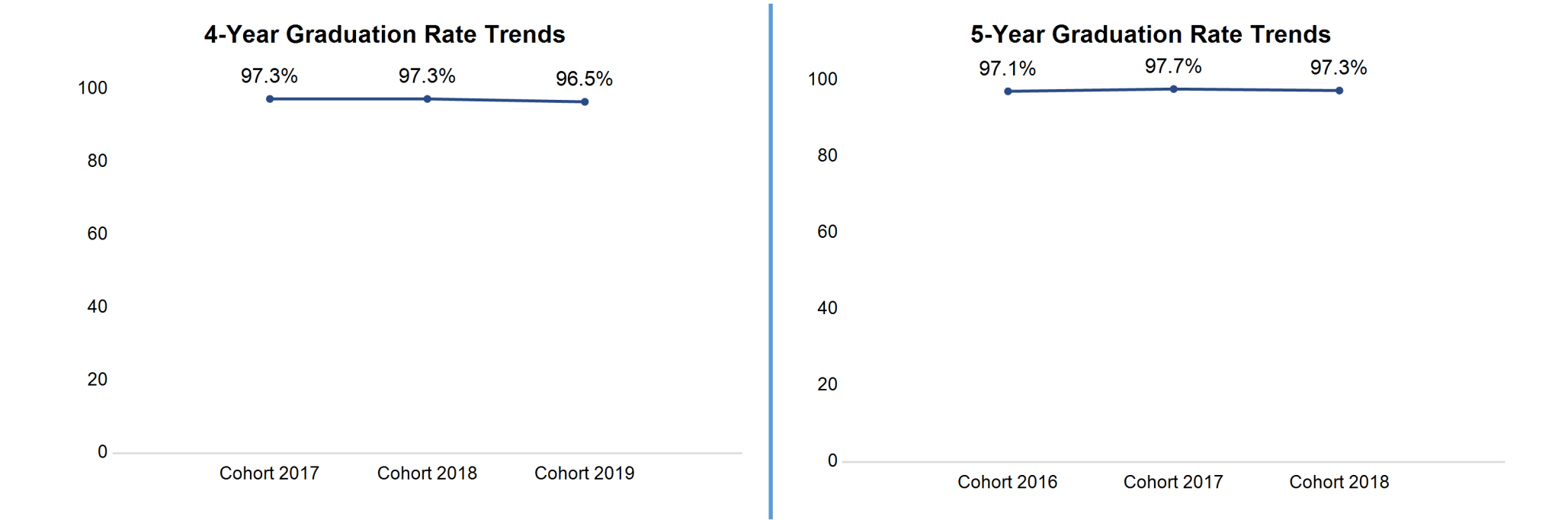
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	97.3%	96.5%	97.1%	97.7%	97.3%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.5%	90.6%	97.3%	92.5%	97.3%	N	Met Goal	97.7%	N	Met Goal
White	90.0%	94.9%	97.6%	95.9%	100.0%	N	Met Goal	90.0%	94.6%	Not Met
Hispanic	98.6%	84.5%	98.1%	87.3%	98.1%	N	Met Goal	99.2%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	N	Met Goal	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.1%	96.9%	96.3%	97.8%	95.5%	N	Met Goal	98.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.9%	92.8%	98.6%	94.4%	98.6%			97.9%		
Male	95.2%	88.5%	96.4%	90.8%	96.4%			97.5%		
Economically Disadvantaged Students	100.0%	84.0%	97.4%	87.3%	97.4%	N	Met Goal	99.1%	N	Met Goal
Students with Disabilities	81.3%	79.2%	80.9%	83.8%	80.9%	95.0%	Not Met	75.9%	88.1%	Not Met
English Learners	100.0%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



Bergenfield High School
(03-0300-020)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.7%	70.8%
Substitute Competency Test	7.6%	19.5%
Portfolio Appeals Process	1.4%	0.0%
Alternate Requirements specified in IEP	8.3%	9.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.1%	1.1%



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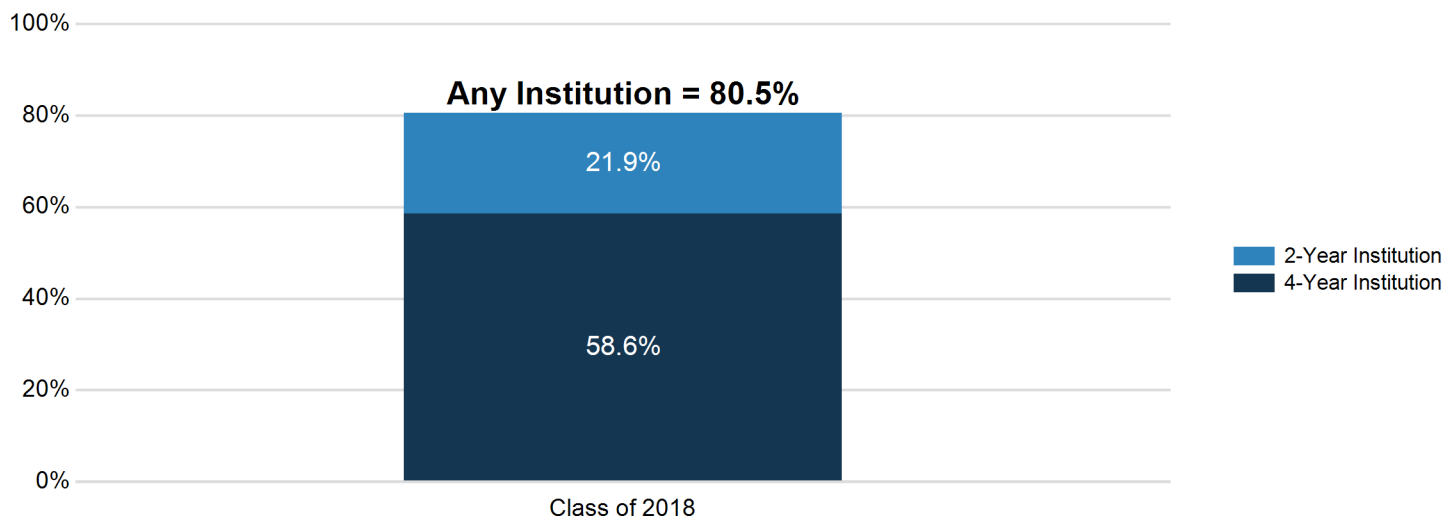
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.9%
% Enrolled in 4-Year Institution	58.6%
% Enrolled in Any Postsecondary Institution	80.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	73%	20.7%	79.3%
White	72.2%	7.7%	92.3%
Hispanic	67.6%	25.5%	74.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85.9%	23%	77%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	68.9%	19.7%	80.3%
Students with Disabilities	40%	31.3%	68.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.5%	27.2%	72.8%	73.1%	26.9%	78.7%	20.9%
White	66.7%	15.4%	84.6%	57.7%	42.3%	57.7%	42.3%
Hispanic	80.4%	33.9%	66.1%	70.9%	29.1%	78.7%	20.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.2%	22.3%	77.7%	85.1%	14.9%	89.4%	10.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	77.1%	34.5%	65.5%	65.5%	34.5%	75%	25%
Students with Disabilities	47.4%	61.1%	38.9%	83.3%	16.7%	94.4%	5.6%
English Learners	*	*	*	*	*	*	*



Bergenfield High School

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2018-2019

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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.

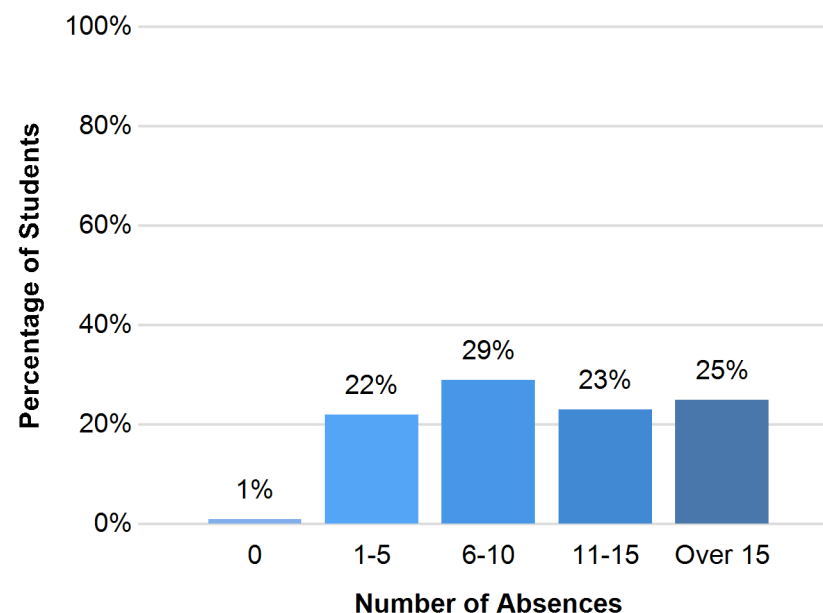
Chronic Absenteeism

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	207	17.4	14.2	Not Met
White	33	21.4	14.2	Not Met
Hispanic	125	21.0	14.2	Not Met
Black or African American	13	12.4	14.2	Met
Asian, Native Hawaiian, or Pacific	33	10.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	21.4	**	**
Female	101	17.8		
Male	106	17.1		
Economically Disadvantaged Students	97	21.9	14.2	Not Met
Students with Disabilities	60	32.4	14.2	Not Met
English Learners	6	12.2	14.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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.





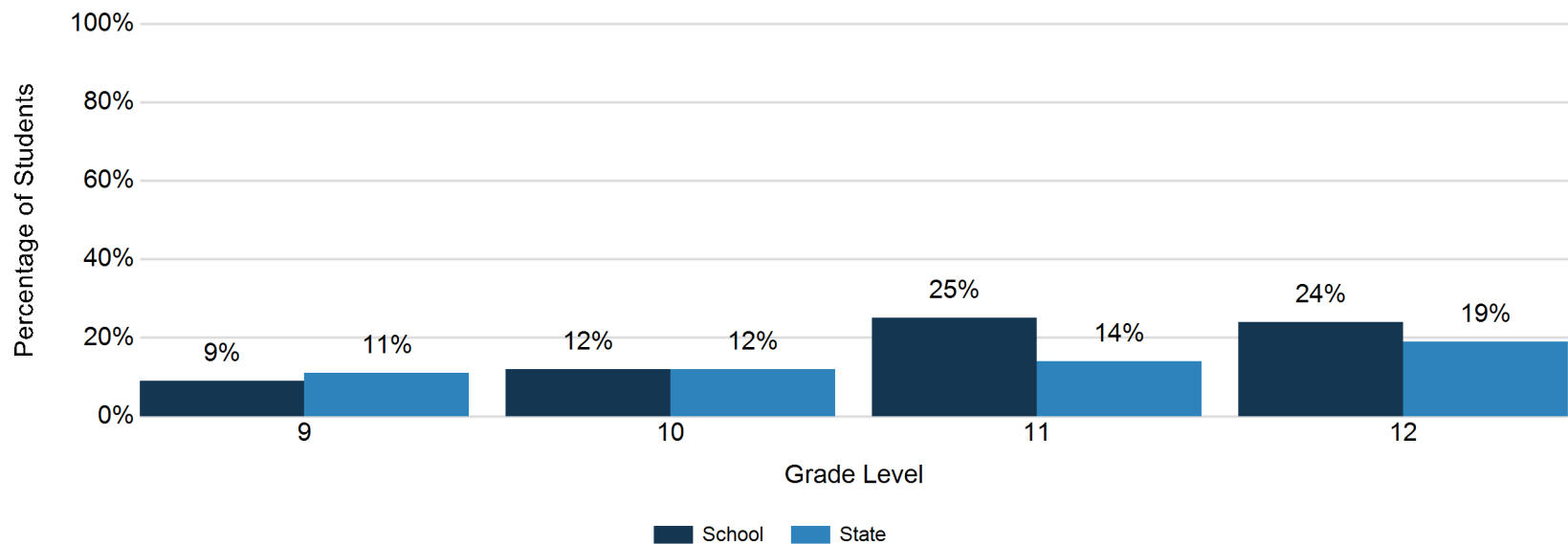
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Chronic Absenteeism by Grade

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





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 (03-0300-020)
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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	2
Weapons	0
Vandalism	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.63

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	5	6
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	39
Out-of-School Suspensions	*	*	
Any Suspension	*	*	
Removal to other education program	13	1.1%	
Expulsion	0	0.0%	
Arrest	*	*	



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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	108	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	11:1	13:1
Students to Administrators	167:1	189:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



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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	48.4%	50.9%	57.1%	48.4%	77.1%	54.9%
Male	51.6%	49.1%	42.9%	51.6%	22.9%	45.1%
White	12.2%	75.9%	85.7%	42.4%	83.6%	77.4%
Hispanic	50.8%	13.9%	14.3%	29.9%	7.3%	7.2%
Black or African American	8.9%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	26.5%	7.4%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	96.7%



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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	57.9%	62.6%	69.1%
Math Proficiency	32.7%	35.4%	35.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.3%	97.3%	96.5%
5-Year Graduation Rate†	97.1%	97.7%	97.3%
Progress toward English Language Proficiency		56.8%	26.5%
Chronic Absenteeism	6.0%	4.1%	17.4%

† 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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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.



Bergenfield High School
(03-0300-020)
Grades Offered: 09-12
2018-2019

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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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	Not Met	Met Goal	Met Goal	Met Target†	Not Met	No
White	Met Target†	Not Met	Met Goal	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Not Met	n/a	Not 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).






Bergenfield High School
 (03-0300-020)
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 2018-2019

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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Recognized by US News and World Report in its 2019 Best High Schools in America Rankings. Recognized on the 2019 list of the Jay Mathews Challenge Index (formerly Washington Post's "America's Most Challenging High Schools"). Received the Bronze Award by Sustainable Jersey for Schools.
 <p>Mission, Vision, Theme:</p>	<p>Bergenfield High School's mission is to offer academic and extracurricular programs and services that enable all students to become self-directed, lifelong learners who are successful in college and the workplace while displaying a strong sense of citizenship. The faculty, administration, and staff will provide a safe and nurturing learning environment designed to prepare students with 21st century skills consistent with New Jersey Student Learning Standards.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Bergenfield High School is committed to providing a high quality education for its students and partners with parents and the community. In its 2019 rankings, U.S. News & World Report ranked the high school 637 up from 707 in 2018 in their Best High Schools report. The 2019 Jay Mathews Challenge Index places BHS at 937th in the nation, landing the school in the top 4% in the country.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Bergenfield High School offers a truly comprehensive educational experience to all of its students. The educational environment provides for independent, traditional and non-traditional learning experiences. We have developed academic career pathways in the medical field (Health Career Program), education (Teacher Apprentice Program), Business Administration and Management, green technology as well as journalism, television production and music. The school offers a total of 28 Advanced Placement courses for all of its students.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>Two female athletes made the state finals of the inaugural girls wrestling tournament in Atlantic City. One female shot putter competed in the NJSIAA Meet of Champions in Spring 2019.</p>
 <div>Clubs and Activities:</div>	<p>Academic Decathlon, Anime Club, Bear Facts Newspaper, Chess Club, Cheerleading, Color Guard, Dance team, Debate, DECA, Englewood Hospital Volunteering, French Club, Graphic Arts Club, Health Office Helpers, Interact, Literary Magazine Collage, Marching Band, Model UN, National Honor Society, Orchestra, Quiz Bowl, RISE, Robotics, SAPHIRE, SAVE, Ski and Snowboard, Student Congress, Taiko Drumming, THRIVE, TV/Video Club, Weightlifting Club, Yearbook Crossroads.</p>






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<div>  <div>Before and After School Programs:</div> </div>	<div>Peer Tutoring, Big Brothers/Big Sisters, Peer Transitions Program.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Staff and professional learning cover implementation of educational technical resources for respective courses. To support Bergenfield High School's AP program, faculty members attend routine AP/College Board workshops and conferences. Teachers also receive training and coaching on the implementation of the AP SpringBoard curriculum. In-district professional development also covers EL modifications and student engagement.</div>
<div>  <div>Postsecondary Information:</div> </div>	<div>Bergenfield High School partners with the College Board to hold an annual SAT During the School Day exam. BHS runs after school SAT Prep classes for its students. The school's College Head Start program initiates student visits of regional colleges and universities throughout the year. The Guidance Department runs workshops for parents and students on the college application process and holds an annual Financial Aid Workshop.</div>






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 <div>Student Supports and Services:</div>	<p>BHS provides high-intensity ESL and sheltered instruction for English Learners (EL). Students with disabilities are supported in various classroom environments according to their IEP: in class support, supplemental support, resource replacement and self-contained classrooms. Counseling, speech therapy and occupational therapy services are provided for students in need. BHS has an Intervention and Referral Services team comprised of teachers, counselors and administrators.</p>
 <div>Student Health and Wellness:</div>	<p>All BHS students are required to take the equivalent of one academic year of physical education and one semester of health education for each year enrolled in the high school. The school participates in USDA child nutrition programs including the National School Lunch Program, the School Breakfast Program and also operates the additional nutrition-related program, Grab n Go Breakfast.</p>
 <div>Parent and Community Involvement:</div>	<p>The Bergenfield High School Parents Association meets monthly and runs the annual Project Graduation event along with other fundraising special events. All parents have access to their child's grade performance through the Infinite Campus Parent Portal. Homeworkknow.com is used by parents to identify assignments and projects assigned by teachers.</p>




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 <div>Other Information</div>	<p>Students entering BHS in 9th and 10th grade may apply for entrance into the school's highly competitive STEM (Science, Technology, Engineering and Math) program. STEM students complete their own individual senior research/thesis project before graduation. Students may also choose to take part in the AP Capstone series of courses--AP Research and AP Seminar. AP Capstone equips students with independent research, collaborative teamwork, and communication skills increasingly valued by colleges. The school also offers two AP computer science courses: AP Computer Science Principles and AP Computer Science A. The school's Teacher Apprentice Program is a NJDOE Best Practice Award winner. Bergenfield High School also participates in the NJ School Choice program.</p>
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Franklin Elementary School
(03-0300-040)
Grades Offered: PK-05
2018-2019

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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 at 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:

**Franklin Elementary School**

(03-0300-040)

Grades Offered: PK-05

2018-2019

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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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. Everett Thompson
Address	2 N FRANKLIN AVENUE BERGENFIELD, NJ 07621
Phone Number	201-385-8581
Email Address	ethompson@bergenfield.org
Website	https://www.bergenfield.org/Franklin
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



Franklin Elementary School

(03-0300-040)

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2018-2019

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	48	41	68
1	49	49	45
2	72	52	50
3	57	74	56
4	56	61	69
5	71	60	58
Total	353	337	360

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	51.3%	50.4%	50.3%
Male	48.7%	49.6%	49.7%
Economically Disadvantaged Students	32.3%	27.6%	26.7%
Students with Disabilities	12.5%	13.4%	7.8%
English Learners	9.1%	8.0%	7.8%
Homeless Students	0.3%	0.0%	0.3%
Students in Foster Care	0.0%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	9.6%	8.3%	11.4%
Hispanic	52.7%	54.0%	52.5%
Black or African American	5.9%	5.9%	4.2%
Asian	26.1%	27.3%	28.3%
Native Hawaiian or Pacific Islander	1.4%	1.2%	1.1%
American Indian or Alaska Native	0.6%	0.3%	0.3%
Two or More Races	3.7%	3.0%	2.2%

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	0	0	0
KG - Full Day	48	41	68

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	54.7%
Spanish	29.2%
Tagalog	5.8%
Filipino	1.9%
Malayalam	1.7%
Other Languages	6.7%



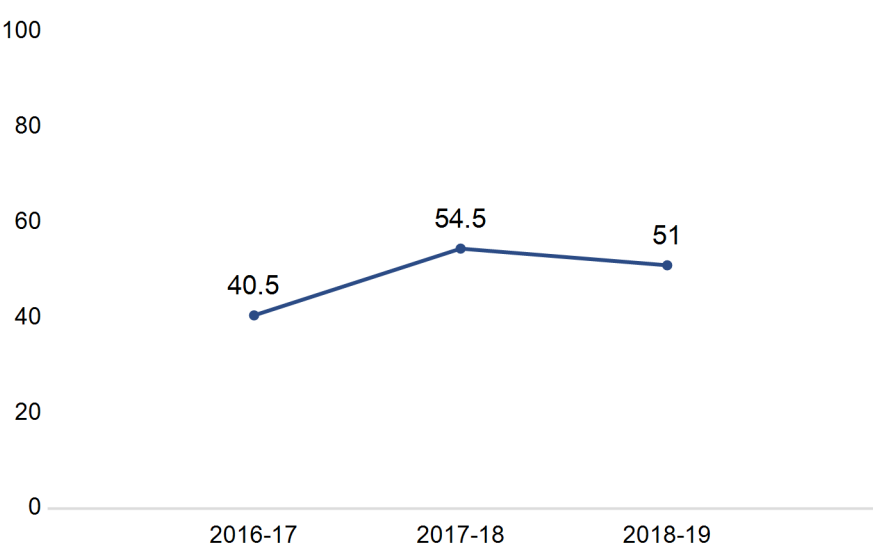
Franklin Elementary School
(03-0300-040)
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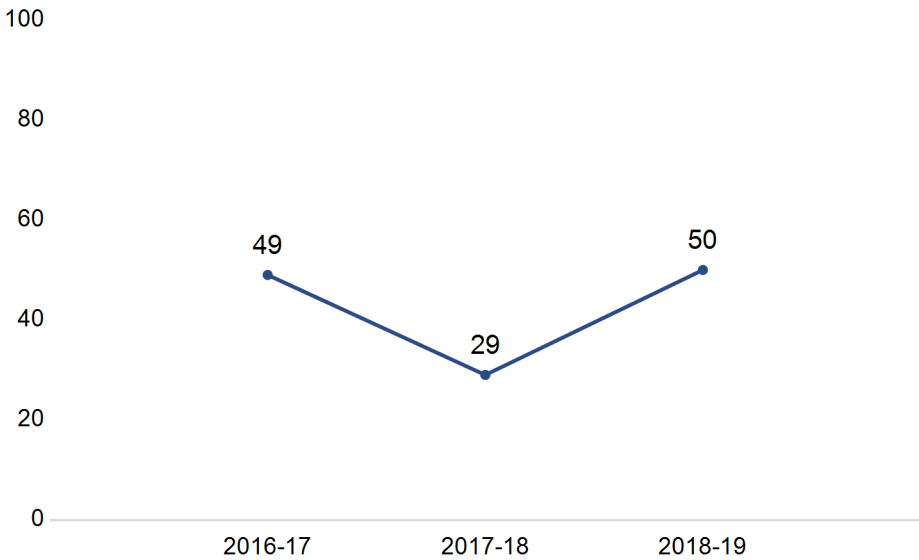
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	40.5	54.5	51	49	29	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Franklin Elementary School

(03-0300-040)

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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	51	49	50	Met Standard	50	44	50	Met Standard
White	67.5	47	50	**	39	41	52	**
Hispanic	42	46	49	Met Standard	50	43	47	Met Standard
Black or African American	*	43	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	57	56	59	Met Standard	52	46	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	56	49	**	*	44	52	**
Female	51	53	53	N	55	43	50	N
Male	50.5	46	47	N	47.5	45	51	N
Economically Disadvantaged Students	46	46	48	Met Standard	58	42.5	46	Met Standard
Students with Disabilities	74	50	43	**	64	41	45	**
English Learners	*	61	52	**	*	52	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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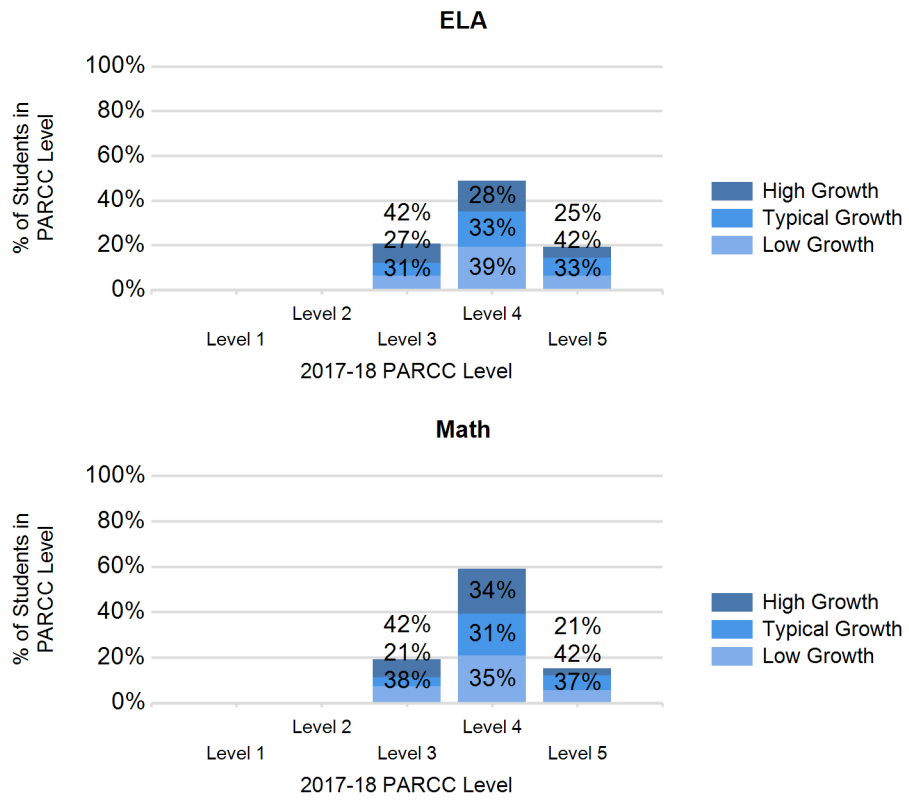
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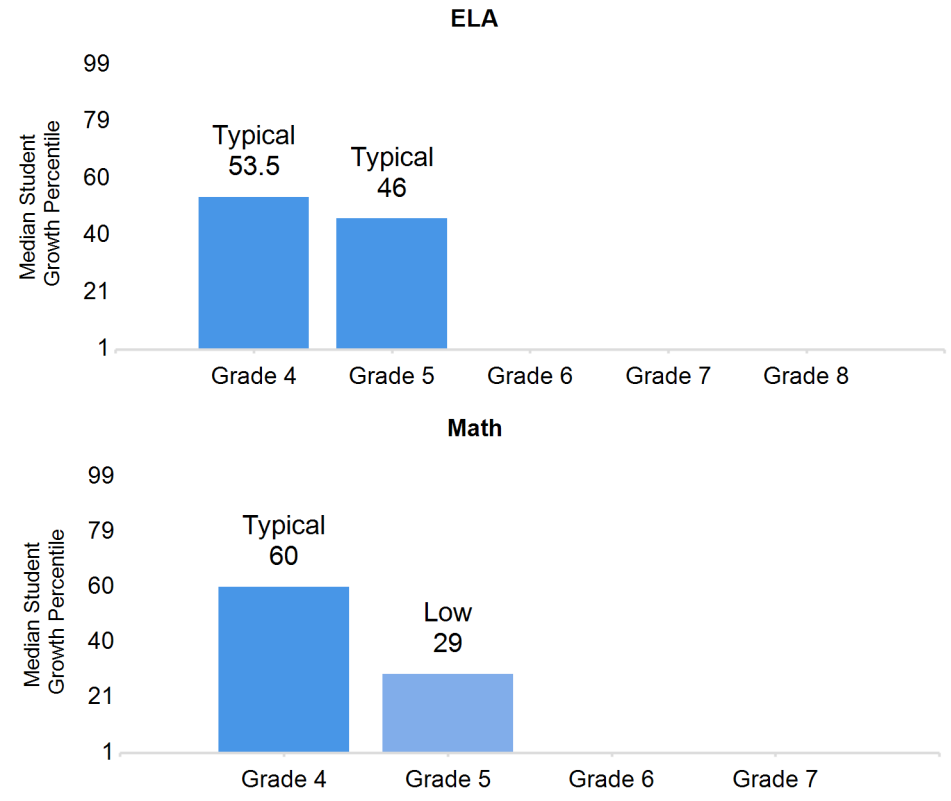
Student Growth by Performance Level

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.



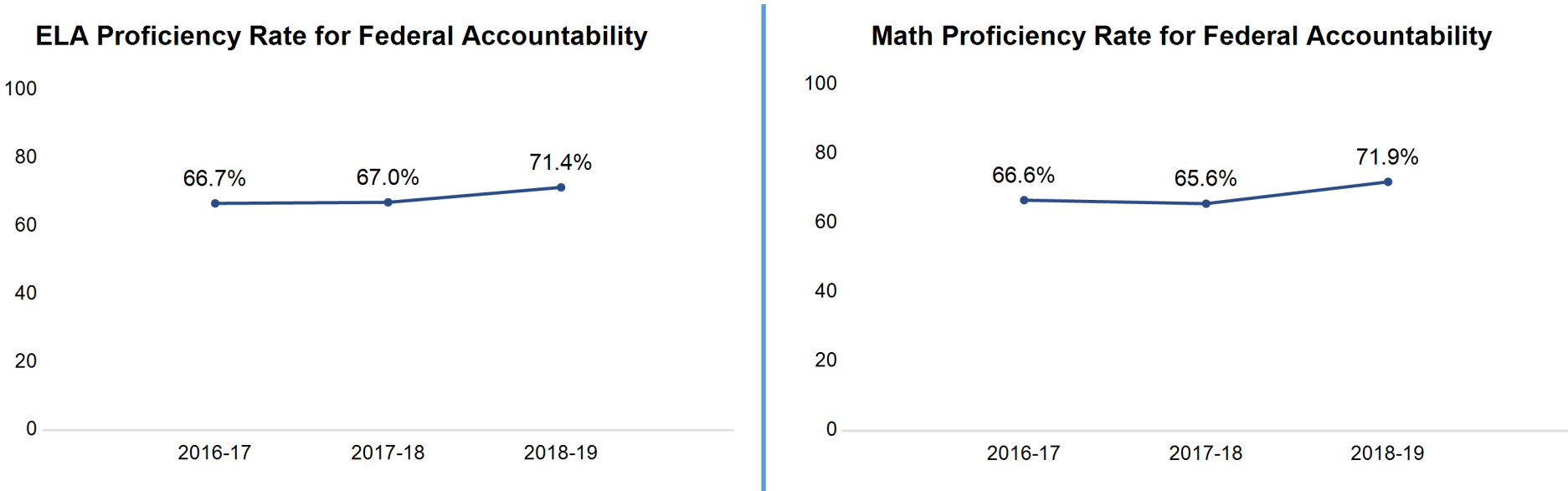


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.0%	99.0%	99.5%	99.5%	99.0%
Proficiency Rate for Federal Accountability	66.7%	67.0%	71.4%	66.6%	65.6%	71.9%
Annual Target	65.6%	66.3%	67.1%	59.7%	60.7%	61.8%
Met Annual Target?	Met Target	Met Target	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	189	99.0	71.4	68.1	57.9	71.4	67.1	Met Target
White	15	100.0	60.0	*	66.9	60.0	**	**
Hispanic	102	99.0	67.6	61.4	43.9	67.6	62	Met Target
Black or African American	*	*	*	50.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	57	98.3	86.0	84.7	82.9	86.0	74.6	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	93	100.0	79.6	76.4	64.8	79.6		
Male	96	98.0	63.5	60.7	51.3	63.5		
Economically Disadvantaged Students	54	98.2	59.3	56.1	40.0	59.3	55.3	Met Target
Non-Economically Disadvantaged Students	135	99.3	76.3	74.3	67.9	76.3		
Students with Disabilities	28	100.0	42.9	23.6	22.7	42.9	15.7	Met Target
Students without Disabilities	161	98.8	76.4	75.6	65.1	76.4		
English Learners	25	96.2	56.0	*	29.3	56.0	N	N
Non-English Learners	164	99.4	73.8	*	60.6	73.8		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

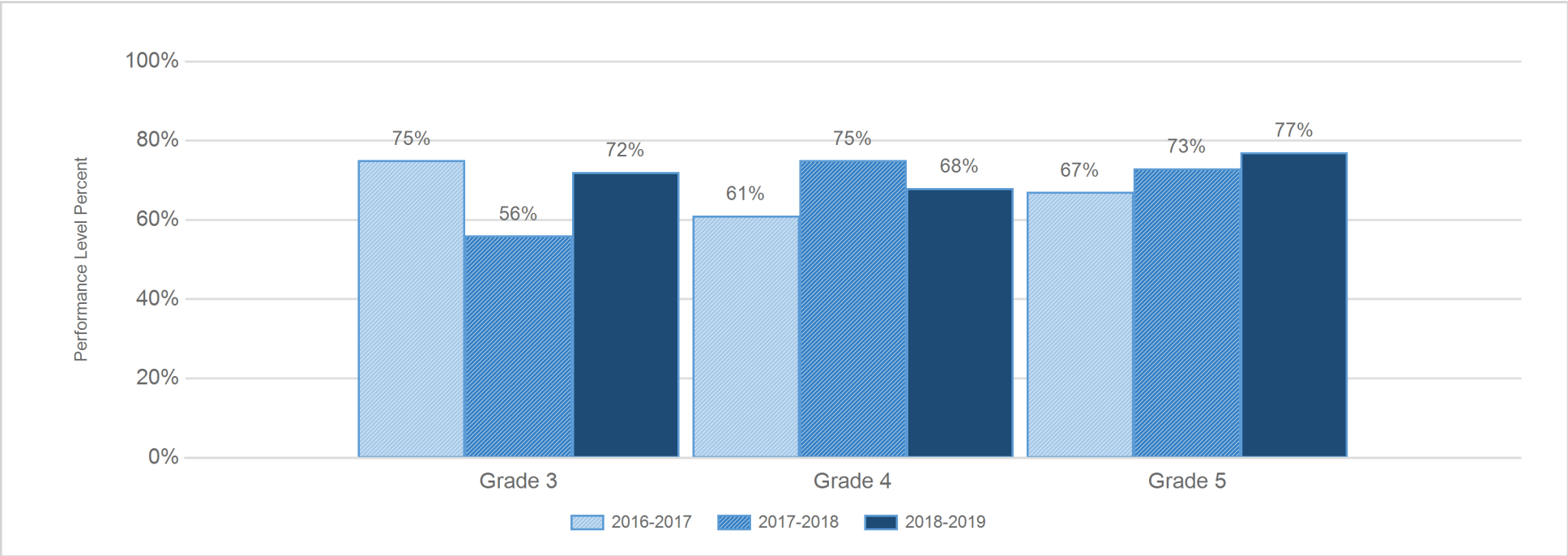


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English Language Arts Assessment - Performance Trends

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	60	767	760	748	*	*	*	55%	17%	72%	50%
White	*	*	767	757	*	*	*	*	*	*	60%
Hispanic	29	751	751	734	*	*	*	*	*	62%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	21	796	781	773	0%	*	0%	*	*	95%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	29	773	763	753	*	*	*	*	*	79%	55%
Male	31	761	757	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	19	746	745	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	41	776	769	759	*	*	*	*	*	80%	61%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Franklin Elementary School

(03-0300-040)

Grades Offered: PK-05

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

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	72	764	764	755	*	*	26%	47%	21%	68%	57%
White	*	*	770	763	*	*	*	*	*	*	67%
Hispanic	39	762	757	743	*	0%	31%	*	*	67%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	767	777	779	*	*	*	*	*	75%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	774	773	760	*	*	*	*	*	81%	62%
Male	40	755	756	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	20	761	748	740	*	*	*	*	*	70%	40%
Non-Economically Disadvantaged Students	52	765	771	765	*	*	*	*	*	67%	69%
Students with Disabilities	12	750	735	725	*	*	*	*	*	67%	25%
Students without Disabilities	60	766	768	761	*	*	*	*	*	68%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	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%



Franklin Elementary School
(03-0300-040)
Grades Offered: PK-05
2018-2019

Report Key:
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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	57	773	771	756	0%	*	*	*	*	77%	58%
White	*	*	775	764	*	*	*	*	*	*	68%
Hispanic	32	770	767	743	0%	*	*	*	*	78%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	787	784	781	0%	*	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	32	776	776	761	0%	*	*	*	*	78%	64%
Male	25	770	767	750	0%	*	*	*	*	76%	52%
Economically Disadvantaged Students	14	765	*	740	0%	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	43	776	*	766	0%	*	*	*	*	84%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	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%



Franklin Elementary School
(03-0300-040)
Grades Offered: PK-05
2018-2019

Report Key:

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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	192	99.0	71.9	48.9	44.5	71.9	61.8	Met Target
White	15	100.0	80.0	*	54.1	80.0	**	**
Hispanic	104	99.0	66.3	39.9	28.8	66.3	52.5	Met Target
Black or African American	*	*	*	37.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	58	98.3	81.0	65.4	76.5	81.0	76.9	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	96	100.0	75.0	51.0	44.9	75.0		
Male	96	98.0	68.8	46.9	44.2	68.8		
Economically Disadvantaged Students	56	98.2	57.1	37.3	26.3	57.1	43.7	Met Target
Non-Economically Disadvantaged Students	136	99.3	77.9	54.9	54.9	77.9		
Students with Disabilities	28	100.0	46.4	*	17.4	46.4	26.9	Met Target
Students without Disabilities	164	98.8	76.2	*	50.0	76.2		
English Learners	28	96.6	53.6	*	25.0	53.6	N	N
Non-English Learners	164	99.4	75.0	*	46.5	75.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

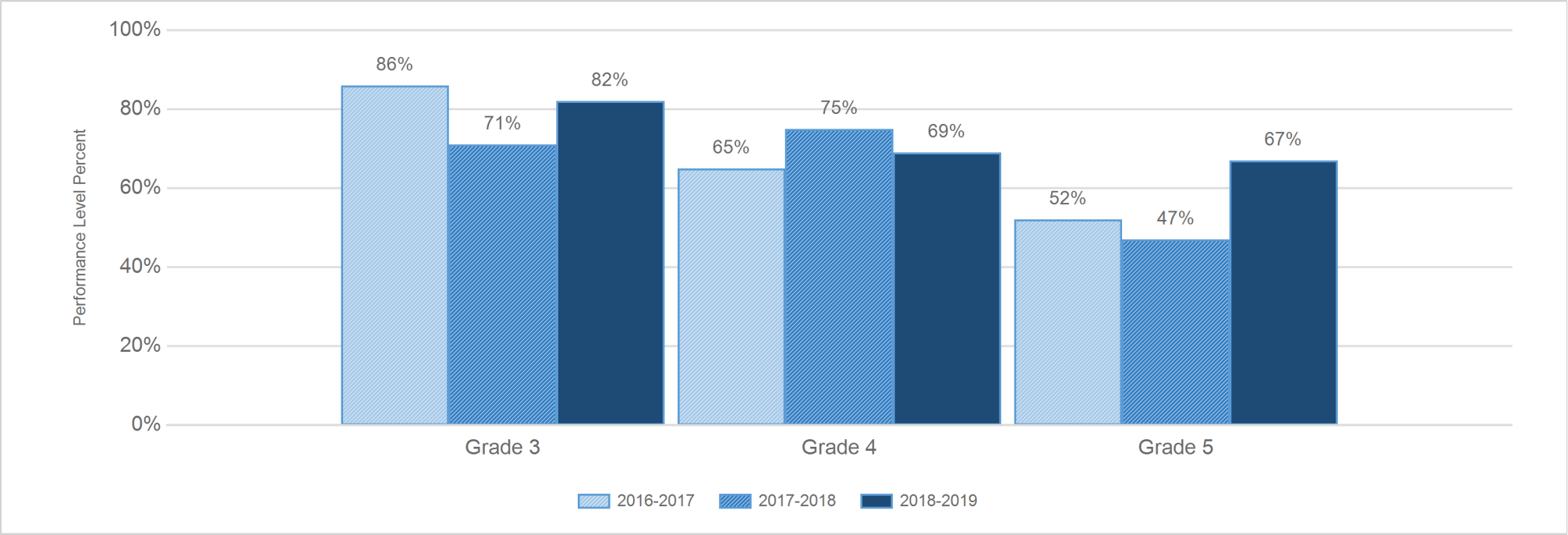


Franklin Elementary School
(03-0300-040)
Grades Offered: PK-05
2018-2019

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.



Franklin Elementary School
(03-0300-040)
Grades Offered: PK-05
2018-2019

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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	62	770	762	752	*	*	*	56%	26%	82%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	30	758	755	739	*	*	*	*	*	73%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	22	792	779	778	0%	*	0%	*	*	95%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	770	758	*	*	*	*	*	*	62%
Female	31	774	759	751	*	*	*	*	*	81%	54%
Male	31	766	764	752	*	*	*	*	*	84%	56%
Economically Disadvantaged Students	20	753	751	737	*	*	*	*	*	65%	37%
Non-Economically Disadvantaged Students	42	779	769	761	*	*	*	*	*	90%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Franklin Elementary School
(03-0300-040)
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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	72	761	762	749	*	*	25%	*	*	69%	51%
White	*	*	769	757	*	*	*	*	*	*	62%
Hispanic	39	760	756	737	*	*	*	*	*	72%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	20	760	773	776	*	*	*	*	*	55%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	769	769	749	*	*	*	*	*	78%	50%
Male	40	755	757	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	20	758	*	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	52	762	*	759	*	*	*	*	*	73%	63%
Students with Disabilities	12	739	729	726	*	*	*	*	*	50%	25%
Students without Disabilities	60	765	768	754	*	*	*	*	*	73%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	765	751	*	*	*	*	*	*	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%



Franklin Elementary School
(03-0300-040)
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2018-2019

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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	58	763	757	747	0%	*	26%	*	*	67%	47%
White	*	*	761	755	*	*	*	*	*	*	58%
Hispanic	33	756	752	735	0%	*	33%	*	*	58%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	782	770	775	0%	0%	*	*	*	94%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	33	762	755	747	0%	*	*	*	*	70%	47%
Male	25	763	759	747	0%	*	*	*	*	64%	47%
Economically Disadvantaged Students	15	752	*	732	0%	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	43	766	*	757	0%	*	*	*	*	74%	59%
Students with Disabilities	*	*	730	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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%



Franklin Elementary School
(03-0300-040)
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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	N	N
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	68.4%	**	**

† 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	17	*	*
3-4	11	81.8%	18.2%
5 or more	N	N	N



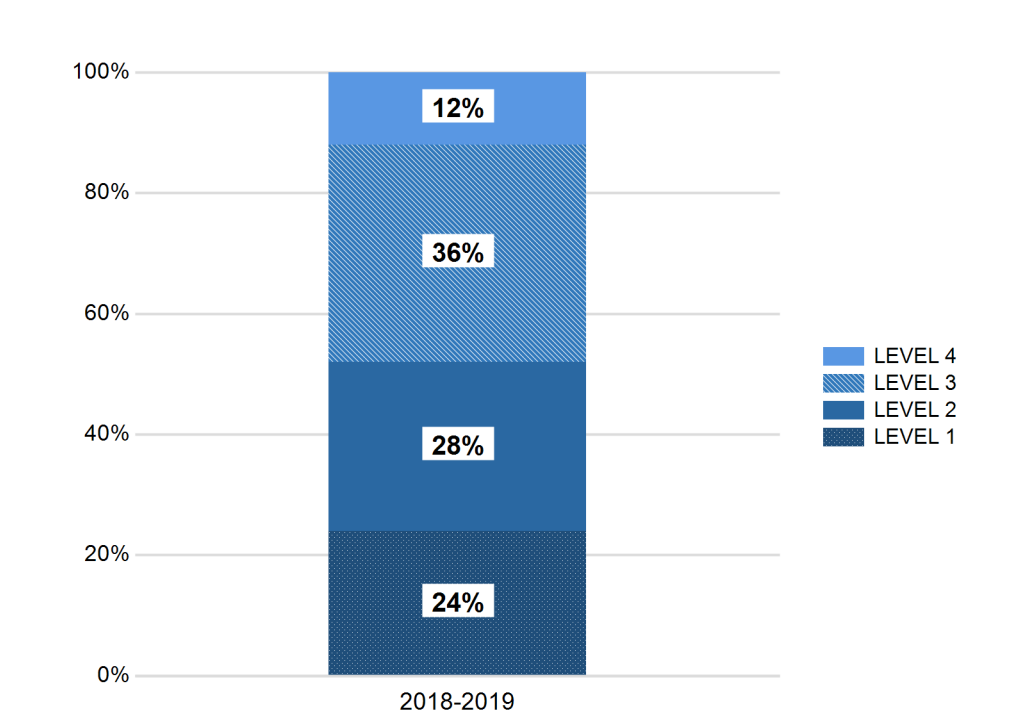
Franklin Elementary School
 (03-0300-040)
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 2018-2019

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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	24	28	36	12
White	*	*	*	*
Hispanic	32	35	24	9
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	6	6	65	24
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	27	36	12
Male	24	28	36	12
Economically Disadvantaged Students	44	25	19	13
Non-Economically Disadvantaged Students	17	29	43	12
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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



Franklin Elementary School

(03-0300-040)

Grades Offered: PK-05

2018-2019

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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.

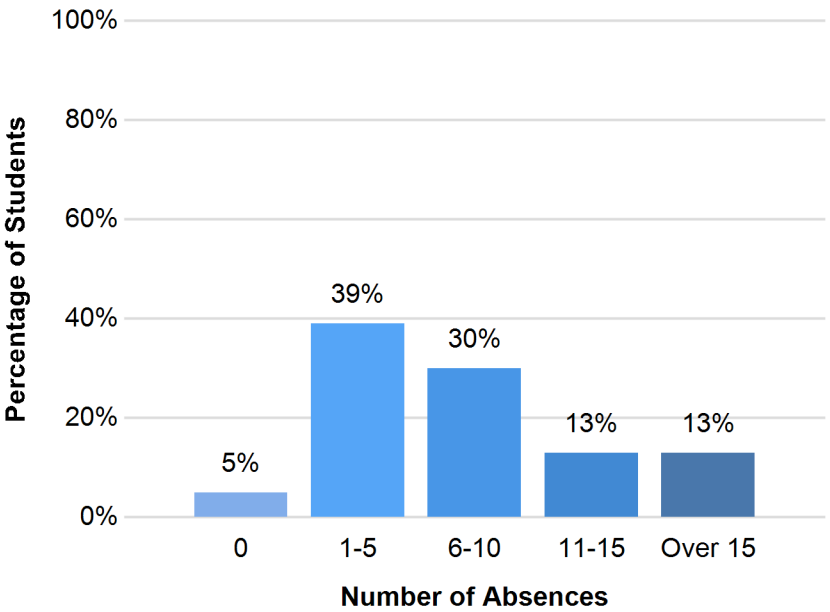
Chronic Absenteeism

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	31	8.5	8.9	Met
White	3	8.3	8.9	Met
Hispanic	19	9.6	8.9	Not Met
Black or African American	1	5.6	**	**
Asian, Native Hawaiian, or Pacific	7	6.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	9.9		
Male	13	7.1		
Economically Disadvantaged Students	11	10.6	8.9	Not Met
Students with Disabilities	9	22.5	8.9	Not Met
English Learners	1	3.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
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.





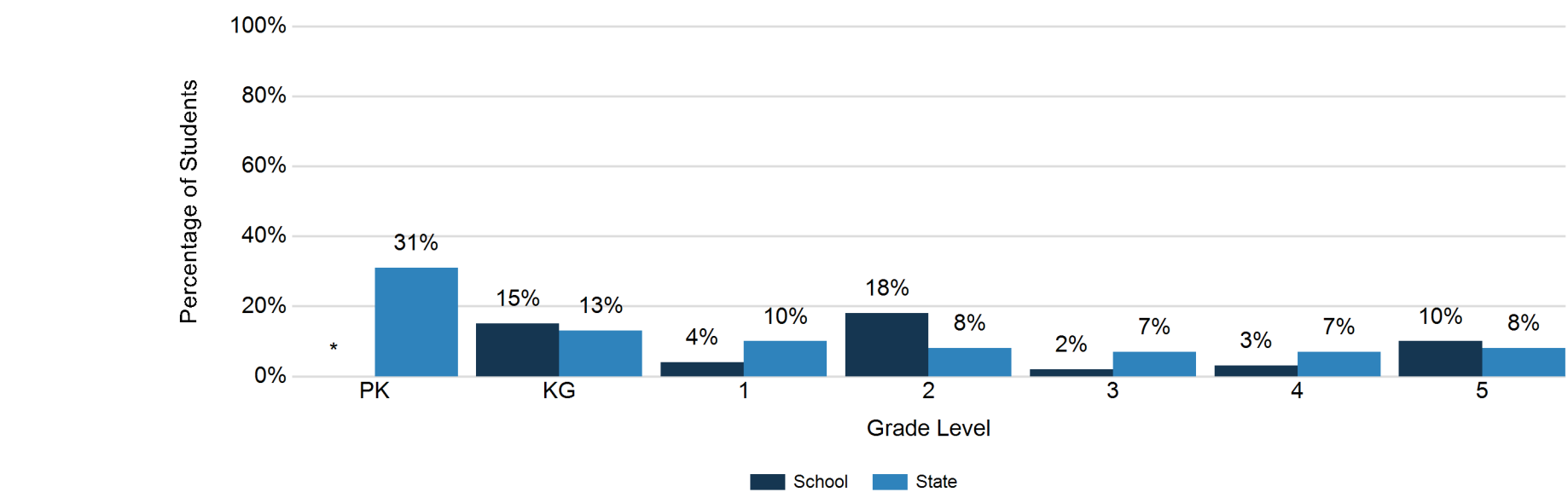
Franklin Elementary School
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New 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 by Grade

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





Franklin Elementary School

(03-0300-040)

Grades Offered: PK-05

2018-2019

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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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



Franklin Elementary School

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	0	3
No Identified Nature	1		1

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



Franklin Elementary School

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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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	30	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	13:1
Students to Administrators	360:1	189:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



Franklin Elementary School
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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	50.3%	86.7%	0.0%	48.4%	77.1%	54.9%
Male	49.7%	13.3%	100.0%	51.6%	22.9%	45.1%
White	11.4%	96.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	52.5%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	28.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Franklin Elementary School
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Teachers and Administrators - Level of Education

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

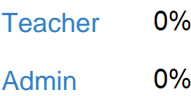
Bachelor's Degree



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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	95.7%



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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.



Franklin Elementary School

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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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2018-2019

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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	66.7%	67.0%	71.4%
Math Proficiency	66.6%	65.6%	71.9%
ELA Growth	40	54	51
Math Growth	49	29	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		81.0%	68.4%
Chronic Absenteeism	2.0%	2.7%	8.5%

† 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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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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 (03-0300-040)
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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	Met Standard	Met Standard	**	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	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	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	N	N	**	**	**	Met	No

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



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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:

- Curriculum includes Balance Literacy, Everyday Math (with the technology component), Reader's & Writer's Workshop, Pearson Science and Social Studies, Health, PE, Art and Music.
- We offer Choir, Orchestra and Band to all 4th & 5th Grade Students.
- There are Smart Boards in each classroom and access to 210 Chrome Books and 30+ laptops for student usage and to assist with lessons.



Mission, Vision, Theme:

Our vision is to make a commitment to ensure an excellent education for all students and we will accomplish this task by providing rigorous lessons and instruction that will bring out the greatness in each student. Our mission is always to encourage and educate students to be confident, knowledgeable, responsible and productive citizens in an ever changing world.



Awards, Recognition, Accomplishments:

We recognize our Million Word readers for grades 4 & 5, 100,000 Word readers for grade 3 and 25,000 Word readers for grades 1 & 2 throughout the school year. We have students that achieve perfect scores in Word Masters. We recognize students each month as a "Citizen of the month", that stand out for a particular character theme. We have community service award winners, District Spelling Award recognitions, District Math Award recognition and Year Long Honor roll acknowledgement and Fair Housing Art Poster award winners.





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 <div>Courses, Curriculum, Instruction:</div>	Every Day Math (including the technology portion of the textbook), Fountas and Pinnell Running Record, Reader's & Writer's Workshop, Study Island, Accelerated Reader & Math, Math Facts in a Flash, English in a Flash, Pearson Science Kits, Reading & Vocabulary A-Z Studies Weekly for Social Studies HomeworkNow.com where homework is updated regularly so that parents can keep up to date with assignments.
 <div>Clubs and Activities:</div>	Choir for grades 4 & 5, Band for grades 4 & 5, Accelerated Learning Program for students in Grades 4-5, Grades K-5 participate in the Fire Prevention Art Poster Contest, Safety Patrols for Grades 4 & 5 STEM activities Grades 2 &3, GTAV Grades 3-5 Fun and Games grades 1&2.



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<div>  <div>Before and After School Programs:</div> </div>	<div>Big Brothers-Big Sisters after school program, Breakfast Program, Academic Extended Day program, NJSLS-A preparation program, SACC after school program, run by the town.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>We offer teachers professional development with differentiated professional learning via Safe Schools an online educational program. New teachers attend the New Teacher Academy, Administrators received Professional Development in evaluations, I&RS process, HIB , ESL training for administrators and faculty to use an online s Teachers have Common Planning Time We also participated in mental wellness training.</div>






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 <div>Student Supports and Services:</div>	<p>English Language Learners Support and Services, Students with disabilities Support and Services, 504 students Support and Services. Basic Skills and Concentrated Literacy for struggling students I & RS for students that have experienced learning difficulty during the school year, counseling services for students as needed.</p>
 <div>Student Health and Wellness:</div>	<p>We have a Morning Breakfast program. Types of physical activities include daily Recess and Physical Education classes, Hygiene instruction for students by the school nurse, fire safety, Bullying Programs and Peer Group meetings. 5th grade dangers of Vaping assembly.</p>
 <div>Parent and Community Involvement:</div>	<p>Franklin School Parent Association (PTO) provides programs such as Pumpkin Day, Happy Holiday, Book Fairs and Dr. Seuss day for students and staff. They run fundraisers (such as Cherrydale Farms ,Box Tops for Education, etc.) to assist with student activities such as 5th grade fun day, year book, tee-shirts for annual field day activities, staff luncheons. Partnership with local church (Participation in clothing and food drives) Students also participated in the 125th year of Bergenfield by providng tours of the grounds/building.</p>





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 <p>Facilities:</p>	<p>Franklin Elementary school is compromise of two buildings, one is over a hundred years old and the connecting building was built in the 1950s. We have a gymnasium, a library and an Art/Music room.</p>
 <p>School Safety:</p>	<p>Franklin School participates in various safety drills throughout the school year. We also have safety patrol students to assist with morning arrival and afternoon dismissal.</p>





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 <div>Technology and STEM:</div>	<p>Grades 2 & 3 participate in an after school STEM class for 10 weeks each grade level.</p>
 <div>Early Childhood Education:</div>	<p>Franklin has a Pre-K integrated 3 class. Students participate in various activities to support healthy learning. We use Creative Curriculum to assist with student development . This is a full day class.</p>




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 <div>Other Information</div>	<p>Franklin School seeks to ensure that academic excellence is occurring here.. The statistical data paints only a numerical portrait of our success. These numbers represent enthusiastic, successful students, involved parents, and an outstanding group of teachers and support staff. These individuals, coupled with a solid, well-balanced academic program, create a positive and productive environment in which to work and learn. The implementation of our Balanced Literacy program has further shaped the learning culture of our school and has shifted the focus from teaching to student evidenced-based learning. Our classrooms are using Renaissance Programs (Star Literacy/Math and Accelerated Reading/Math) to identify our children's instructional levels. Recent enhancements to the Renaissance programs offer more options for teaching in an interactive, engaging classroom environment. For example, students now have the option to access and work math and literacy assignments online using computers, laptops, or tablets instead of printing out their assignments. The Franklin School staff is using data to differentiate instruction at all grade levels with formative and summative assessments. Our focus on individual needs allows early diagnosis and prompts interventions so that all students continue to thrive in their educational setting.</p>
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Hoover Elementary School
(03-0300-050)
Grades Offered: PK-05
2018-2019

Report Key:

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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 at 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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. William Fleming
Address	273 MURRAY HILL TERRACE BERGENFIELD, NJ 07621
Phone Number	201-385-8582
Email Address	wffleming@bergenfield.org
Website	https://www.bergenfield.org/Hoover
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



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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	31	40	42
1	24	32	42
2	29	26	33
3	47	41	36
4	41	56	40
5	42	50	47
Total	214	245	252

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	38.8%	44.1%	43.7%
Male	61.2%	55.9%	56.3%
Economically Disadvantaged Students	57.0%	63.3%	59.5%
Students with Disabilities	24.3%	19.2%	20.2%
English Learners	9.3%	18.4%	15.1%
Homeless Students	0.0%	0.8%	2.4%
Students in Foster Care	0.5%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.8%	3.7%	3.6%
Hispanic	60.7%	63.7%	59.5%
Black or African American	3.7%	6.1%	8.7%
Asian	29.4%	22.0%	24.6%
Native Hawaiian or Pacific Islander	0.0%	0.4%	0.8%
American Indian or Alaska Native	0.0%	0.8%	0.0%
Two or More Races	3.3%	3.3%	2.8%

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	0	0	0
KG - Full Day	31	40	42

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
Spanish	43.3%
English	39.7%
Tagalog	6.3%
Filipino	4.0%
Urdu	2.0%
Other Languages	4.8%



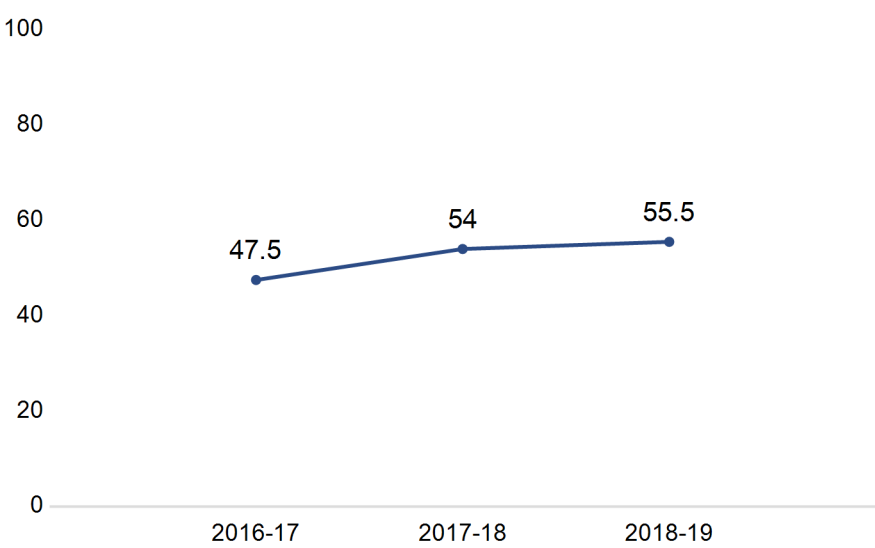
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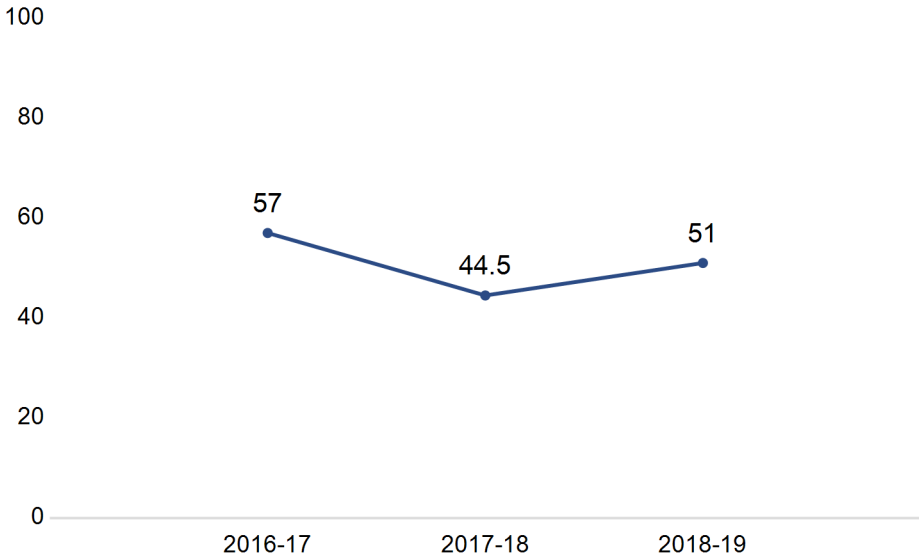
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	47.5	54	55.5	57	44.5	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met 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	55.5	49	50	Met Standard	51	44	50	Met Standard
White	*	47	50	**	*	41	52	**
Hispanic	49	46	49	Met Standard	47.5	43	47	Met Standard
Black or African American	*	43	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	71.5	56	59	Exceeds Standard	56	46	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	44	52	**
Female	63	53	53	N	50	43	50	N
Male	54	46	47	N	52	45	51	N
Economically Disadvantaged Students	55	46	48	Met Standard	50	42.5	46	Met Standard
Students with Disabilities	45.5	50	43	**	50	41	45	**
English Learners	73	61	52	**	60.5	52	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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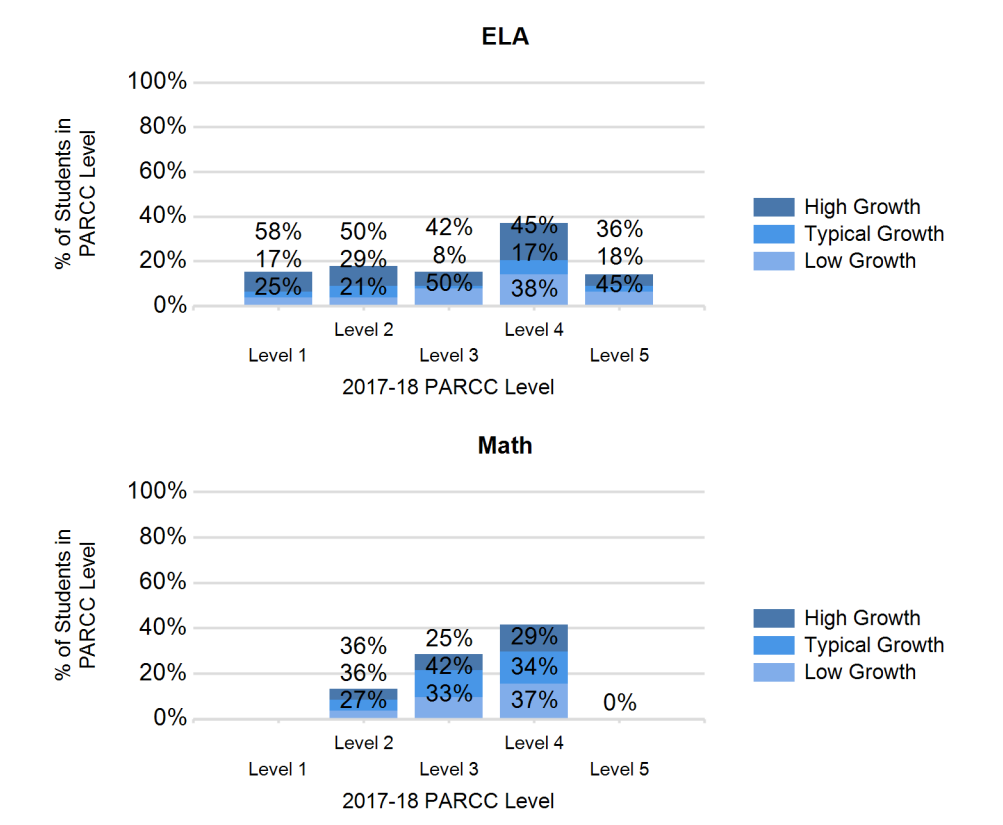
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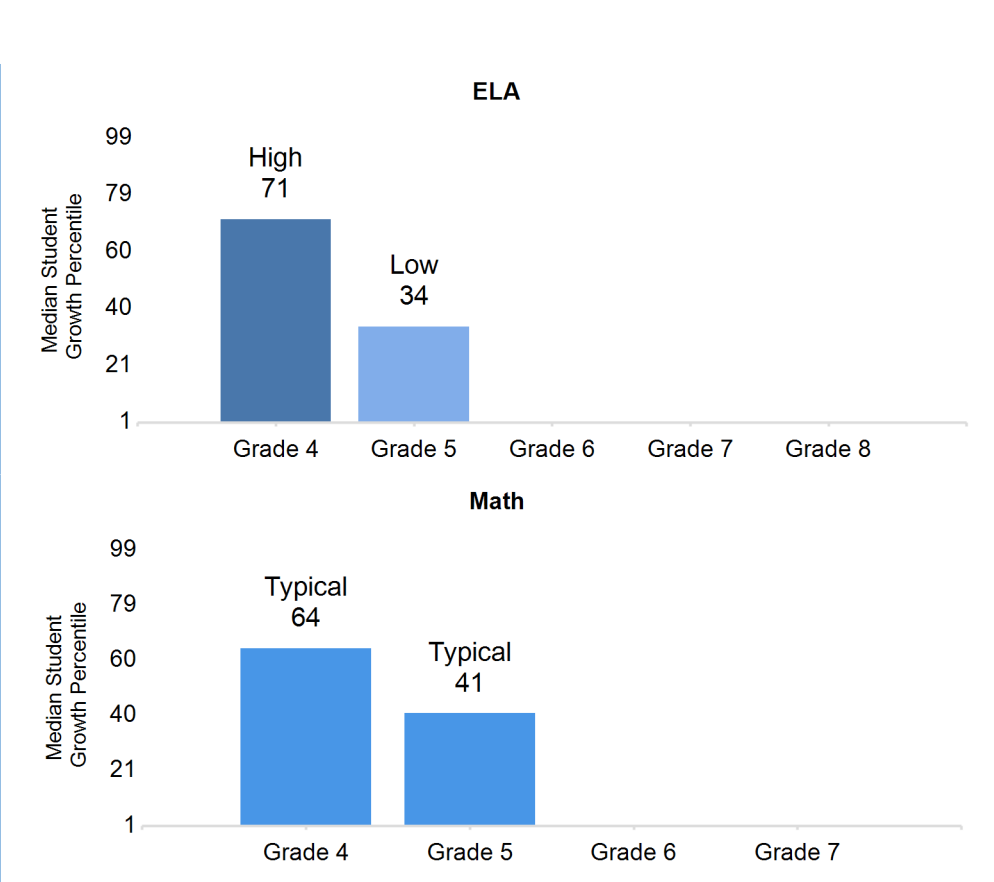
Student Growth by Performance Level

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.



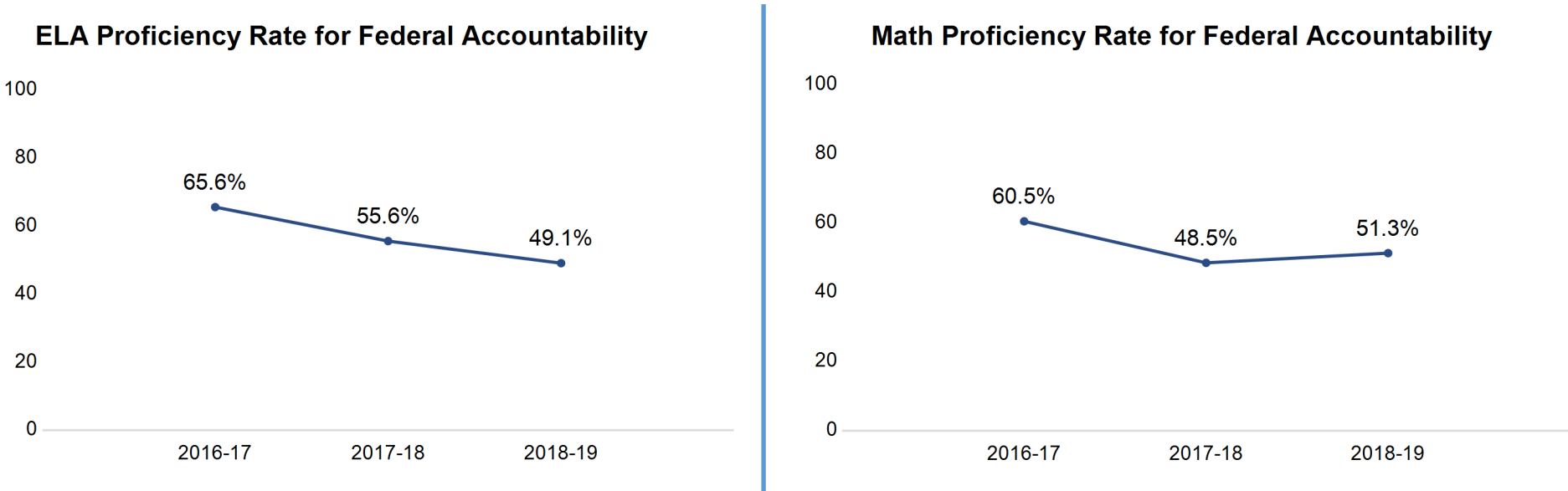


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.2%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	65.6%	55.6%	49.1%	60.5%	48.5%	51.3%
Annual Target	54.3%	55.7%	57.0%	46.8%	48.6%	50.3%
Met Annual Target?	Met Target	Met Target†	Not Met	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	116	99.2	49.1	68.1	57.9	49.1	57	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	75	100.0	41.3	61.4	43.9	41.3	41.6	Met Target†
Black or African American	*	*	*	50.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	97.2	72.7	84.7	82.9	72.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	38	100.0	60.5	76.4	64.8	60.5		
Male	78	98.8	43.6	60.7	51.3	43.6		
Economically Disadvantaged Students	86	100.0	45.3	56.1	40.0	45.3	43.4	Met Target
Non-Economically Disadvantaged Students	30	97.1	60.0	74.3	67.9	60.0		
Students with Disabilities	23	100.0	26.1	23.6	22.7	26.1	35	Met Target†
Students without Disabilities	93	99.0	54.8	75.6	65.1	54.8		
English Learners	38	100.0	28.9	*	29.3	28.9	34.4	Met Target†
Non-English Learners	78	98.8	59.0	*	60.6	59.0		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

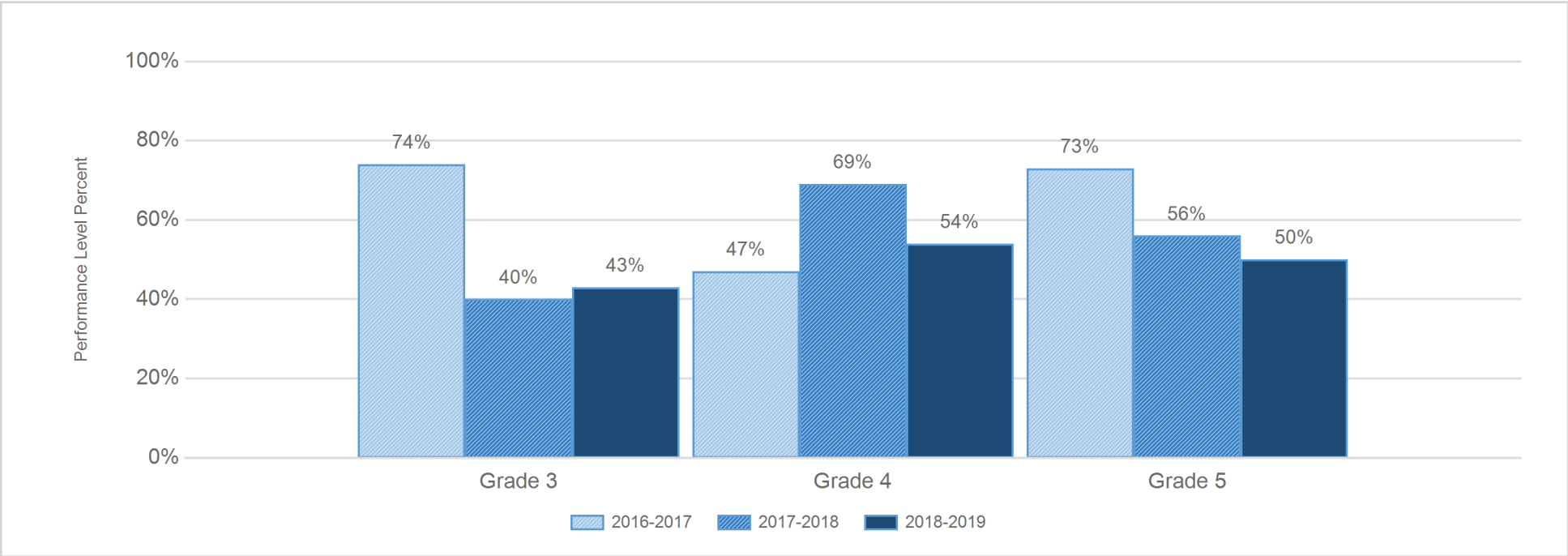


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English Language Arts Assessment - Performance Trends

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	35	742	760	748	*	*	34%	43%	0%	43%	50%
White	N	N	767	757	N	N	N	N	N	N	60%
Hispanic	25	738	751	734	*	*	*	40%	0%	40%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	773	756	N	N	N	N	N	N	58%
Female	15	747	763	753	*	*	*	*	*	47%	55%
Male	20	738	757	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	24	737	745	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	11	752	769	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	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	41	749	764	755	*	*	*	*	*	54%	57%
White	*	*	770	763	*	*	*	*	*	*	67%
Hispanic	26	739	757	743	*	*	*	*	*	42%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	778	777	779	0%	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	13	768	773	760	*	*	*	*	*	77%	62%
Male	28	740	756	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	735	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	761	*	*	*	*	*	*	64%
English Learners	11	714	716	720	*	*	*	*	*	*	17%
Non-English Learners	30	762	767	758	*	*	*	*	*	*	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	46	758	771	756	*	*	39%	*	*	50%	58%
White	*	*	775	764	*	*	*	*	*	*	68%
Hispanic	28	753	767	743	*	*	43%	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	770	784	781	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	14	767	776	761	*	*	*	*	*	64%	64%
Male	32	754	767	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	33	756	*	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	13	764	*	766	*	*	*	*	*	54%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	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	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

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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	117	100.0	51.3	48.9	44.5	51.3	50.3	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	76	100.0	44.7	39.9	28.8	44.7	35.7	Met Target
Black or African American	*	*	*	37.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	72.7	65.4	76.5	72.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	38	100.0	57.9	51.0	44.9	57.9		
Male	79	100.0	48.1	46.9	44.2	48.1		
Economically Disadvantaged Students	87	100.0	42.5	37.3	26.3	42.5	41.2	Met Target
Non-Economically Disadvantaged Students	30	100.0	76.7	54.9	54.9	76.7		
Students with Disabilities	23	100.0	30.4	*	17.4	30.4	35	Met Target†
Students without Disabilities	94	100.0	56.4	*	50.0	56.4		
English Learners	39	100.0	30.8	*	25.0	30.8	28.5	Met Target
Non-English Learners	78	100.0	61.5	*	46.5	61.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

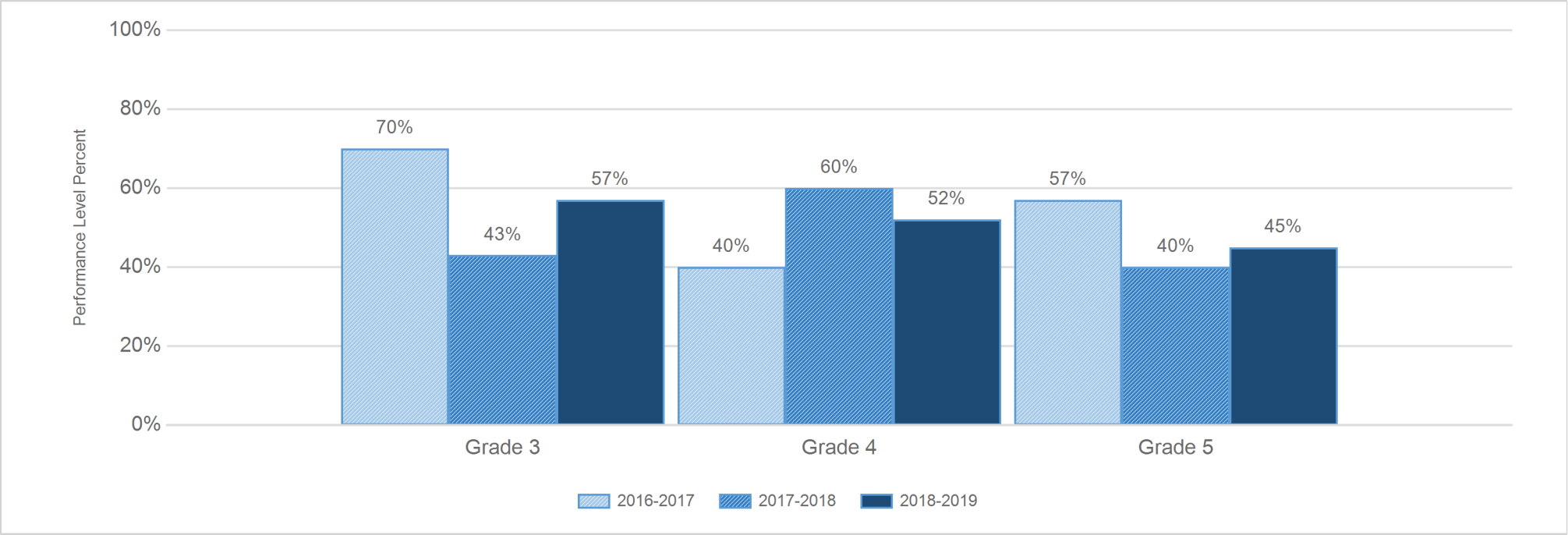


Hoover Elementary School
(03-0300-050)
Grades Offered: PK-05
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

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.



Hoover Elementary School
(03-0300-050)
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2018-2019

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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	35	753	762	752	*	*	37%	57%	0%	57%	55%
White	N	N	768	760	N	N	N	N	N	N	66%
Hispanic	25	752	755	739	*	0%	*	60%	0%	60%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	770	758	N	N	N	N	N	N	62%
Female	15	751	759	751	*	*	*	*	*	60%	54%
Male	20	755	764	752	*	*	*	*	*	55%	56%
Economically Disadvantaged Students	24	751	751	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	11	757	769	761	*	*	*	*	*	64%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Hoover Elementary School

(03-0300-050)

Grades Offered: PK-05

2018-2019

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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	42	748	762	749	*	*	26%	*	*	52%	51%
White	*	*	769	757	*	*	*	*	*	*	62%
Hispanic	26	735	756	737	*	*	*	*	*	35%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	13	776	773	776	0%	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	13	766	769	749	*	*	*	*	*	69%	50%
Male	29	739	757	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	32	741	*	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	10	770	*	759	*	*	*	*	*	90%	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	754	*	*	*	*	*	*	56%
English Learners	11	730	727	722	*	*	*	*	*	*	18%
Non-English Learners	31	754	765	751	*	*	*	*	*	*	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%



Hoover Elementary School
(03-0300-050)
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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	47	746	757	747	*	*	30%	*	*	45%	47%
White	*	*	761	755	*	*	*	*	*	*	58%
Hispanic	29	741	752	735	*	*	34%	38%	0%	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	758	770	775	0%	*	*	*	*	60%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	14	741	755	747	*	*	*	*	*	36%	47%
Male	33	749	759	747	*	*	*	*	*	48%	47%
Economically Disadvantaged Students	34	742	*	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	13	759	*	757	*	*	*	*	*	69%	59%
Students with Disabilities	*	*	730	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



Hoover Elementary School
(03-0300-050)
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2018-2019

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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	N	N
4	N	N
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	81.3%	56.6%	<u>Exceeds</u>

† 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	24	66.7%	33.3%
3-4	10	80.0%	20.0%
5 or more	*	*	*



Hoover Elementary School
(03-0300-050)
Grades Offered: PK-05
2018-2019

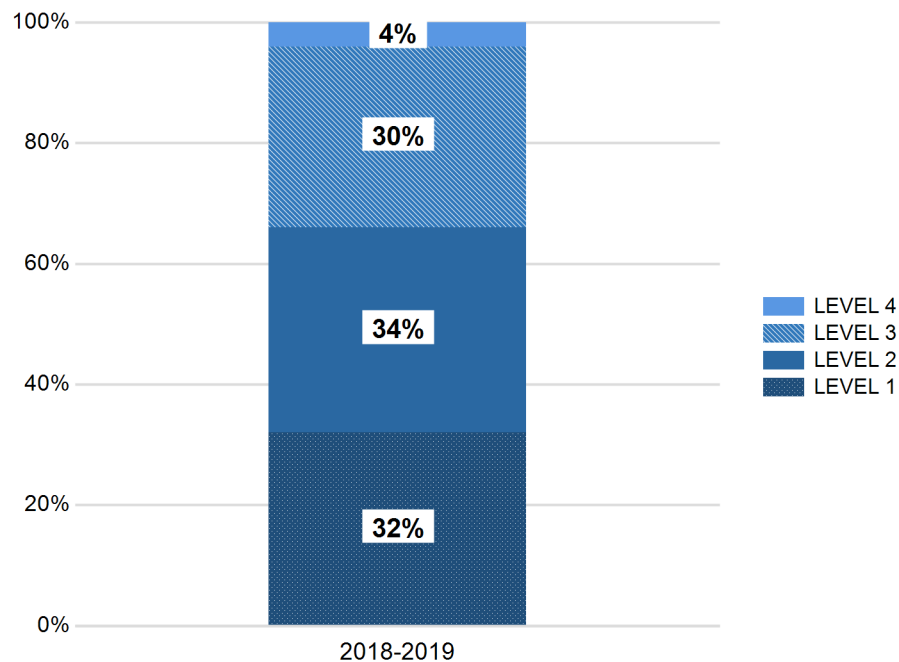
Report Key:

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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	32	34	30	4
White	*	*	*	*
Hispanic	39	29	29	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	38	38	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	36	21	43	0
Male	30	39	24	6
Economically Disadvantaged Students	41	24	32	3
Non-Economically Disadvantaged Students	8	62	23	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Hoover Elementary School

(03-0300-050)

Grades Offered: PK-05

2018-2019

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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.

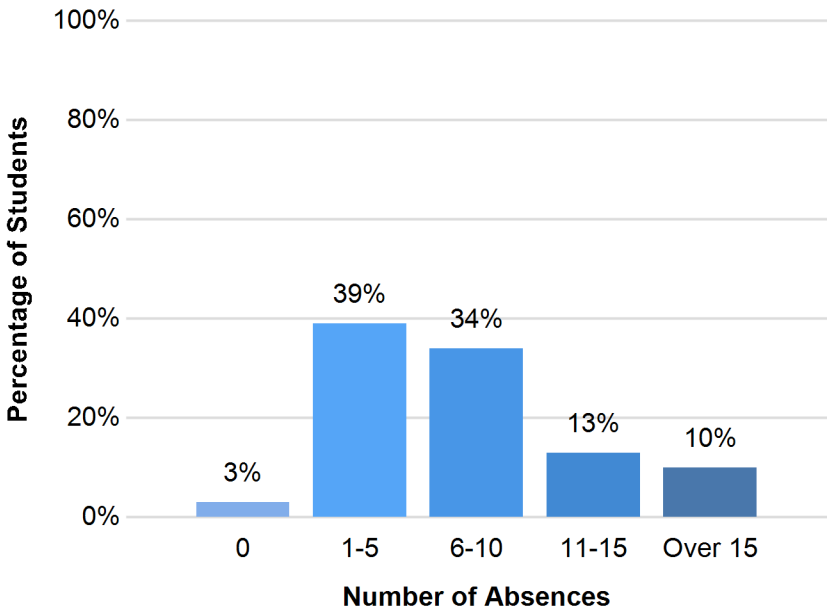
Chronic Absenteeism

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	8.7	8.9	Met
White	*	*	**	**
Hispanic	17	11.0	8.9	Not Met
Black or African American	2	11.1	**	**
Asian, Native Hawaiian, or Pacific	1	1.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	9.3		
Male	11	8.2		
Economically Disadvantaged Students	20	12.7	8.9	Not Met
Students with Disabilities	8	20.5	8.9	Not Met
English Learners	3	5.8	8.9	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.





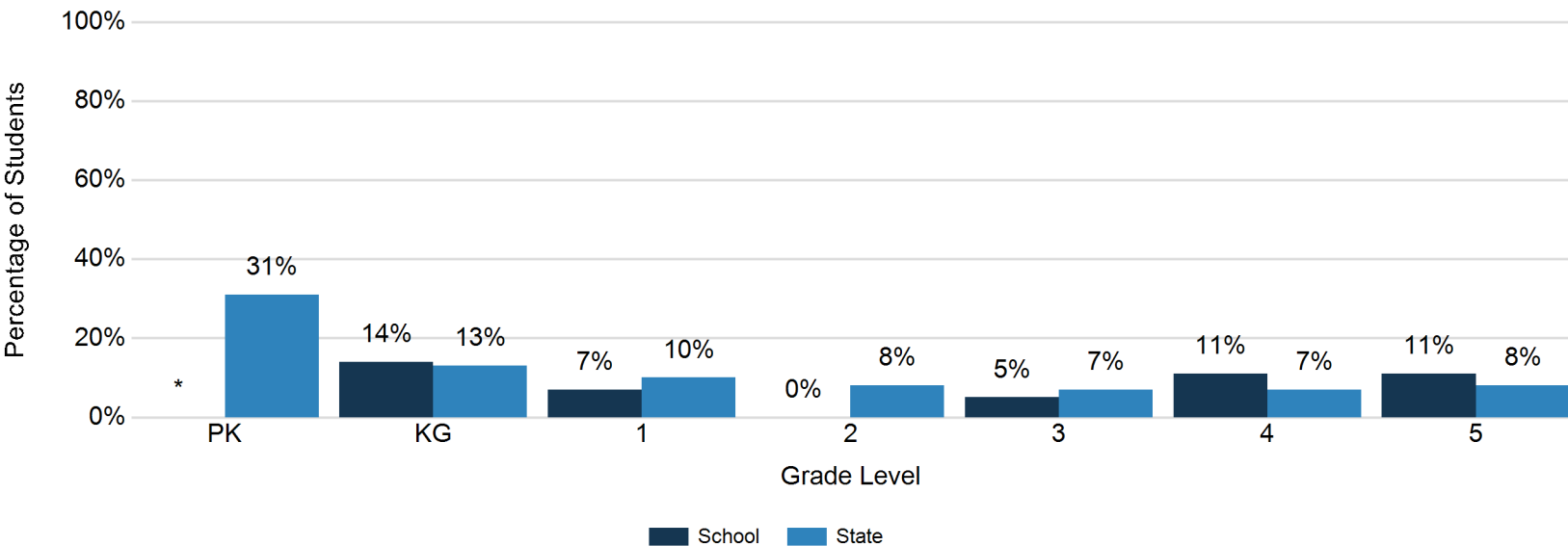
Hoover Elementary School
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Chronic Absenteeism by Grade

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





Hoover Elementary School

(03-0300-050)

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2018-2019

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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.79

Police Notifications

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

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



Hoover Elementary School

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	0	0
No Identified Nature	5		5

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



Hoover Elementary School

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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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	1.4:1



Hoover Elementary School
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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 – 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	24	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	11:1	13:1
Students to Administrators	252:1	189:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



Hoover Elementary School
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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	43.7%	87.5%	0.0%	48.4%	77.1%	54.9%
Male	56.3%	12.5%	100.0%	51.6%	22.9%	45.1%
White	3.6%	83.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	59.5%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.7%	4.2%	0.0%	15.0%	6.6%	13.9%
Asian	24.6%	4.2%	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	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	96.5%



Hoover Elementary School
(03-0300-050)
Grades Offered: PK-05
2018-2019

Report Key:

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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.



Hoover Elementary School

(03-0300-050)

Grades Offered: PK-05

2018-2019

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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.



Hoover Elementary School

(03-0300-050)

Grades Offered: PK-05

2018-2019

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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	65.6%	55.6%	49.1%
Math Proficiency	60.5%	48.5%	51.3%
ELA Growth	48	54	56
Math Growth	57	44	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	81.3%
Chronic Absenteeism	4.2%	2.1%	8.7%

† 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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(03-0300-050)
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2018-2019

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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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(03-0300-050)
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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	Not Met	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Exceeds Standard	Met Standard	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	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target	**	Exceeds Standard	Exceeds Standard	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:

- Curriculum includes Phonics First, Balanced Literacy, Every Day Math, Pearson Science, and Social Studies.
- Choir, orchestra, band, and instrumental lessons are offered to all 4th and 5th grade students.
- Every classroom is equipped with a SMART board, and every child has a Chromebook. Students receive instruction in Physical Ed, Art, World Language, General & Instrumental music.



Mission, Vision, Theme:

All students are given an opportunity to grow to their fullest potential intellectually, socially, and physically, in order to become successful citizens of tomorrow. Students are encouraged to develop positive self-esteem, respect for themselves, and respect for others in understanding diverse cultures. We will accomplish this task by engaging students in rigorous standards-aligned learning experiences.



Awards, Recognition, Accomplishments:

Student recognition programs: Million Word Club, 500,000 Word Club, 25,000 Word Club, and Citizen of the Month. Student academic awards: national honor roll and national honorable mention in the Noetic Learning Math Contest. Student art awards: Drug Free New Jersey, Crayola's Creative Leadership, Fair Housing, and AENJ awards. Teacher recognition: first in the state to be named a national Distinguished Educator by Renaissance Learning.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Every Day Math 4th Edition (including the technology portion of the textbook), Fountas and Pinnell Running Records, Reader's and Writer's Workshop, Phonics First, Study Island, Accelerated Reader & Math, Math Facts In a Flash, English in a Flash, Pearson Science, Reading and Vocabulary A-Z, Studies Weekly for Social Studies. HomeworkNow.com enables daily homework is updated so that parents can keep up to date with assignments.</p>
 <p>Clubs and Activities:</p>	<p>Choir for grades 4&5, Band for grades 4&5, Accelerated Learning Program for students in grades 4&5, Safety Patrol for grades 4&5, buddy reading program k-5, Helping Hands (community service) program, and Noetic Math Contest.</p>





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 <p>Before and After School Programs:</p>	<p>Breakfast program, Big Brothers Big Sisters for grades 1-5 after school program, School Age Child Care Center runs before and after school care in the school facility, Academic Extended Day, English Language Learners Extended Day, NJSLA Prep program, and Indoor Games Program.</p>
 <p>Staff and Professional Learning:</p>	<p>Faculty engage in differentiated professional development. Elementary teachers worked with an external consultant for mathematics. The district provides a year-long New Teachers Academy. Teachers receive daily common planning time. All administrators and faculty received professional development to support English Learners. All faculty and volunteers receive the state mandated trainings.</p>






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 <div>Student Supports and Services:</div>	<p>Bilingual and English Language Learners - supports and services, Students with disabilities - supports and services, 504 plans - supports and services, Basic Skills Interventions and Concentrated Literacy for struggling readers, Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and counseling services for students as needed.</p>
 <div>Student Health and Wellness:</div>	<p>Students have the opportunity to participate in a breakfast program. Students engage in physical education and recess for physical activity during the day. The school nurse provides instruction on hygiene, nutrition, and general health.</p>
 <div>Parent and Community Involvement:</div>	<p>Hoover School Parents' Association provides support for programs like field day, multicultural day, Dr. Suess day, field trips, and family nights. The fifth grade students sponsored a Seeing Eye Dog. Parents have access to their student's progress in the Renaissance Learning software used for benchmark assessment.</p>




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 <div>Facilities:</div>	The Hoover Elementary School facility includes a full gymnasium and library learning commons. Students are allowed to use the soccer field located in back of the school. The community in collaboration with the Board of Education built a butterfly garden and sensory path.
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(03-0300-050)
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<div>The logo consists of three blue squares arranged in a triangle. The top square contains a white letter 'A', the bottom-left square contains a white letter 'B', and the bottom-right square contains a white letter 'C'.<div>Early Childhood Education:</div></div>	Hoover School offers a preschool classroom that utilizes the state-approved Creative Curriculum.
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<div>Other Information</div>	<p>The district participates in the Interdistrict Public School Choice Program. Hoover School serves the needs of students with autism through their three classrooms of the Tri-Valley Program. Hoover School serves 3rd-5th grade students with behavior disabilities.</p>
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Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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 at 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:



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. Craig Vogt
Address	200 HICKORY AVENUE BERGENFIELD, NJ 07621
Phone Number	201-385-8804
Email Address	cvogt@bergenfield.org
Website	https://www.bergenfield.org/Jefferson
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



Jefferson Elementary School

(03-0300-060)

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2018-2019

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	46	39	37
1	49	47	43
2	49	49	46
3	36	52	51
4	39	36	51
5	46	40	41
Total	265	264	269

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	51.3%	52.3%	52.8%
Male	48.7%	47.7%	47.2%
Economically Disadvantaged Students	28.3%	24.6%	24.5%
Students with Disabilities	11.7%	9.5%	8.6%
English Learners	7.2%	5.7%	5.6%
Homeless Students	0.8%	0.8%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	17.4%	15.9%	18.2%
Hispanic	47.5%	47.0%	46.8%
Black or African American	7.2%	5.7%	7.4%
Asian	24.5%	27.7%	23.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.0%	3.4%	3.3%

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	0	0	0
KG - Full Day	46	39	37

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	56.5%
Spanish	24.9%
Tagalog	5.6%
Filipino	4.1%
Malayalam	1.1%
Other Languages	7.8%



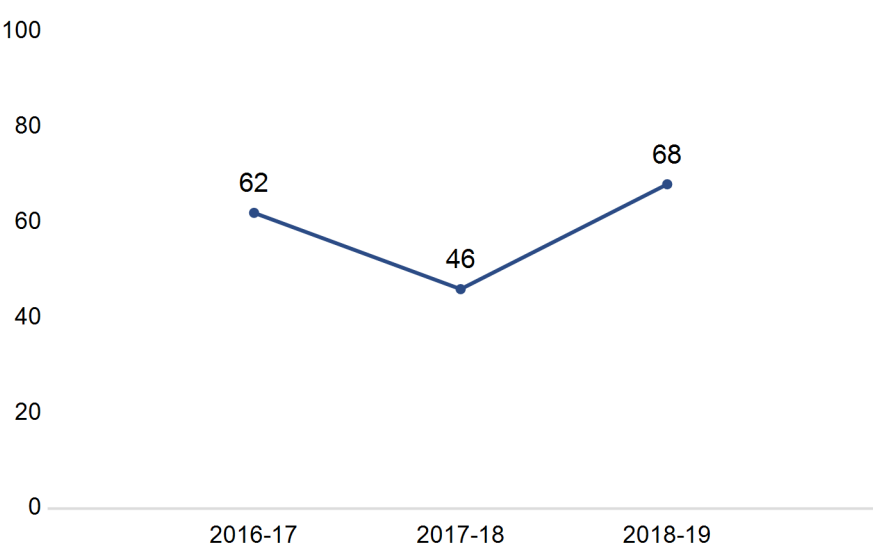
Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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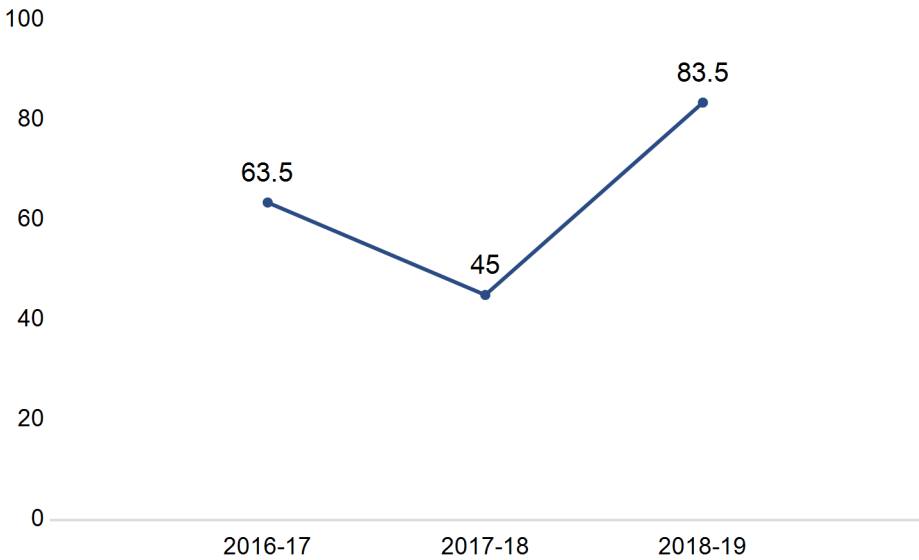
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	62	46	68	63.5	45	83.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Jefferson Elementary School
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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	49	50	Exceeds Standard	83.5	44	50	Exceeds Standard
White	48	47	50	**	58	41	52	**
Hispanic	71	46	49	Exceeds Standard	85	43	47	Exceeds Standard
Black or African American	*	43	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	81	56	59	Exceeds Standard	83	46	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	44	52	**
Female	70	53	53	N	84	43	50	N
Male	60	46	47	N	82	45	51	N
Economically Disadvantaged Students	73	46	48	**	70.5	42.5	46	Exceeds Standard
Students with Disabilities	*	50	43	**	*	41	45	**
English Learners	72.5	61	52	**	81	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Jefferson Elementary School
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2018-2019

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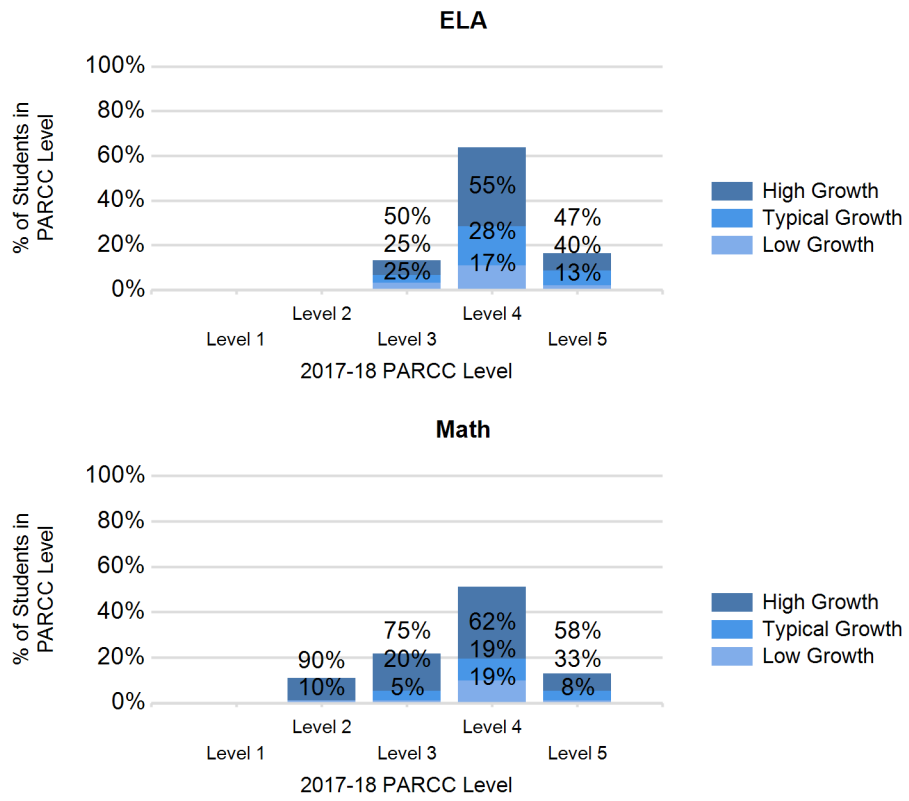
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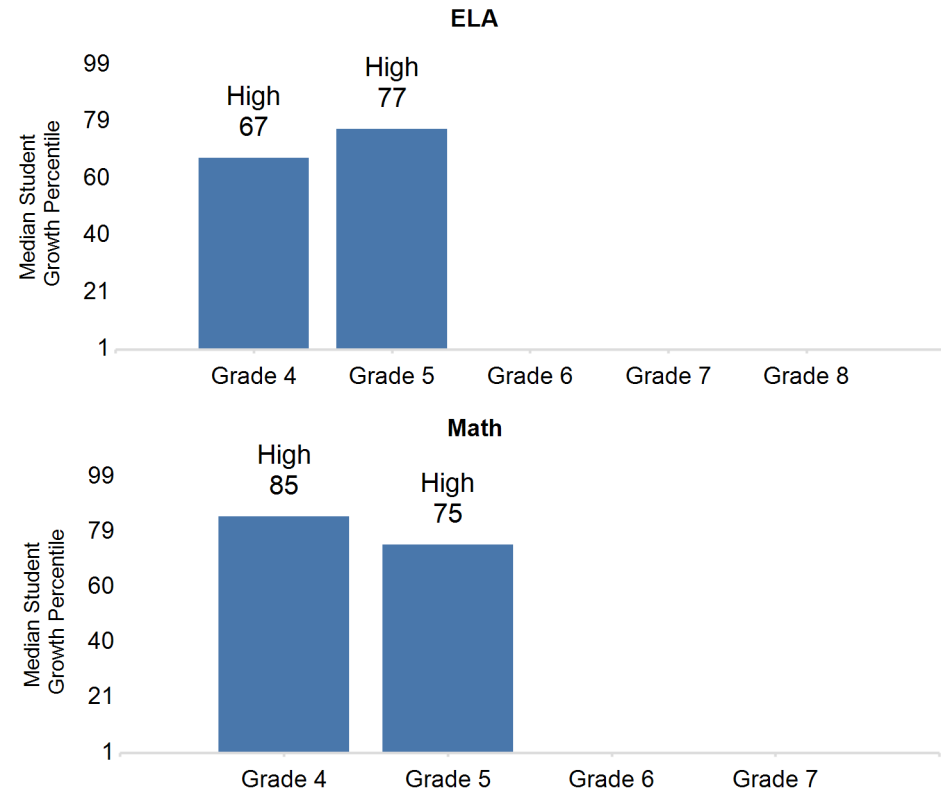
Student Growth by Performance Level

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.



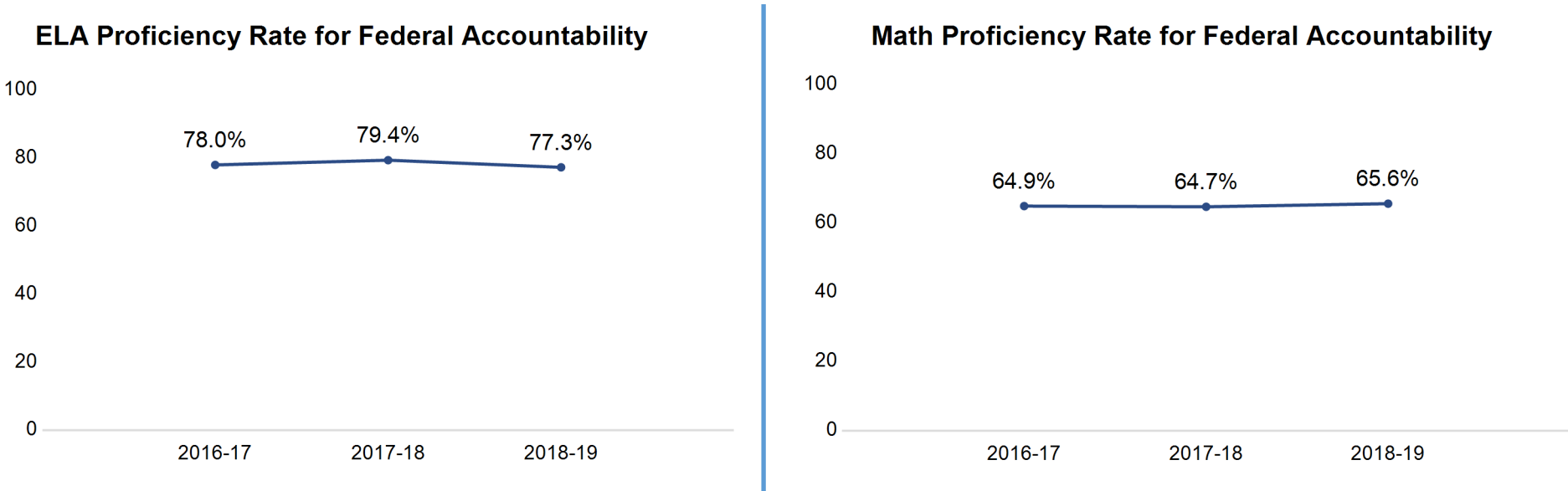


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	78.0%	79.4%	77.3%	64.9%	64.7%	65.6%
Annual Target	69.8%	70.4%	70.9%	62.5%	63.4%	64.4%
Met Annual Target?	Met Target	Met Target	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.



Jefferson Elementary School

(03-0300-060)

Grades Offered: KG-05

2018-2019

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

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	150	100.0	77.3	68.1	57.9	77.3	70.9	Met Target
White	26	100.0	76.9	*	66.9	76.9	74.1	Met Target
Hispanic	73	100.0	75.3	61.4	43.9	75.3	67.8	Met Target
Black or African American	*	*	*	50.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	82.4	84.7	82.9	82.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	78	100.0	83.3	76.4	64.8	83.3		
Male	72	100.0	70.8	60.7	51.3	70.8		
Economically Disadvantaged Students	39	100.0	64.1	56.1	40.0	64.1	66.3	Met Target†
Non-Economically Disadvantaged Students	111	100.0	82.0	74.3	67.9	82.0		
Students with Disabilities	19	100.0	52.6	23.6	22.7	52.6	**	**
Students without Disabilities	131	100.0	80.9	75.6	65.1	80.9		
English Learners	16	100.0	43.8	*	29.3	43.8	**	**
Non-English Learners	134	100.0	81.3	*	60.6	81.3		
Homeless Students	N	N	N	36.4	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

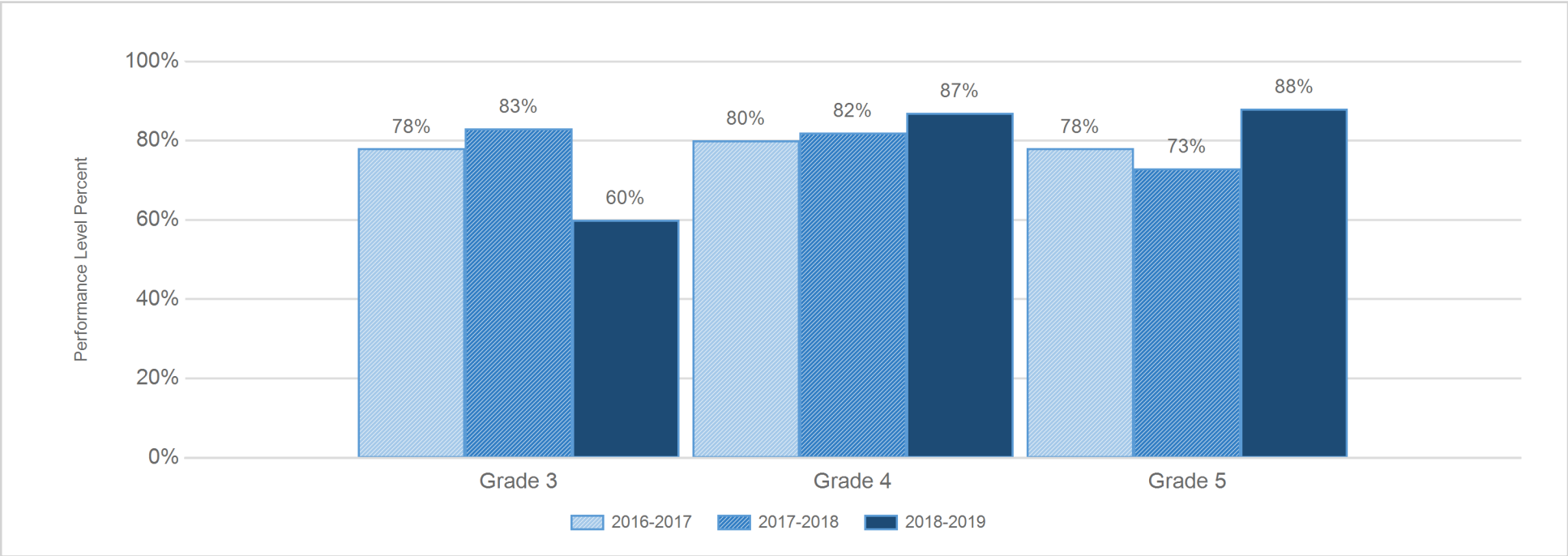


Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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

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.





Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	52	759	760	748	*	*	27%	*	*	60%	50%
White	*	*	767	757	*	*	*	*	*	*	60%
Hispanic	31	758	751	734	*	*	*	*	*	58%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	29	760	763	753	*	*	*	*	*	62%	55%
Male	23	759	757	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	19	752	745	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	33	764	769	759	*	*	*	*	*	64%	61%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Jefferson Elementary School

(03-0300-060)

Grades Offered: KG-05

2018-2019

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 N No Data is available to display
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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	53	776	764	755	*	*	*	53%	34%	87%	57%
White	*	*	770	763	*	*	*	*	*	*	67%
Hispanic	22	777	757	743	0%	*	*	*	*	91%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	18	784	777	779	0%	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	786	773	760	*	*	*	*	*	96%	62%
Male	26	766	756	750	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	11	767	748	740	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	42	778	771	765	*	*	*	*	*	93%	69%
Students with Disabilities	*	*	735	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	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%



Jefferson Elementary School

(03-0300-060)

Grades Offered: KG-05

2018-2019

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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	43	775	771	756	*	*	*	60%	28%	88%	58%
White	*	*	775	764	*	*	*	*	*	*	68%
Hispanic	19	770	767	743	0%	*	*	*	*	84%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	787	784	781	*	0%	0%	*	*	90%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	782	776	761	*	*	*	*	*	95%	64%
Male	21	769	767	750	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	43	775	*	758	*	*	*	60%	28%	88%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	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%



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	151	100.0	65.6	48.9	44.5	65.6	64.4	Met Target
White	26	100.0	61.5	*	54.1	61.5	77.4	Not Met
Hispanic	74	100.0	55.4	39.9	28.8	55.4	64.1	Met Target†
Black or African American	*	*	*	37.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	88.2	65.4	76.5	88.2	67.8	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	78	100.0	59.0	51.0	44.9	59.0		
Male	73	100.0	72.6	46.9	44.2	72.6		
Economically Disadvantaged Students	39	100.0	56.4	37.3	26.3	56.4	58	Met Target†
Non-Economically Disadvantaged Students	112	100.0	68.8	54.9	54.9	68.8		
Students with Disabilities	19	100.0	57.9	*	17.4	57.9	**	**
Students without Disabilities	132	100.0	66.7	*	50.0	66.7		
English Learners	17	100.0	47.1	*	25.0	47.1	**	**
Non-English Learners	134	100.0	67.9	*	46.5	67.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

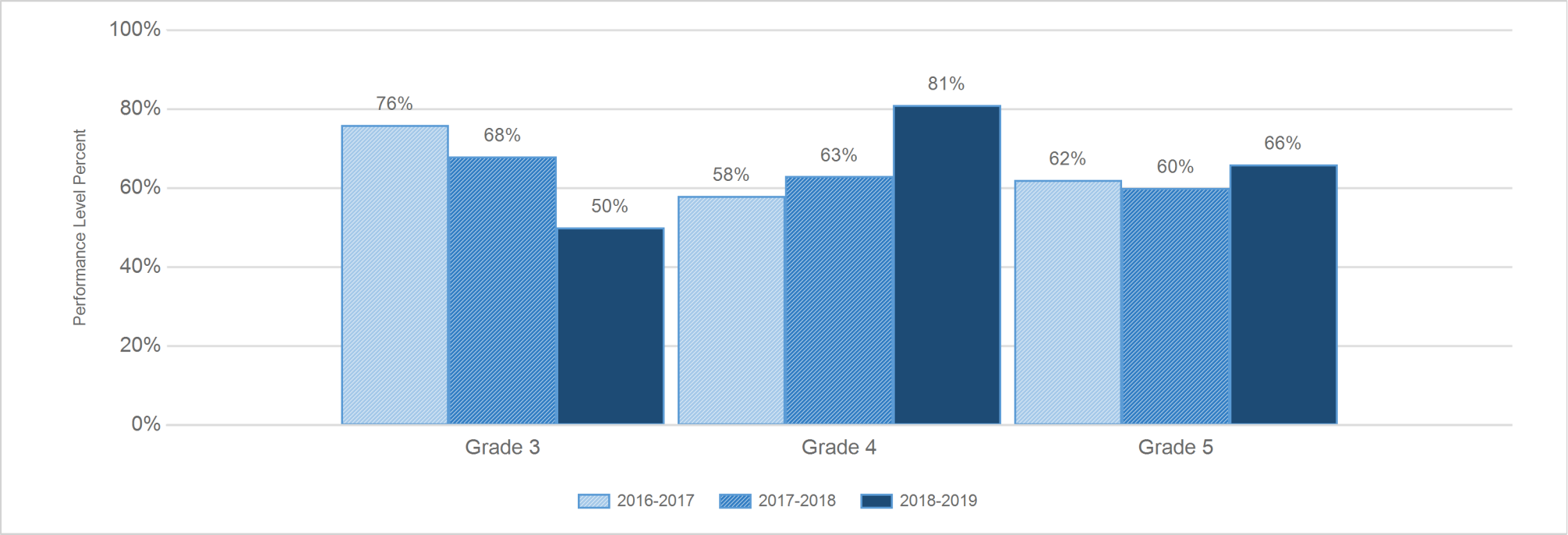


Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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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.



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	52	749	762	752	*	*	35%	*	*	50%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	31	745	755	739	0%	*	48%	*	*	39%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	770	758	*	*	*	*	*	*	62%
Female	29	743	759	751	*	*	*	*	*	31%	54%
Male	23	755	764	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	19	742	751	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	33	752	769	761	*	*	*	*	*	52%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	53	772	762	749	*	*	*	60%	21%	81%	51%
White	*	*	769	757	*	*	*	*	*	*	62%
Hispanic	22	773	756	737	0%	0%	*	*	*	82%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	18	781	773	776	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	779	769	749	*	*	*	*	*	81%	50%
Male	26	765	757	749	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	11	761	*	734	*	*	*	*	*	64%	32%
Non-Economically Disadvantaged Students	42	775	*	759	*	*	*	*	*	86%	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	765	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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%



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	44	759	757	747	*	*	25%	*	*	66%	47%
White	*	*	761	755	*	*	*	*	*	*	58%
Hispanic	20	754	752	735	*	0%	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	769	770	775	*	0%	0%	*	*	90%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	22	760	755	747	*	*	*	*	*	68%	47%
Male	22	758	759	747	*	*	*	*	*	64%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	730	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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%



Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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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	N	N
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	46.2%	**	**

† 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	10	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



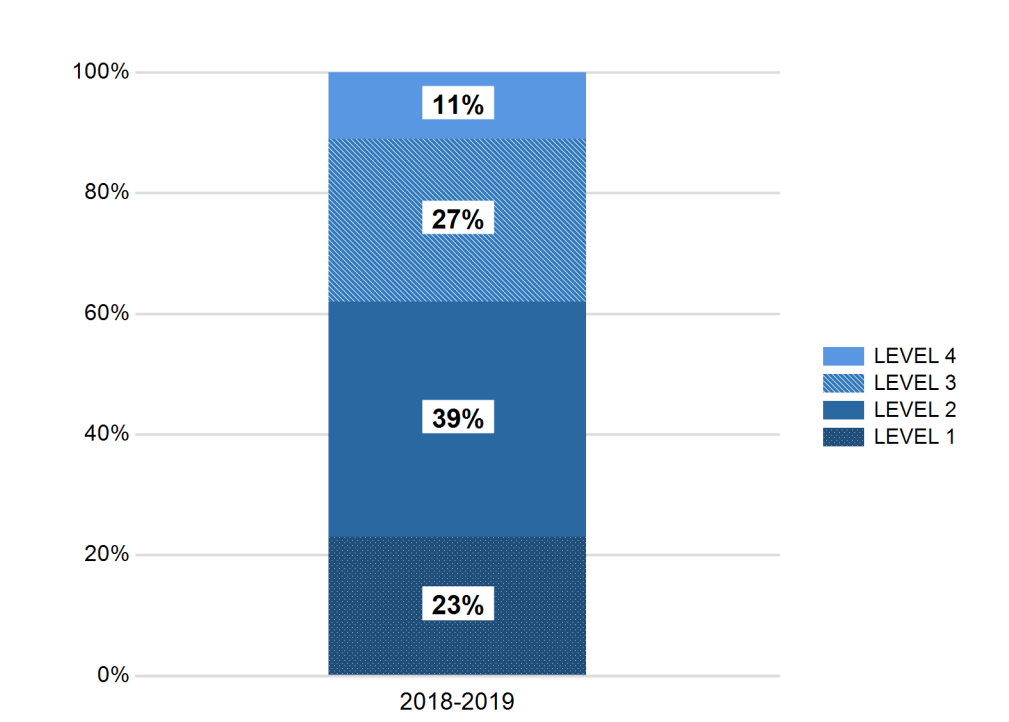
Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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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	23	39	27	11
White	*	*	*	*
Hispanic	35	45	15	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	20	50	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	45	23	14
Male	27	32	32	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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



Jefferson Elementary School

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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.

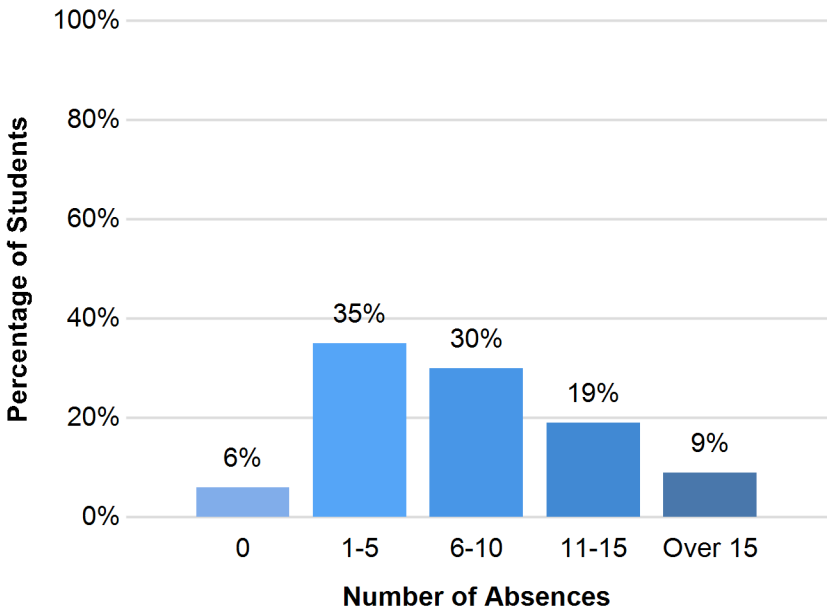
Chronic Absenteeism

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	17	5.9	8.9	Met
White	1	1.9	8.9	Met
Hispanic	12	9.0	8.9	Not Met
Black or African American	2	8.7	8.9	Met
Asian, Native Hawaiian, or Pacific	2	2.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	8	5.4		
Male	9	6.4		
Economically Disadvantaged Students	11	15.1	8.9	Not Met
Students with Disabilities	6	14.6	8.9	Not Met
English Learners	1	5.9	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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.





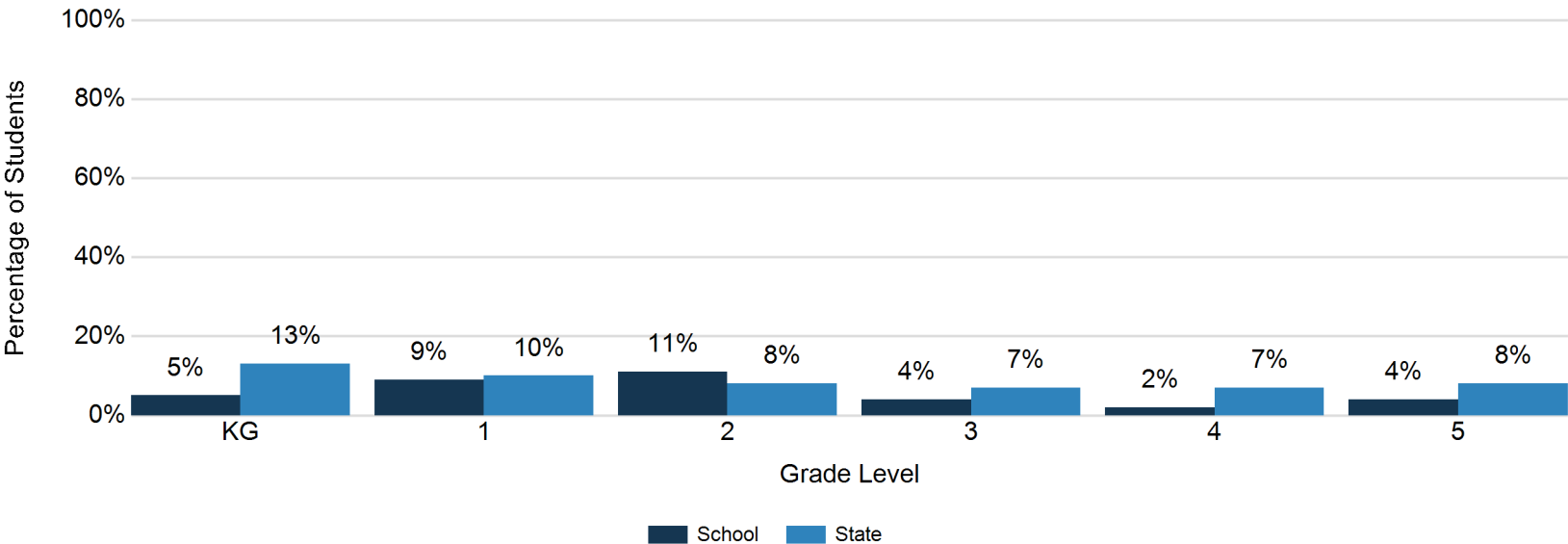
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.74

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	25	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	84.0%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	11:1	13:1
Students to Administrators	269:1	189:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



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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	52.8%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	47.2%	12.0%	100.0%	51.6%	22.9%	45.1%
White	18.2%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	46.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	23.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	4.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	96.1%



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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	78.0%	79.4%	77.3%
Math Proficiency	64.9%	64.7%	65.6%
ELA Growth	62	46	68
Math Growth	64	45	84
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	46.2%
Chronic Absenteeism	3.7%	0.8%	5.9%

† 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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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	No
White	Met Target	Not Met	**	**	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	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†	**	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> EDM with Technology tools, Readers and Writers Workshop/Balanced Literacy, Pearson Elevate Science, and Social Studies. Choir, Band, and Orchestra offered to all fourth and fifth grade students. 240 Chromebooks and 60 laptops along with Smartboards in each classroom to assist with technology learning.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The mission of Jefferson School is to develop self-directed learners who are committed to academic achievement aligned to the Common Core Standards. Collaborative efforts from faculty and parents create optimal learning opportunities that develop well-rounded citizens who maximize their unique potentials. Learning in a nurturing environment that is culturally diverse, safe, and secure, allows for all members of the school community to reach new heights of success.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>District Spelling Bee Competition, Character Ed trait winner of the month, Honor Roll recognition 3x a year, Fair Housing and Fire Prevention poster contest winners, Math Olympic competition, and Word Masters Recognition 3x a year.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Everyday Math with technology tools, Fountas and Pinnel Leveled Literacy Intervention, Readers and Writers Workshop, Study Island, Studies Weekly, FOSS Science, Renaissance Learning, Learning A-Z, and Homeworkknow.com.</p>
 <p>Clubs and Activities:</p>	<p>Accelerated Learning Program (ALP) for 4th and 5th grade, Fire Prevention Week activities, Safety Patrol, and other extended day programs, (NJSLA prep classes, 2nd grade STEM).</p>





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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.

 <div>Before and After School Programs:</div>	Breakfast Club, aftercare program, Big Brother Big Sister, Academic Extended Day.
 <div>Staff and Professional Learning:</div>	Our staff has differentiated learning using Safe Schools. Teachers utilize common planning time. New teachers take part in the New Teacher Academy.






Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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School Narrative

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 <div>Student Supports and Services:</div>	<p>ELL support, Students with disabilities receive support and services, academic extended day,, 504 students receive support and accommodations. Designated students receive Basic Skills Instruction and/or Leveled Literacy Interventions from our Reading Specialist. Some students require counseling services from our p/t guidance counselor.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast program, Physical Education, daily recess, and Hygiene instruction from the school nurse, school safety committee.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents Association involvement includes, but not limited to the following; Vendo night, Kindergarten meet and greet, Movie night, Halloween Spooktacular, Thanksgiving Feast, Book Fair 2x yearly, Holiday Gift Shop, PA sponsored assemblies, Pumpkin patch, Read-a-thon, and PA sponsored Field Days. School sponsored events include, Back to School Night, Parent Conferences, and Family Math night.</p>





Jefferson Elementary School
(03-0300-060)
Grades Offered: KG-05
2018-2019

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School Narrative

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 <div>Facilities:</div>	New LED lighting in each classroom. New Boilers to improve the efficiency of heating the building. New LED lighting in the gymnasium.
 <div>School Safety:</div>	School safety team meets twice a year.



Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

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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 at 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:



Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

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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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. James Mitchel
Address	115 HIGHVIEW AVENUE BERGENFIELD, NJ 07621
Phone Number	201-385-8759
Email Address	jmitchel@bergenfield.org
Website	https://www.bergenfield.org/Lincoln
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



Lincoln Elementary School

(03-0300-070)

Grades Offered: PK-05

2018-2019

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	99	103	81
KG	50	39	60
1	73	47	39
2	52	76	51
3	52	56	80
4	55	50	51
5	61	52	59
Total	442	423	422

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	44.6%	40.9%	41.2%
Male	55.4%	59.1%	58.8%
Economically Disadvantaged Students	26.7%	26.7%	29.6%
Students with Disabilities	35.3%	35.7%	37.4%
English Learners	9.7%	8.0%	11.1%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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	14.0%	16.1%	16.4%
Hispanic	48.9%	48.9%	50.2%
Black or African American	9.0%	8.0%	9.0%
Asian	25.1%	23.6%	20.6%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.3%	2.8%	3.3%

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
PK - Half Day	61	55	9
PK - Full Day	38	48	72
KG - Half Day	0	0	0
KG - Full Day	50	39	60

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	51.4%
Spanish	32.0%
Tagalog	4.3%
Filipino	2.8%
Malayalam	2.1%
Other Languages	7.3%



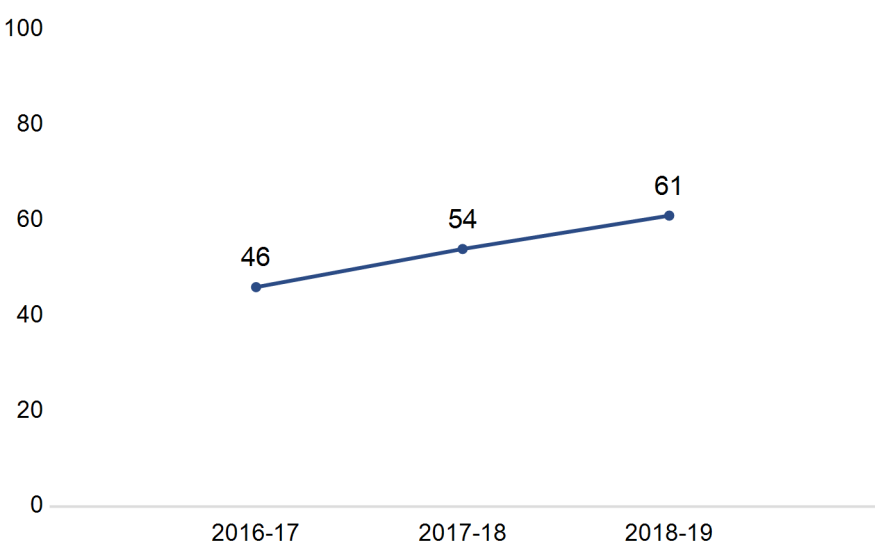
Lincoln Elementary School
(03-0300-070)
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2018-2019

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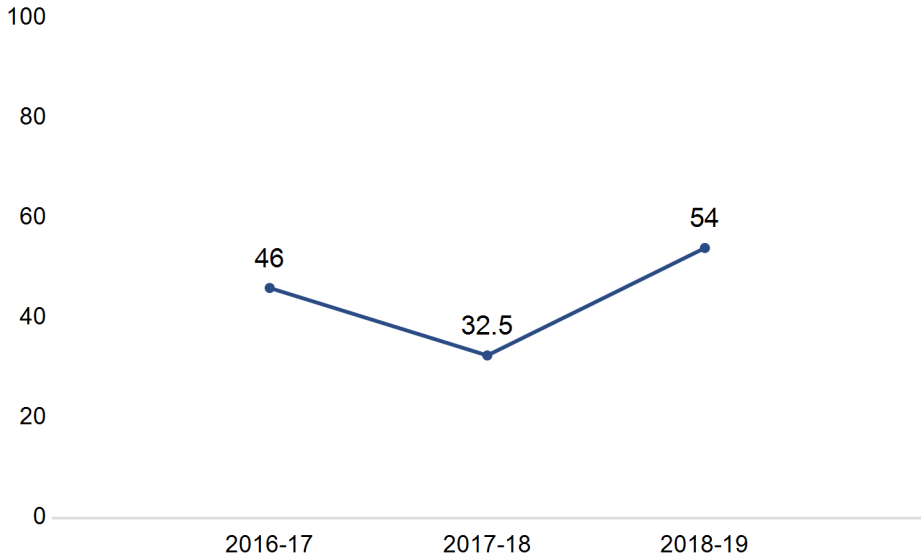
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	46	54	61	46	32.5	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lincoln Elementary School

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2018-2019

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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	61	49	50	Exceeds Standard	54	44	50	Met Standard
White	65.5	47	50	**	35	41	52	**
Hispanic	50	46	49	Met Standard	52.5	43	47	Met Standard
Black or African American	*	43	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	79	56	59	Exceeds Standard	66	46	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	44	52	**
Female	66.5	53	53	N	50.5	43	50	N
Male	54	46	47	N	57	45	51	N
Economically Disadvantaged Students	53	46	48	**	54	42.5	46	**
Students with Disabilities	52	50	43	**	34	41	45	**
English Learners	*	61	52	**	*	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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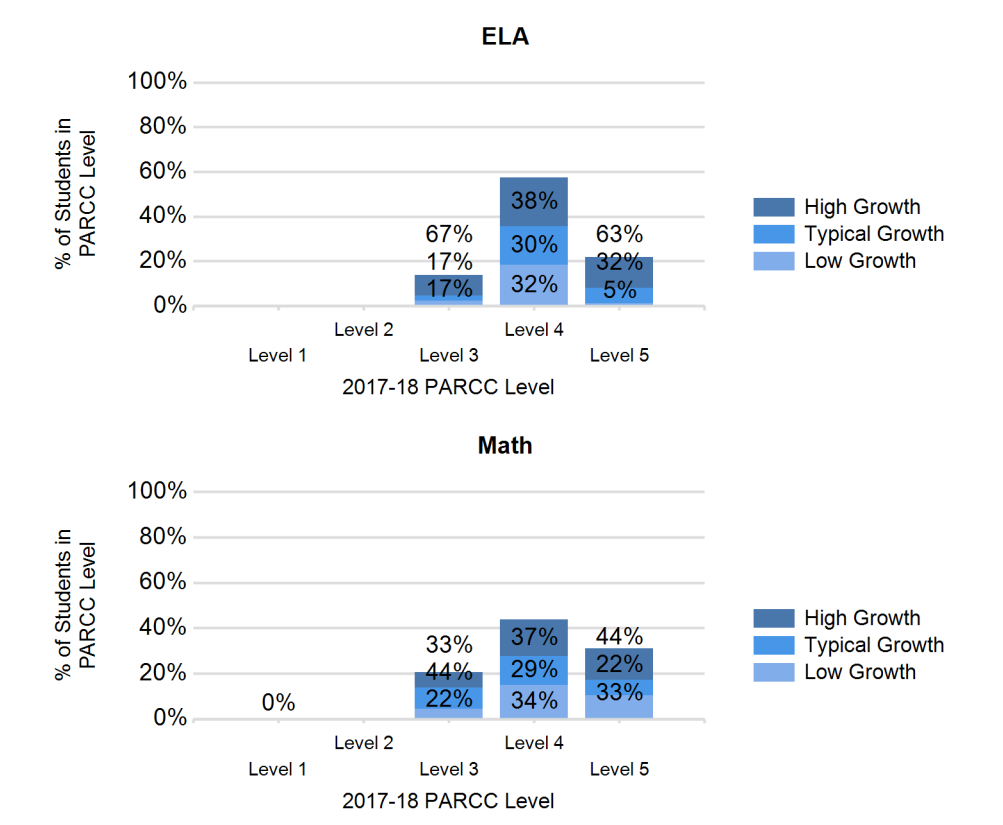
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the 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.

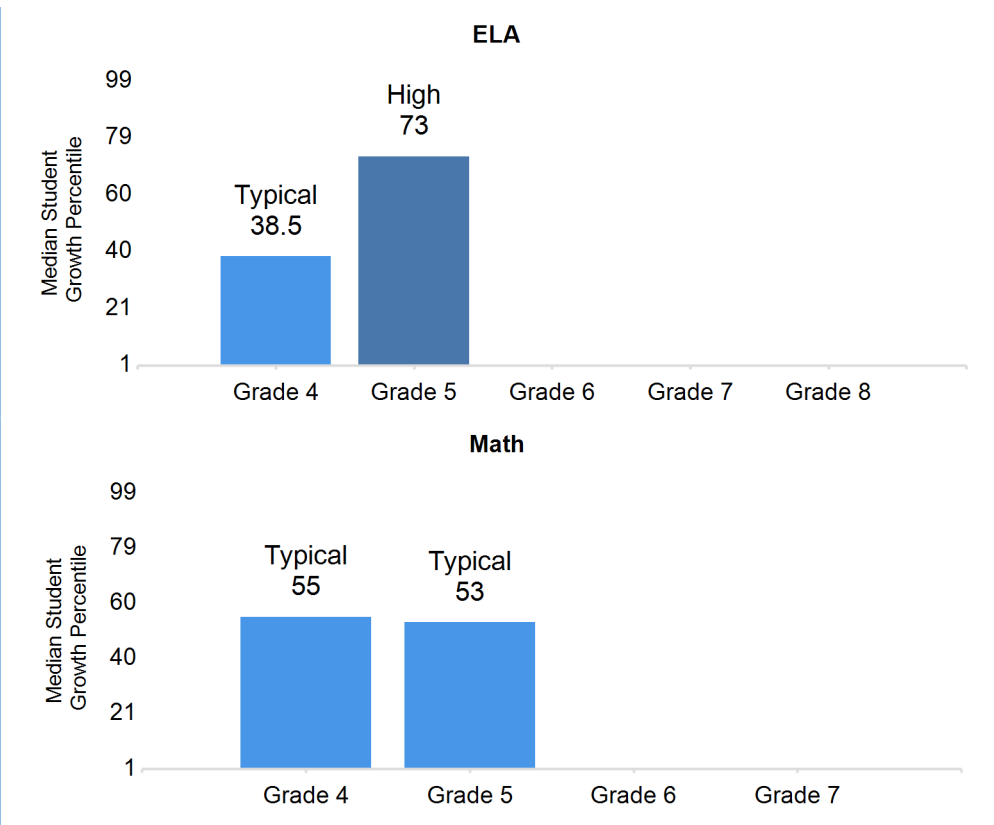
Student Growth by Performance Level

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.



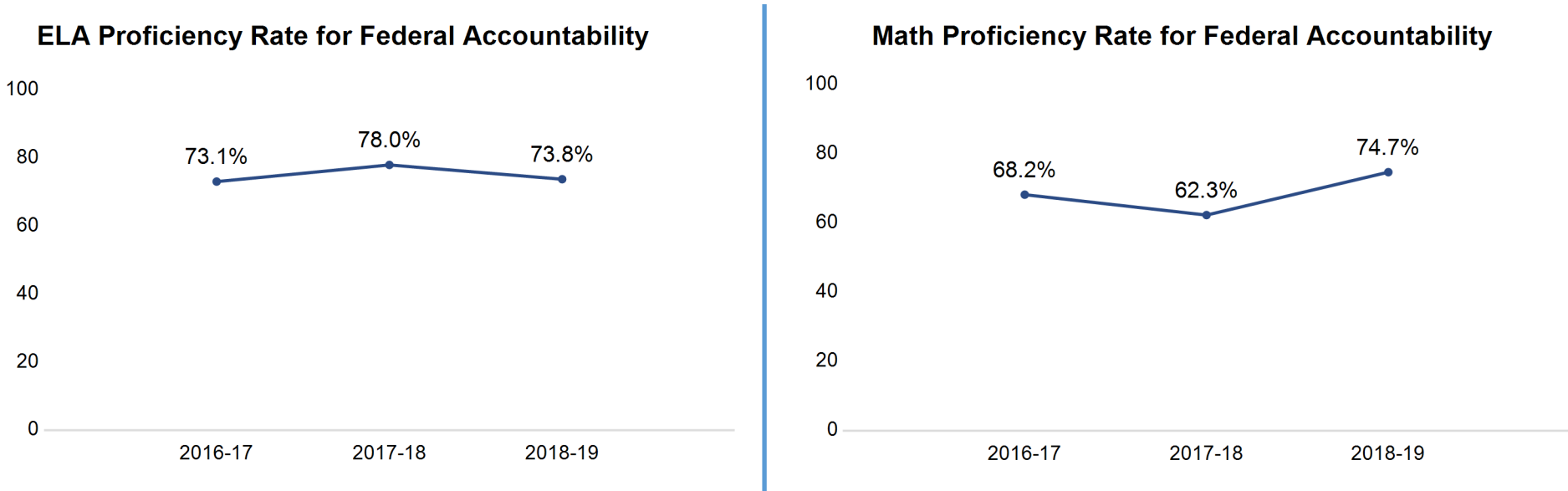


Lincoln Elementary School
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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	73.1%	78.0%	73.8%	68.2%	62.3%	74.7%
Annual Target	67.6%	68.2%	68.9%	68.1%	68.8%	69.4%
Met Annual Target?	Met Target	Met Target	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.



Lincoln Elementary School

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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	160	100.0	73.8	68.1	57.9	73.8	68.9	Met Target
White	27	100.0	66.7	*	66.9	66.7	71	Met Target†
Hispanic	68	100.0	72.1	61.4	43.9	72.1	68.7	Met Target
Black or African American	*	*	*	50.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	88.4	84.7	82.9	88.4	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	74	100.0	78.4	76.4	64.8	78.4		
Male	86	100.0	69.8	60.7	51.3	69.8		
Economically Disadvantaged Students	40	100.0	55.0	56.1	40.0	55.0	54.5	Met Target
Non-Economically Disadvantaged Students	120	100.0	80.0	74.3	67.9	80.0		
Students with Disabilities	22	100.0	13.6	23.6	22.7	13.6	37	Not Met
Students without Disabilities	138	100.0	83.3	75.6	65.1	83.3		
English Learners	15	100.0	60.0	*	29.3	60.0	**	**
Non-English Learners	145	100.0	75.2	*	60.6	75.2		
Homeless Students	N	N	N	36.4	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

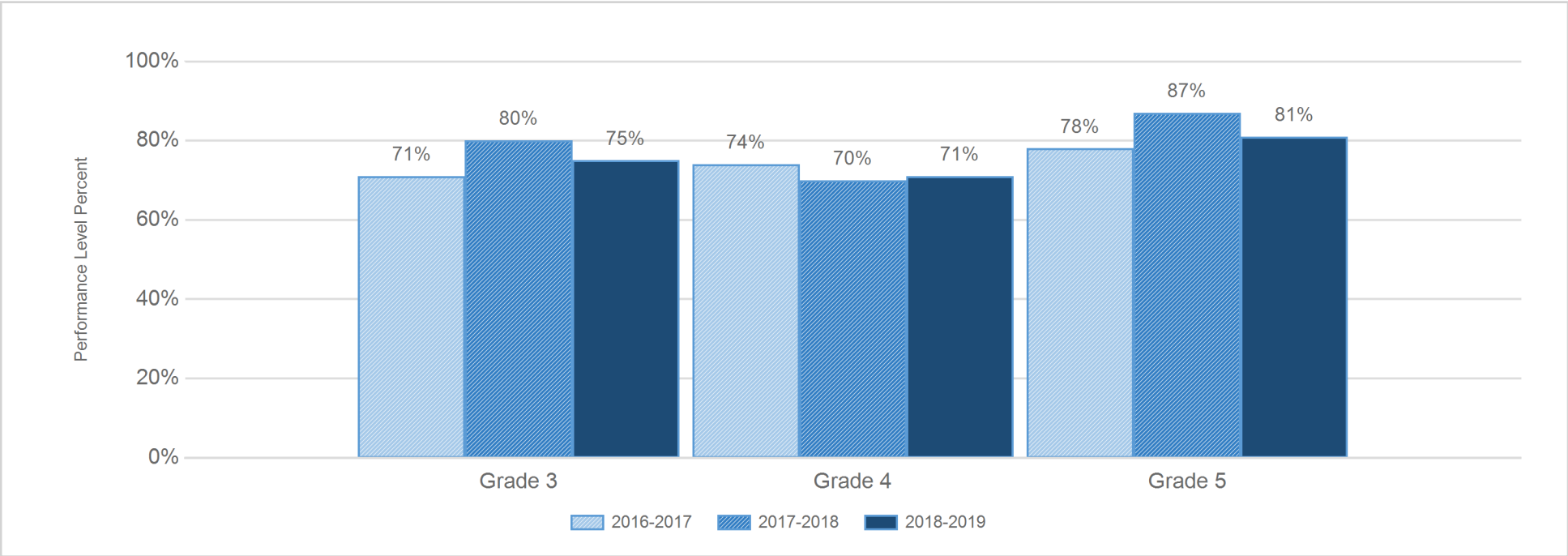


Lincoln Elementary School
(03-0300-070)
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2018-2019

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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	69	765	760	748	*	*	16%	*	*	75%	50%
White	*	*	767	757	*	*	*	*	*	*	60%
Hispanic	34	762	751	734	*	0%	*	*	*	76%	36%
Black or African American	10	752	744	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	13	779	781	773	0%	*	*	*	*	85%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	27	773	763	753	*	*	*	*	*	81%	55%
Male	42	759	757	743	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	20	741	745	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	49	774	769	759	*	*	*	*	*	82%	61%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Lincoln Elementary School

(03-0300-070)

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2018-2019

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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	41	773	764	755	*	*	*	39%	32%	71%	57%
White	*	*	770	763	*	*	*	*	*	*	67%
Hispanic	18	762	757	743	*	0%	*	*	*	67%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	792	777	779	0%	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	22	771	773	760	*	*	*	*	*	73%	62%
Male	19	775	756	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	735	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	761	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	41	773	767	758	*	*	*	39%	32%	71%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	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%



Lincoln Elementary School

(03-0300-070)

Grades Offered: PK-05

2018-2019

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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	48	777	771	756	*	*	*	50%	31%	81%	58%
White	10	758	775	764	*	*	*	*	*	60%	68%
Hispanic	16	777	767	743	0%	*	*	*	*	81%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	801	784	781	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	24	778	776	761	*	*	*	*	*	83%	64%
Male	24	775	767	750	*	*	*	*	*	79%	52%
Economically Disadvantaged Students	13	754	*	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	35	785	*	766	*	*	*	*	*	89%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	48	777	*	758	*	*	*	50%	31%	81%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	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%



Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

Report Key:

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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	162	100.0	74.7	48.9	44.5	74.7	69.4	Met Target
White	27	100.0	66.7	*	54.1	66.7	75.5	Met Target†
Hispanic	70	100.0	74.3	39.9	28.8	74.3	61.9	Met Target
Black or African American	*	*	*	37.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	86.0	65.4	76.5	86.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	100.0	73.3	51.0	44.9	73.3		
Male	87	100.0	75.9	46.9	44.2	75.9		
Economically Disadvantaged Students	42	100.0	59.5	37.3	26.3	59.5	51.1	Met Target
Non-Economically Disadvantaged Students	120	100.0	80.0	54.9	54.9	80.0		
Students with Disabilities	22	100.0	18.2	*	17.4	18.2	34.5	Not Met
Students without Disabilities	140	100.0	83.6	*	50.0	83.6		
English Learners	16	100.0	81.3	*	25.0	81.3	**	**
Non-English Learners	146	100.0	74.0	*	46.5	74.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

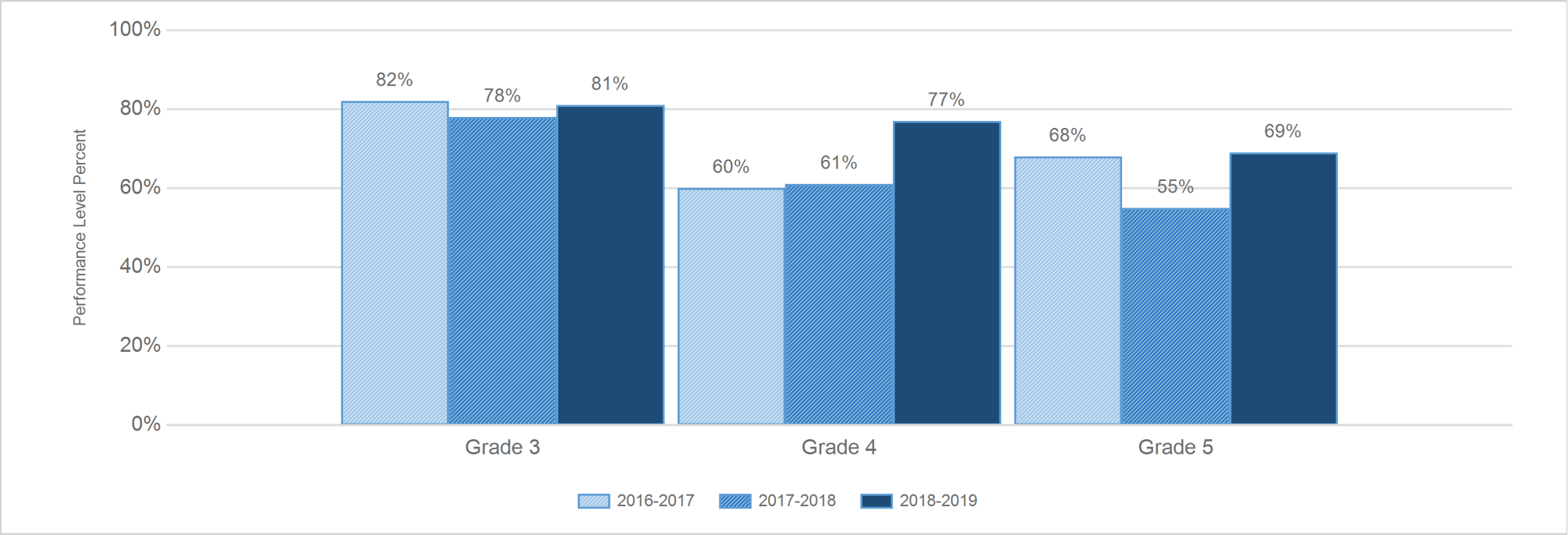


Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

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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	69	769	762	752	*	*	*	59%	22%	81%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	34	767	755	739	0%	*	*	*	*	82%	40%
Black or African American	10	759	752	735	0%	*	0%	*	*	80%	35%
Asian, Native Hawaiian, or Pacific Islander	13	778	779	778	0%	0%	*	*	*	77%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	770	758	*	*	*	*	*	*	62%
Female	27	767	759	751	*	*	*	*	*	74%	54%
Male	42	771	764	752	*	*	*	*	*	86%	56%
Economically Disadvantaged Students	20	754	751	737	*	*	*	*	*	75%	37%
Non-Economically Disadvantaged Students	49	776	769	761	*	*	*	*	*	84%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Lincoln Elementary School

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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	43	774	762	749	*	*	*	*	*	77%	51%
White	*	*	769	757	*	*	*	*	*	*	62%
Hispanic	20	759	756	737	*	*	*	*	*	65%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	14	796	773	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	770	769	749	*	*	*	*	*	78%	50%
Male	20	778	757	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	765	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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	48	759	757	747	*	*	*	*	*	69%	47%
White	10	750	761	755	*	*	*	*	*	50%	58%
Hispanic	16	758	752	735	0%	*	*	*	*	75%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	776	770	775	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	24	753	755	747	*	*	*	*	*	71%	47%
Male	24	765	759	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	13	745	*	732	*	*	*	*	*	54%	27%
Non-Economically Disadvantaged Students	35	764	*	757	*	*	*	*	*	74%	59%
Students with Disabilities	*	*	730	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	731	718	N	N	N	N	N	N	12%
Non-English Learners	48	759	758	749	*	*	*	*	*	69%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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	N	N
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	36.0%	56.6%	Not Met

† 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	35	*	*
3-4	11	*	*
5 or more	N	N	N



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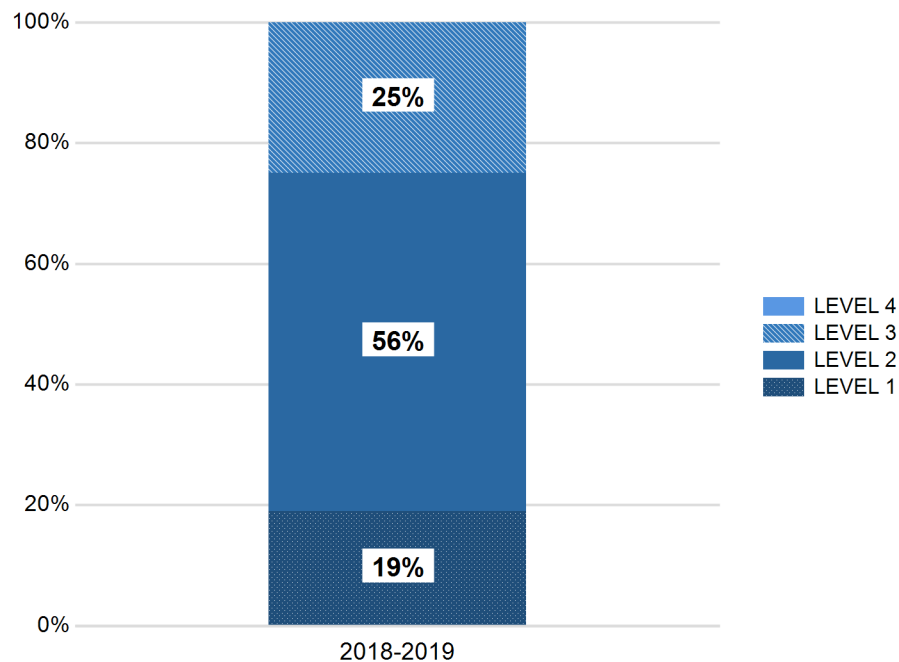
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	19	56	25	0
White	20	60	20	0
Hispanic	13	69	19	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	43	50	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	50	21	0
Male	8	63	29	0
Economically Disadvantaged Students	42	58	0	0
Non-Economically Disadvantaged Students	11	56	33	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	19	56	25	0
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.

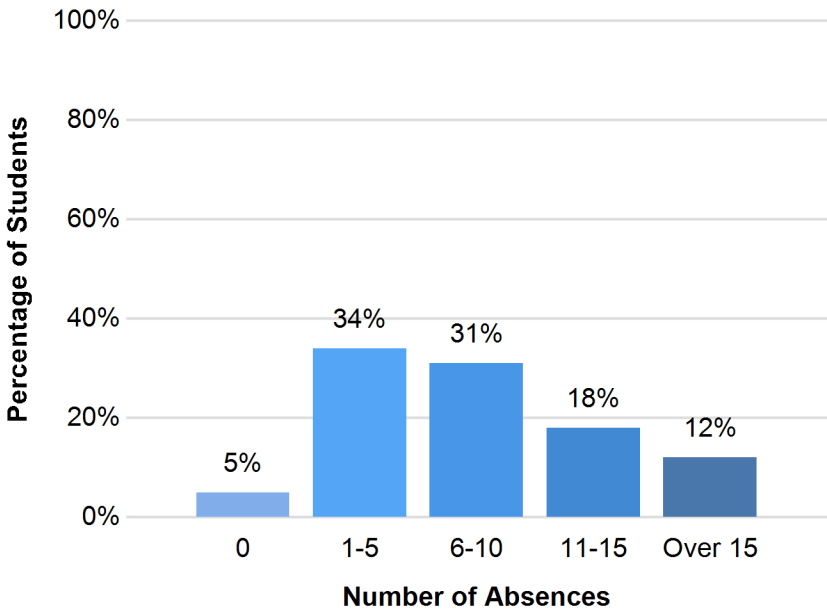
Chronic Absenteeism

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	27	9.0	8.9	Not Met
White	4	7.8	8.9	Met
Hispanic	14	10.4	8.9	Not Met
Black or African American	3	12.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	6	8.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	12	8.5		
Male	15	9.5		
Economically Disadvantaged Students	8	10.3	8.9	Not Met
Students with Disabilities	12	19.0	8.9	Not Met
English Learners	2	9.1	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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.





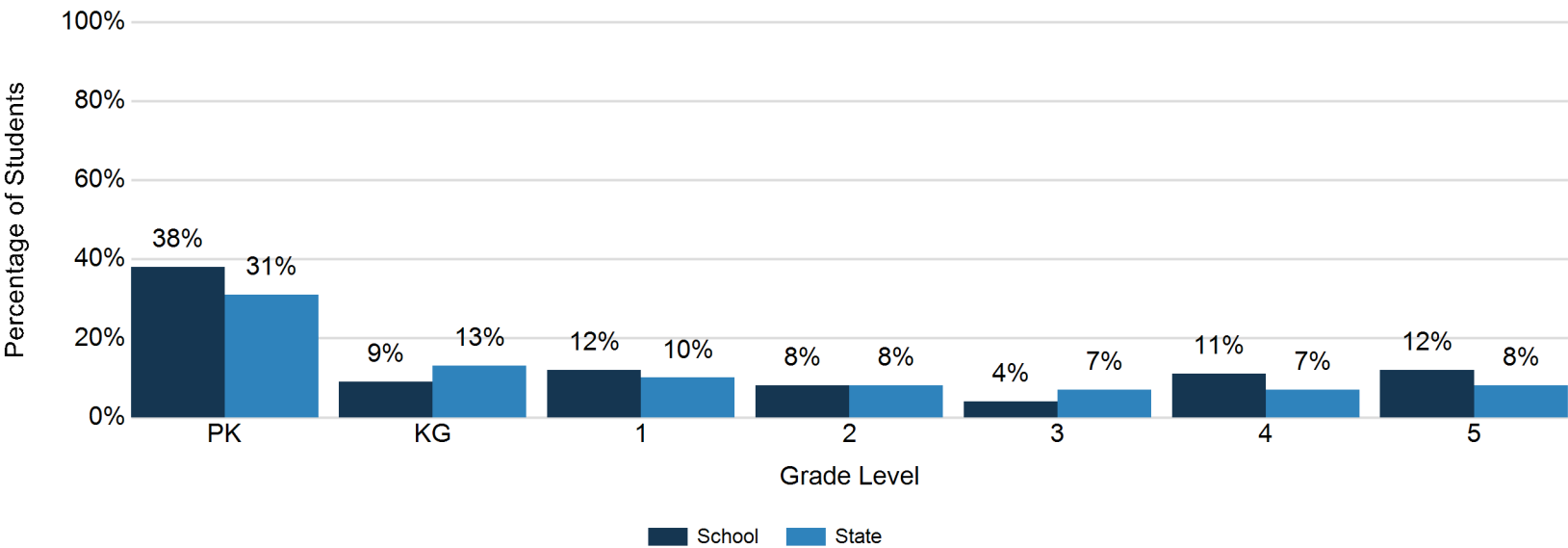
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	30	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	14:1	13:1
Students to Administrators	422:1	189:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



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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	41.2%	90.0%	0.0%	48.4%	77.1%	54.9%
Male	58.8%	10.0%	100.0%	51.6%	22.9%	45.1%
White	16.4%	86.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	50.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	20.6%	3.3%	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	0.5%	3.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	96.1%



Lincoln Elementary School
(03-0300-070)
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2018-2019

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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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(03-0300-070)
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2018-2019

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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.



Lincoln Elementary School
(03-0300-070)
Grades Offered: PK-05
2018-2019

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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	73.1%	78.0%	73.8%
Math Proficiency	68.2%	62.3%	74.7%
ELA Growth	46	54	61
Math Growth	46	32	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.0%	36.0%
Chronic Absenteeism	5.7%	3.8%	9.0%

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



Lincoln Elementary School
(03-0300-070)
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2018-2019

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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](#).

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.



Lincoln Elementary School
(03-0300-070)
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2018-2019

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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	Met Standard	Not Met	Not Met	No
White	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	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	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not 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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Balanced Literacy, Phonics First, Everyday Math, Pearson Science, and Social Studies. Each Classroom contains a Smartboard and every child has access to a computer. Top Level Music Education Students in 4th and 5th Grade Choir, Band, and Orchestra.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our teachers continue to seek educational opportunities to advance their knowledge to help them reach their students. Our focus on individual needs allows early diagnosis and prompt intervention when learning problems arise. Our faculty is dedicated to working with each child to foster creativity, integrity, respect, and the academic skills necessary to become a good citizen and productive member of the community.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>We have a lot to be proud of and celebrate at Lincoln School, we have: Lincoln School Students of the Week, Accelerated Reader Luncheons, Citizen of the Month (Based on Character), District Spelling Bee, End of the Year Awards Celebration, and more.</p>





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum and instruction can be described as the “engine” that drives teaching and learning in our school district. Programs are assessed on a yearly basis through the analyzing of the student data. We have: Fountas and Pinnell Balanced Literacy, Reading and Writing Workshop, Everyday Math, Social Studies, Studies Weekly, Pearson Science, Phonics First (K-1), Homeworkknow.com, Learning A-Z, Renaissance Learning.</p>
 <p>Clubs and Activities:</p>	<p>Many extracurricular activities provide a chance to learn real-world skills. Lincoln School offers: Choir, Band, Orchestra, ALP- Accelerated Learning Programs, Safety Patrol, and Fire Patrol. Sports are provided through the town.</p>

School Narrative

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<div>  <div>Before and After School Programs:</div> </div>	<div>Maintaining good grades is important for getting into college, but after-school activities reveal a great deal about your interests, your readiness for college, and demonstrate your ability to: Make a meaningful contribution to something, Maintain a commitment, and Manage your time and priorities. At Lincoln, we offer: Academic Extended Day, PARCC Prep, Homework Club, and Before and After Care (SACC) through the town.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Well crafted and delivered continuing professional development is important because it delivers benefits to the students, individual teacher, their profession and the public. Lincoln School Staff partake in many forms of PD including: EduPlanet 21, External/Internal Consultants, Lynda.com, New Teacher Academy, SIOP Training, Sheltered Instruction Training, Administration Retreat, Teachers teaching teachers, Teacher Coaching Model, Attendance at workshops/conferences.</div>






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 <div>Student Supports and Services:</div>	<p>In its support of the district’s mission to afford the highest level of teaching and learning, and build an effective and efficient community of learning and character, Lincoln School has a cadre of intervention and referral programs and services readily available: Bilingual Instructional Program, English Language Learners Classes, Child Study Team, School Counselor, Basic Skills, Nurse, I&RS Team, 504 Team, Harassment, Intimidations, and Bullying Specialist.</p>
 <div>Student Health and Wellness:</div>	<p>It is our hope that the services provided enhances the health and well-being of students to foster their learning and success: Full time nurse on site-also provides classroom lessons, Fire Safety and Bullying Programs, Daily Breakfast Served, Peer Groups.</p>
 <div>Parent and Community Involvement:</div>	<p>The Lincoln School Parents' Association (LSPA) is a group of parents working together to improve the quality of our children's education. We run the Plant Sale, Book Fair, Holiday Gift Fair, the Helping Hands program, and more. Through our fundraising activities (Cherrydale Farms, Gertrude Hawk Chocolates, Box Tops for Education, etc.), we are able to purchase needed items for our school and sponsor enrichment programs which are educational as well as fun.</p>



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School Narrative

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A blue icon of a school building with a flag on top. <div>Facilities:</div>	Built in 1932 with an addition added in the 1950's. Currently, the school had all the windows and univents replaced. Air condition units in mandated classrooms.
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Lincoln Elementary School
(03-0300-070)
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 <div>Other Information</div>	<p>Academic excellence is occurring at Lincoln School. The statistical data paints only a numerical portrait of the Lincoln Elementary School. These numbers represent enthusiastic, successful students, involved parents, and an outstanding group of teachers and support staff. These individuals, coupled with a solid, well-balanced academic program, create a positive and productive environment in which to work and learn. There are many wonderful things happening at Lincoln Elementary School this year that are aligned with district initiatives and goals. The implementation of our Balanced Literacy program has further shaped the learning culture of our school and has shifted the focus from teaching to student evidenced-based learning. Our classrooms are using Renaissance Programs (Star Literacy/Math and Accelerated Reading/Math) to identify our children's instructional levels. Recent enhancements to the Renaissance programs offer more options for teaching in an interactive, engaging classroom environment. For example, students now have the option to access and work math and literacy assignments online using computers, laptops, or tablets instead of printing out their assignments. The Lincoln School staff is using data to differentiate instruction at all grade levels through the use of formative and summative assessments. Our focus on individual needs allows early diagnosis and prompts interventions so that all students continue to thrive in their educational setting. Our Bergen County Special Services/Bergenfield Tri-Valley Program for Pre School and Primary school students with autism continues to be an exemplary model.</p>
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Roy W. Brown Middle School
(03-0300-075)
Grades Offered: 06-08
2018-2019

Report Key:

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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 at 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:

**Roy W. Brown Middle School**

(03-0300-075)

Grades Offered: 06-08

2018-2019

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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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. Shane Biggins
Address	130 S WASHINGTON AVE BERGENFIELD, NJ 07621-2902
Phone Number	201-385-8847
Email Address	sbiggins@bergenfield.org
Website	https://www.bergenfield.org/RWB
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



Roy W. Brown Middle School
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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	255	286	272
7	281	262	289
8	266	289	266
Total	802	840	829

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	47.1%	46.8%	48.4%
Male	52.9%	53.2%	51.6%
Economically Disadvantaged Students	39.0%	38.8%	41.7%
Students with Disabilities	14.6%	15.2%	14.4%
English Learners	5.2%	5.5%	5.3%
Homeless Students	0.4%	0.2%	0.2%
Students in Foster Care	0.4%	0.2%	0.2%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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	10.8%	12.1%	10.1%
Hispanic	52.0%	51.7%	55.1%
Black or African American	9.1%	7.0%	6.5%
Asian	25.6%	26.5%	25.7%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.4%
American Indian or Alaska Native	0.1%	0.4%	0.2%
Two or More Races	1.9%	1.9%	1.9%

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	44.9%
Spanish	36.1%
Tagalog	7.4%
Malayalam	2.5%
Filipino	2.4%
Other Languages	6.8%



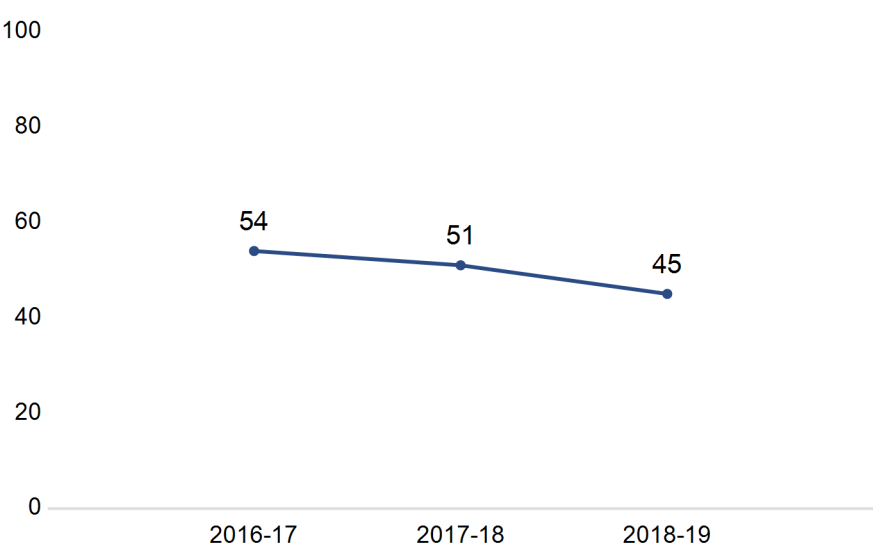
Roy W. Brown Middle School
(03-0300-075)
Grades Offered: 06-08
2018-2019

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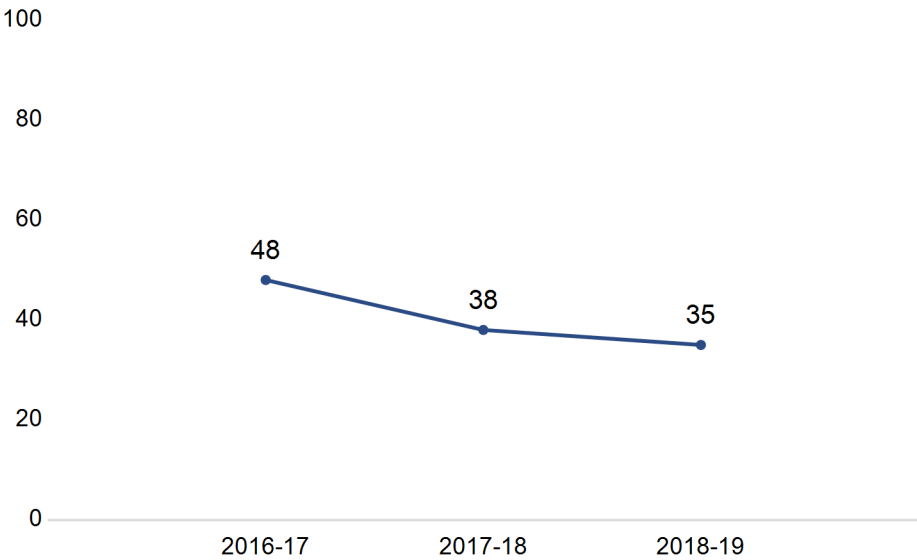
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	54	51	45	48	38	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Roy W. Brown Middle School
(03-0300-075)
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2018-2019

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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	45	49	50	Met Standard	35	44	50	Not Met
White	40.5	47	50	Met Standard	32.5	41	52	Not Met
Hispanic	44	46	49	Met Standard	34	43	47	Not Met
Black or African American	43	43	45	Met Standard	42	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	56	59	Met Standard	35.5	46	60	Not Met
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	42	56	49	**	*	44	52	**
Female	47	53	53	N	35	43	50	N
Male	42	46	47	N	34	45	51	N
Economically Disadvantaged Students	45	46	48	Met Standard	36.5	42.5	46	Not Met
Students with Disabilities	47	50	43	Met Standard	40	41	45	Met Standard
English Learners	58.5	61	52	Met Standard	50.5	52	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Roy W. Brown Middle School
(03-0300-075)
Grades Offered: 06-08
2018-2019

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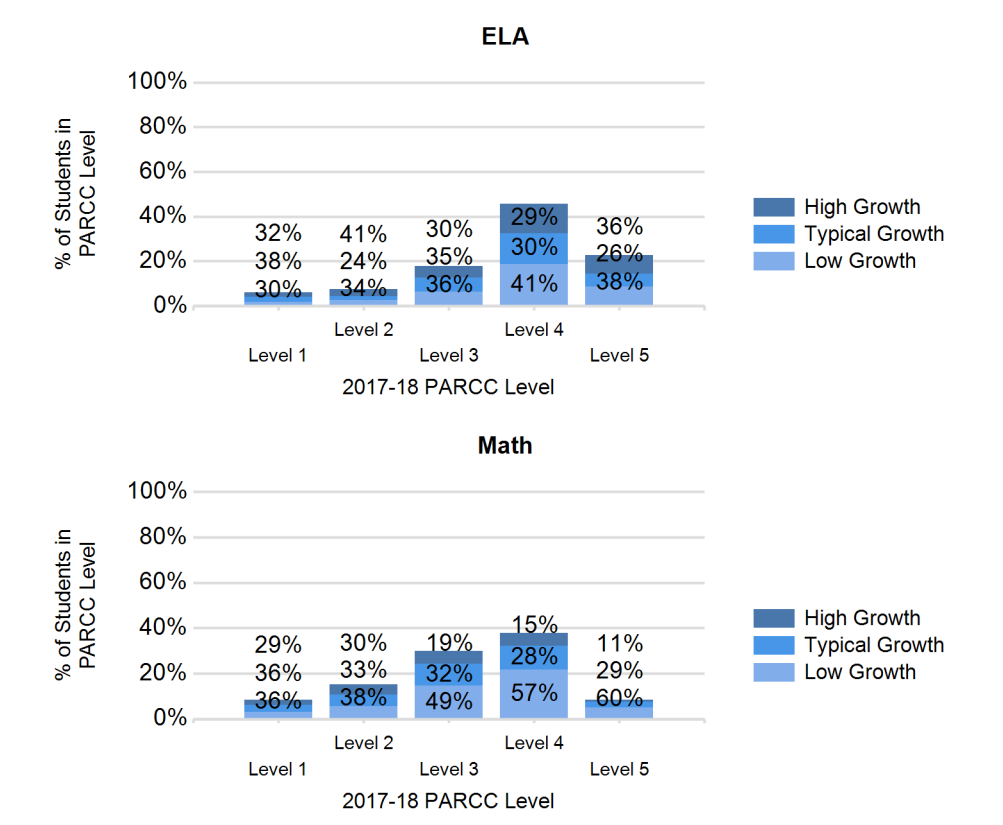
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

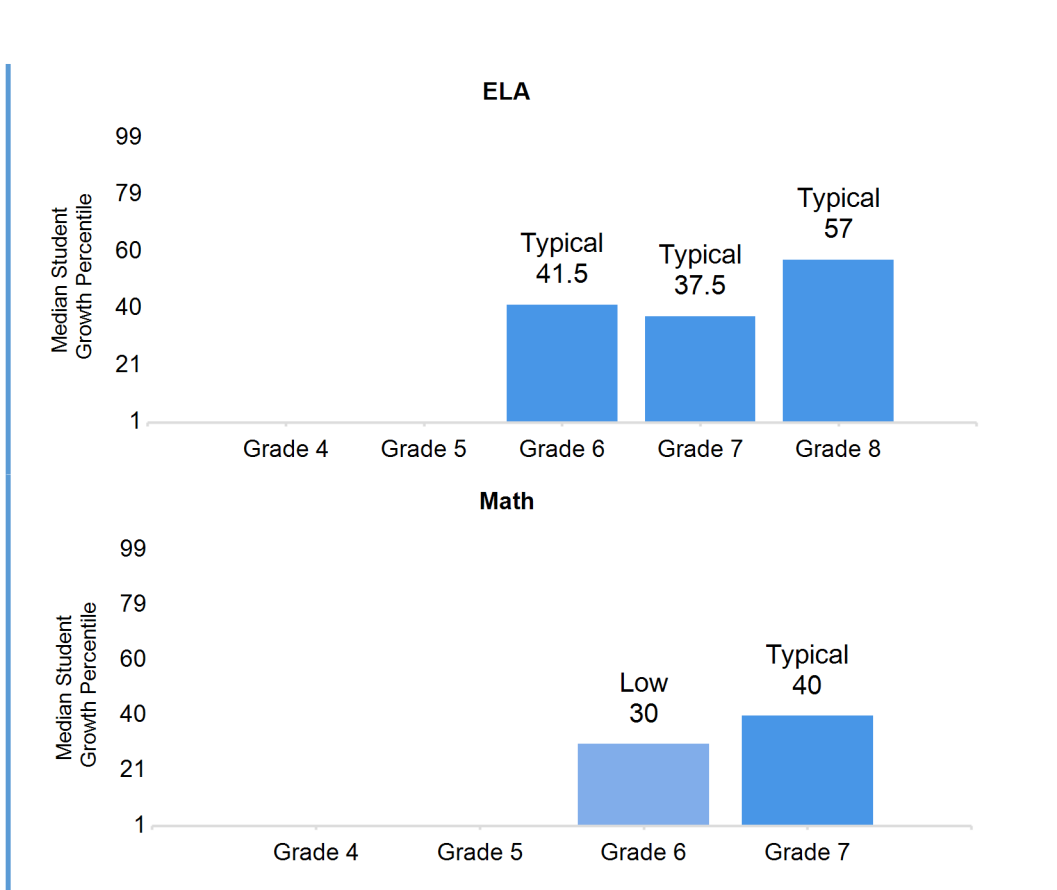
Student Growth by Performance Level

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.



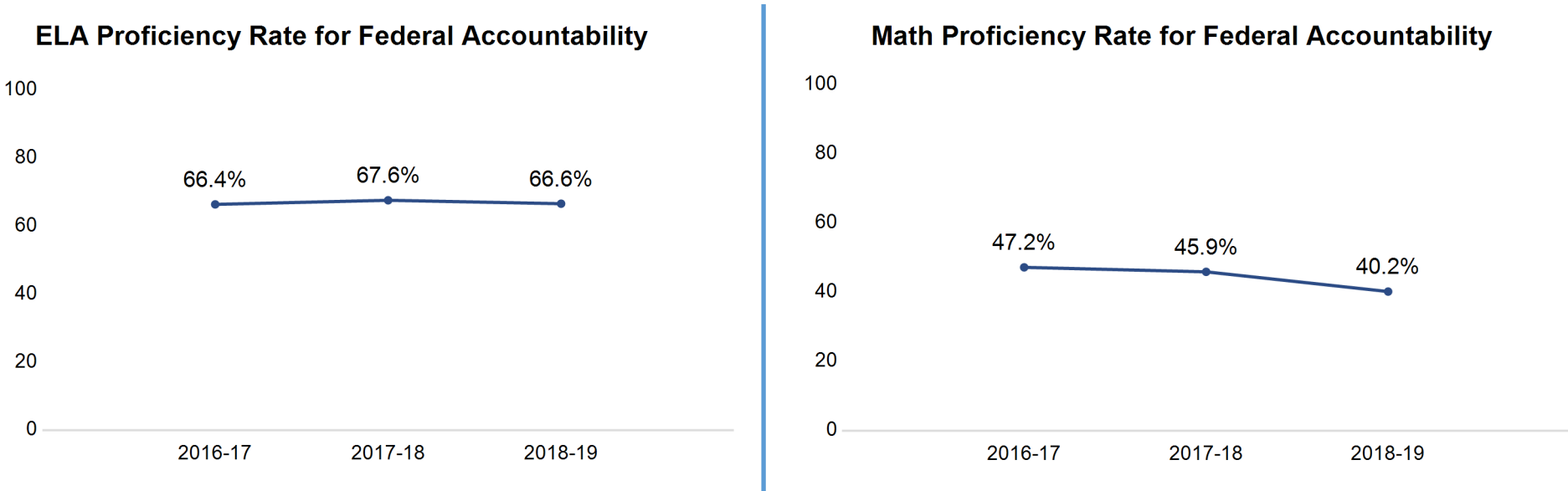


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.4%	99.9%	99.6%	99.4%	99.9%
Proficiency Rate for Federal Accountability	66.4%	67.6%	66.6%	47.2%	45.9%	40.2%
Annual Target	62.5%	63.4%	64.4%	46.6%	48.3%	50.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
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.



Roy W. Brown Middle School

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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	805	99.9	66.6	68.1	57.9	66.6	64.4	Met Target
White	87	100.0	66.7	*	66.9	66.7	60.7	Met Target
Hispanic	436	100.0	59.9	61.4	43.9	59.9	58.5	Met Target
Black or African American	54	100.0	59.3	50.3	38.5	59.3	53.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	211	99.5	82.0	84.7	82.9	82.0	79.2	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	388	99.7	75.3	76.4	64.8	75.3		
Male	417	100.0	58.5	60.7	51.3	58.5		
Economically Disadvantaged Students	300	100.0	57.3	56.1	40.0	57.3	56.5	Met Target
Non-Economically Disadvantaged Students	505	99.8	72.1	74.3	67.9	72.1		
Students with Disabilities	117	100.0	21.4	23.6	22.7	21.4	24.9	Met Target†
Students without Disabilities	688	99.9	74.3	75.6	65.1	74.3		
English Learners	34	100.0	*	*	29.3	*	32	Not Met
Non-English Learners	771	99.9	*	*	60.6	*		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

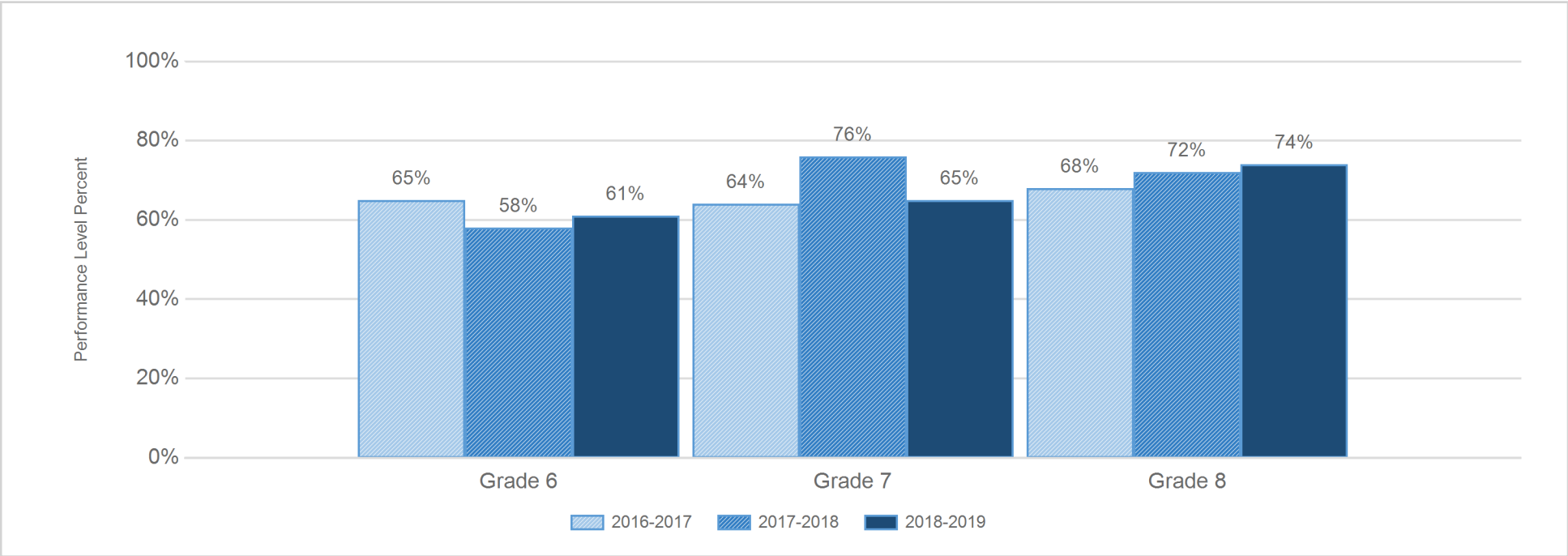


Roy W. Brown Middle School
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English Language Arts Assessment - Performance Trends

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 6

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	269	757	757	754	7%	12%	20%	43%	17%	61%	56%
White	24	760	760	762	*	*	*	*	*	63%	65%
Hispanic	158	749	749	743	9%	15%	23%	42%	11%	53%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	66	775	775	780	*	0%	*	59%	26%	85%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	145	767	767	762	*	*	15%	*	*	73%	64%
Male	124	745	745	748	*	*	26%	*	*	47%	48%
Economically Disadvantaged Students	97	742	742	740	*	*	28%	*	*	43%	39%
Non-Economically Disadvantaged Students	172	765	765	763	*	*	16%	*	*	71%	67%
Students with Disabilities	43	717	717	722	*	*	23%	*	*	14%	19%
Students without Disabilities	226	764	764	761	*	*	19%	*	*	70%	64%
English Learners	12	707	707	710	*	*	*	*	*	*	*
Non-English Learners	257	759	759	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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	282	762	762	761	7%	8%	20%	39%	26%	65%	63%
White	38	757	757	769	*	*	*	*	*	63%	72%
Hispanic	143	754	754	747	10%	10%	25%	34%	20%	55%	50%
Black or African American	18	765	765	741	0%	*	*	*	*	72%	43%
Asian, Native Hawaiian, or Pacific Islander	79	776	776	790	*	*	*	42%	41%	82%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	132	772	772	769	*	*	23%	36%	36%	71%	71%
Male	150	753	753	753	*	*	17%	42%	17%	59%	55%
Economically Disadvantaged Students	104	751	751	743	*	*	21%	38%	19%	57%	45%
Non-Economically Disadvantaged Students	178	768	768	771	*	*	20%	40%	30%	70%	73%
Students with Disabilities	33	718	718	720	*	*	*	*	*	21%	22%
Students without Disabilities	249	768	768	769	*	*	*	*	*	71%	71%
English Learners	12	723	723	706	*	*	*	*	*	*	12%
Non-English Learners	270	764	764	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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	265	773	773	762	5%	6%	15%	43%	31%	74%	63%
White	26	778	778	770	*	*	*	38%	38%	77%	72%
Hispanic	146	766	766	747	*	*	14%	49%	23%	73%	49%
Black or African American	20	763	763	741	0%	*	*	*	*	65%	43%
Asian, Native Hawaiian, or Pacific Islander	65	788	788	794	*	*	*	29%	51%	80%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	120	783	783	771	*	*	12%	40%	42%	82%	71%
Male	145	764	764	753	*	*	18%	45%	23%	68%	55%
Economically Disadvantaged Students	103	761	761	743	*	*	12%	54%	17%	71%	45%
Non-Economically Disadvantaged Students	162	780	780	772	*	*	17%	35%	41%	76%	72%
Students with Disabilities	39	732	732	721	*	*	31%	*	*	28%	22%
Students without Disabilities	226	780	780	770	*	*	12%	*	*	82%	71%
English Learners	12	710	710	708	*	*	*	*	*	17%	12%
Non-English Learners	253	776	776	764	*	*	*	*	*	77%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	810	99.9	40.2	48.9	44.5	40.2	50.1	Not Met
White	87	100.0	47.1	*	54.1	47.1	56.3	Not Met
Hispanic	440	100.0	29.3	39.9	28.8	29.3	39.5	Not Met
Black or African American	54	100.0	37.0	37.4	23.0	37.0	39.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	212	99.5	58.5	65.4	76.5	58.5	69.4	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	391	99.8	44.5	51.0	44.9	44.5		
Male	419	100.0	36.3	46.9	44.2	36.3		
Economically Disadvantaged Students	303	100.0	28.4	37.3	26.3	28.4	38.9	Not Met
Non-Economically Disadvantaged Students	507	99.8	47.3	54.9	54.9	47.3		
Students with Disabilities	117	100.0	*	*	17.4	*	21	Not Met
Students without Disabilities	693	99.9	*	*	50.0	*		
English Learners	39	100.0	*	*	25.0	*	37	Not Met
Non-English Learners	771	99.9	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

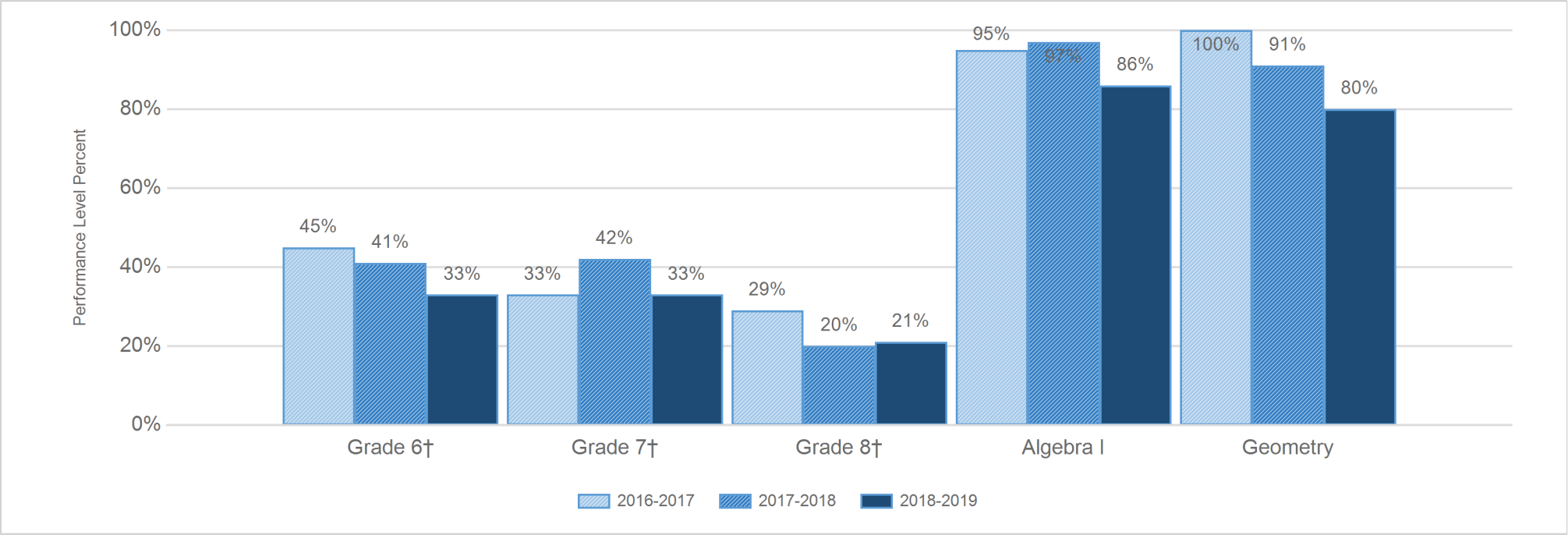


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Mathematics Assessment – Performance Trends

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 6

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.

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

Student Group	Valid Scores	Mean Scale Score	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	274	735	735	741	12%	30%	26%	*	*	33%	41%
White	24	741	741	749	*	*	*	*	*	38%	51%
Hispanic	161	728	728	729	14%	39%	26%	*	*	21%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	68	752	752	769	*	*	29%	*	*	56%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	147	739	739	742	7%	29%	27%	*	*	37%	42%
Male	127	731	731	740	17%	31%	24%	*	*	28%	40%
Economically Disadvantaged Students	100	725	725	726	18%	36%	30%	*	*	16%	21%
Non-Economically Disadvantaged Students	174	741	741	750	8%	26%	24%	*	*	43%	53%
Students with Disabilities	43	707	707	716	*	*	*	*	*	*	12%
Students without Disabilities	231	740	740	746	*	*	*	*	*	*	46%
English Learners	17	716	716	709	*	*	*	*	*	*	*
Non-English Learners	257	736	736	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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.

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

Student Group	Valid Scores	Mean Scale Score	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	237	737	737	744	6%	24%	38%	*	*	33%	42%
White	33	741	741	751	*	*	33%	39%	0%	39%	53%
Hispanic	131	734	734	733	8%	27%	40%	*	*	25%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	54	739	739	768	*	*	35%	43%	0%	43%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	107	739	739	744	*	*	41%	*	*	34%	42%
Male	130	735	735	743	*	*	35%	*	*	32%	42%
Economically Disadvantaged Students	99	734	734	731	*	*	39%	*	*	27%	24%
Non-Economically Disadvantaged Students	138	739	739	751	*	*	36%	*	*	37%	53%
Students with Disabilities	33	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	204	740	740	749	*	*	*	*	*	*	48%
English Learners	13	719	719	716	*	*	*	*	*	*	10%
Non-English Learners	224	738	738	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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.

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

Student Group	Valid Scores	Mean Scale Score	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	160	724	724	728	18%	31%	30%	*	*	21%	29%
White	12	724	724	737	*	*	*	*	*	33%	38%
Hispanic	103	721	721	722	22%	30%	28%	19%	0%	19%	22%
Black or African American	16	734	734	714	0%	*	*	*	*	19%	15%
Asian, Native Hawaiian, or Pacific Islander	26	730	730	747	*	*	*	*	*	27%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	67	729	729	731	*	*	33%	*	*	28%	31%
Male	93	721	721	726	*	*	28%	*	*	16%	27%
Economically Disadvantaged Students	81	721	721	719	23%	30%	20%	*	*	27%	20%
Non-Economically Disadvantaged Students	79	727	727	735	13%	32%	41%	*	*	15%	36%
Students with Disabilities	34	702	702	707	*	*	*	*	*	*	10%
Students without Disabilities	126	730	730	734	*	*	*	*	*	*	35%
English Learners	14	716	716	706	*	*	*	*	*	14%	10%
Non-English Learners	146	725	725	730	*	*	*	*	*	22%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Roy W. Brown Middle School
(03-0300-075)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude 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	112	769	744	744	0%	*	13%	*	*	86%	42%
White	13	768	746	752	0%	0%	*	*	*	92%	53%
Hispanic	42	760	735	728	0%	*	*	76%	0%	76%	24%
Black or African American	*	*	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	47	779	764	775	0%	0%	*	*	*	91%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	59	768	747	745	0%	*	*	*	*	85%	44%
Male	53	770	740	743	0%	*	*	*	*	87%	41%
Economically Disadvantaged Students	26	764	735	727	0%	*	*	*	*	77%	23%
Non-Economically Disadvantaged Students	86	771	747	752	0%	*	*	*	*	88%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	713	710	N	N	N	N	N	N	*
Non-English Learners	112	769	746	745	0%	*	13%	*	*	86%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude 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	41	764	740	737	0%	*	*	*	*	80%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	16	763	735	724	0%	0%	*	*	*	88%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	17	767	754	762	0%	*	*	*	*	76%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	20	767	743	738	0%	*	*	*	*	85%	36%
Male	21	761	738	736	0%	*	*	*	*	76%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	725	712	N	N	N	N	N	N	*
Students without Disabilities	41	764	742	741	0%	*	*	*	*	80%	*
English Learners	N	N	718	708	N	N	N	N	N	N	*
Non-English Learners	41	764	742	738	0%	*	*	*	*	80%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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
6	*	*
7	*	*
8	*	*

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	45.2%	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	29	86.2%	13.8%
3-4	12	83.3%	16.7%
5 or more	*	*	*



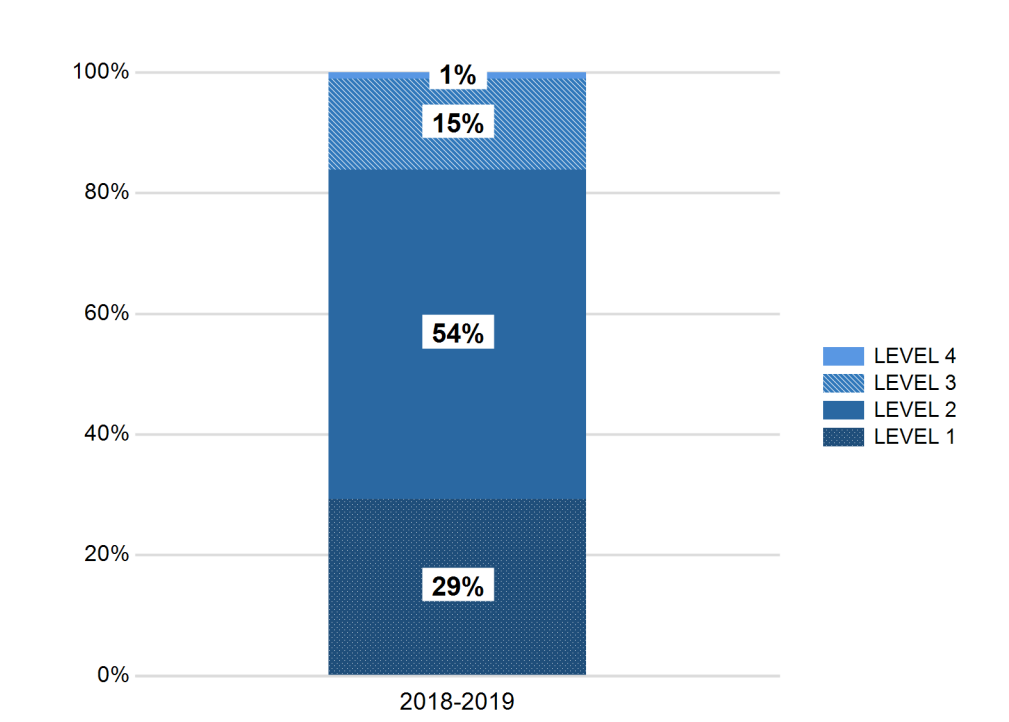
Roy W. Brown Middle School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

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	29	54	15	1
White	23	50	27	0
Hispanic	35	55	9	0
Black or African American	30	60	10	0
Asian, Native Hawaiian, or Pacific Islander	18	54	23	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23	61	14	2
Male	34	49	16	1
Economically Disadvantaged Students	39	53	8	0
Non-Economically Disadvantaged Students	23	55	20	2
Students with Disabilities	69	15	13	3
Students without Disabilities	22	61	16	1
English Learners	54	38	8	0
Non-English Learners	28	55	16	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	278
7	48	0	246
8	67	42	161
Total	115	42	685

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	139	0	0	0	0	0	0
7	183	181	0	0	0	0	0
8	109	60	0	0	0	0	0
Total	431	241	0	0	0	0	0



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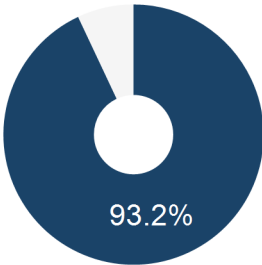
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Visual and Performing Arts – Course Participation

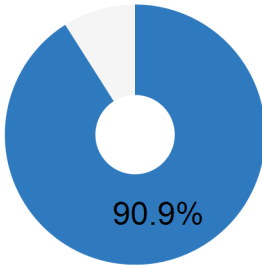
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

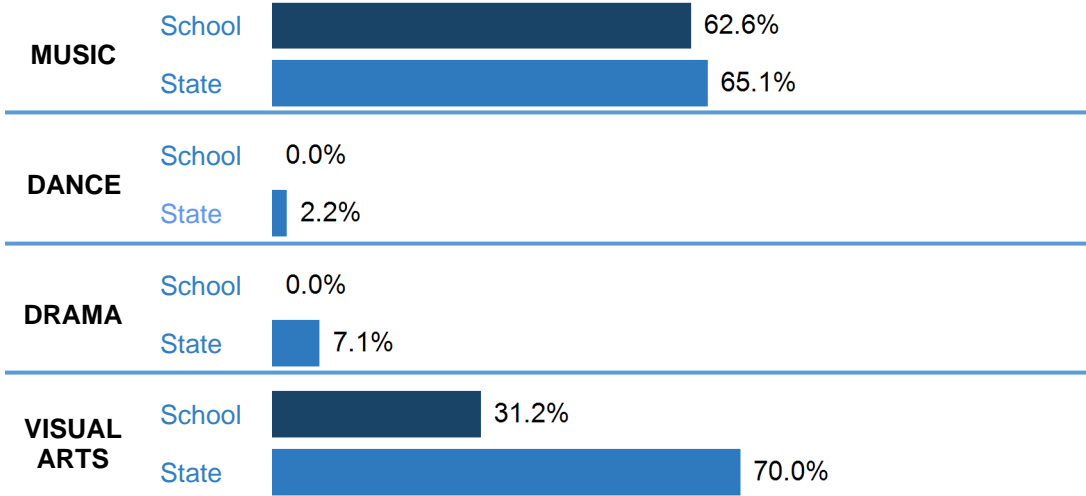


School



State

Students enrolled in one or more classes by discipline:





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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.

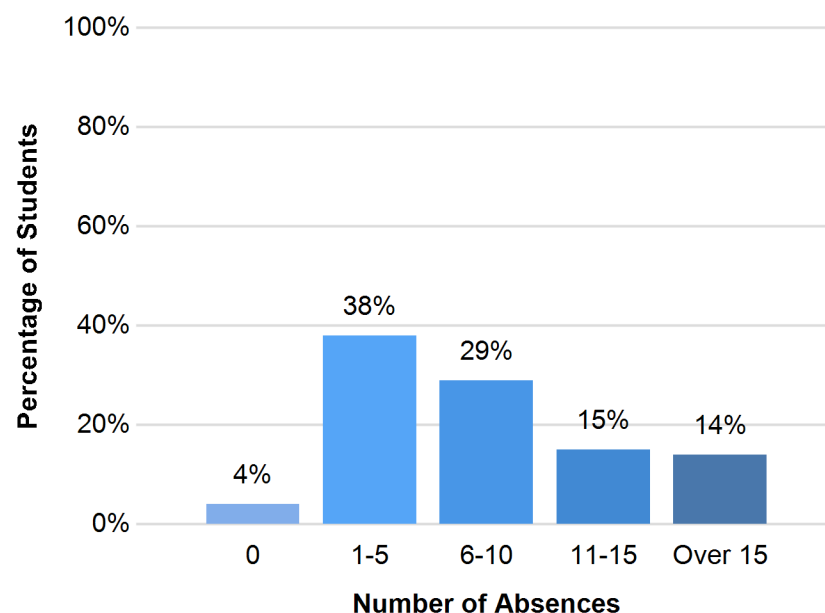
Chronic Absenteeism

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	73	8.7	9.1	Met
White	18	19.6	9.1	Not Met
Hispanic	38	8.3	9.1	Met
Black or African American	2	3.7	9.1	Met
Asian, Native Hawaiian, or Pacific	14	6.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	25	6.2		
Male	48	11.1		
Economically Disadvantaged Students	38	10.9	9.1	Not Met
Students with Disabilities	20	15.6	9.1	Not Met
English Learners	2	4.7	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





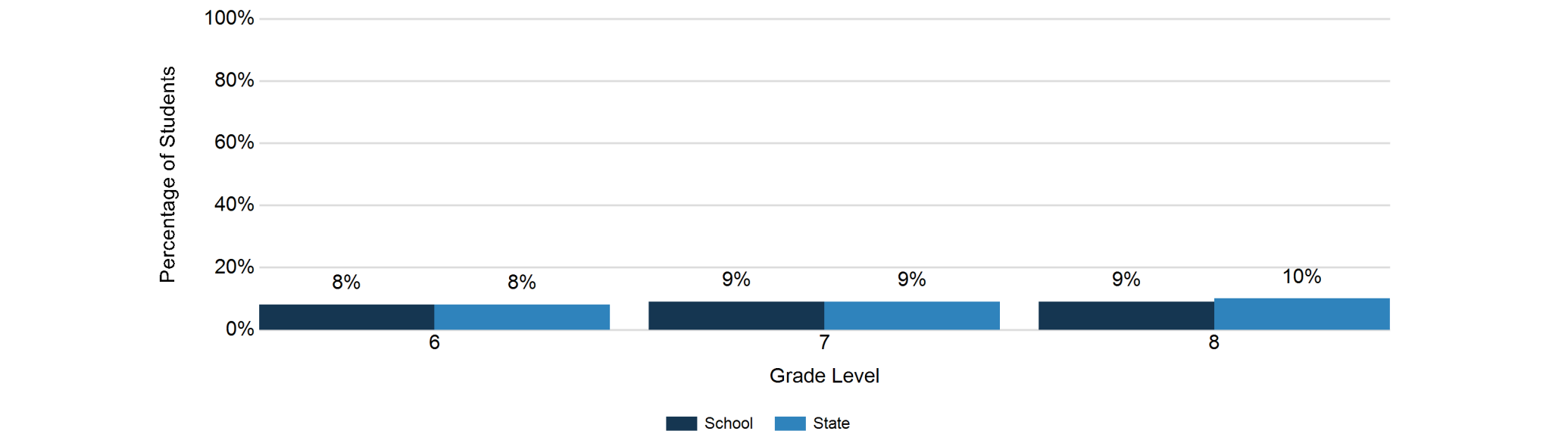
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Chronic Absenteeism by Grade

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	4
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.21

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	2	0	2
Disability	0	0	0
Other	2	2	4
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	1.4%
Any Suspension	13	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
38



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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	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 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	65	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	78.5%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	13:1	13:1
Students to Administrators	415:1	189:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



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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	48.4%	75.4%	0.0%	48.4%	77.1%	54.9%
Male	51.6%	24.6%	100.0%	51.6%	22.9%	45.1%
White	10.1%	86.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	55.1%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	25.7%	6.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	95.7%



Roy W. Brown Middle School

(03-0300-075)

Grades Offered: 06-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

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.



Roy W. Brown Middle School
(03-0300-075)
Grades Offered: 06-08
2018-2019

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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.



Roy W. Brown Middle School

(03-0300-075)

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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	66.4%	67.6%	66.6%
Math Proficiency	47.2%	45.9%	40.2%
ELA Growth	54	51	45
Math Growth	48	38	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.9%	45.2%
Chronic Absenteeism	1.1%	1.0%	8.7%

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



Roy W. Brown Middle School

(03-0300-075)

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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](#).

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.



Roy W. Brown Middle School
(03-0300-075)
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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	Not Met	Met Standard	Not Met	Met Target	Met	No
White	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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






Roy W. Brown Middle School
 (03-0300-075)
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 2018-2019

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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Building Goal #1: Increase academic growth for all students. Building Goal # 2: Develop respectful, responsible students through positive behavior, climate, and school spirit. Building Goal # 3: Maximize technology usage to support instruction and two-way communication within the community.
 <p>Mission, Vision, Theme:</p>	<p>To bridge the gap between elementary and high school, it is the mission of Roy W. Brown Middle School, together with the community, to develop self-directed, lifelong learners who display citizenship and leadership in a safe and nurturing environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Participation in the Scripps National Spelling Bee, National History Bee, National Geographic Bee, Bergen County Band and Choir, Junior Region Choir, NJSMA Region I Elementary Honors Orchestra, NJSMA Junior High School Orchestra and Teen Arts Festival.</p>



Roy W. Brown Middle School
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Courses, Curriculum, Instruction:

Our comprehensive curriculum is aligned to the New Jersey Student Learning Standards. Courses in Language Arts, Mathematics, Science, Social Studies and Health/Physical Education are designed to reinforce mastery of basic skills, stimulate problem solving and critical thinking skills, and enhance self-concept. Advanced level courses are offered in both Language Arts and Mathematics. Enrichment courses are available in world language, music, art and technology.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)

Participation in Interscholastic Sports are offered to Boys and Girls Soccer, Girls Volleyball, Boys and Girls Basketball, Wrestling, Girls Softball, Track and Field.



Clubs and Activities:

Art & Mural Club, Chess Club, Coding Club, Jazz Club, League of Representatives, Multicultural Club, National Junior Honor Society, Newspaper Club, Safety Zone Club, Theatre Workshop, Yearbook Club.





Roy W. Brown Middle School
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 <div>Before and After School Programs:</div>	Extended Academic Day Programs are offered daily, including Homework Clinic, Peer Tutoring and Supplemental Educational Services.
 <div>Staff and Professional Learning:</div>	Continued professional growth of all certified personnel log a minimum of 20 hours of professional development per year. All personnel are encouraged to maintain active membership in professional organizations and to attend and participate in their meetings. Teachers also participate in local in-service training, professional meetings, and staff development programs.






Roy W. Brown Middle School
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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.

 <div>Student Supports and Services:</div>	<p>Our Guidance Department and Child Study Team assist students in maximizing their full potential. Each counselor is specially trained to assist students and their parents/guardians in educational and career planning. They are also available to help each student with individual social and emotional development. It is the aim of each counselor to help each student make the most of his/her opportunities, to know themselves better, to develop positive self images.</p>
 <div>Student Health and Wellness:</div>	<p>The Physical Education & Health curriculum challenges students with lifelong fitness activities, individual and team sports, and cooperative games to develop self-esteem, fitness, and cooperative play. The Physical Best Fitnessgram Health Assessment is administered to evaluate the fitness level and growth of students.</p>
 <div>Parent and Community Involvement:</div>	<p>Our Parent's Association meets on the first Wednesday of every month at 7:30 PM in the school auditorium. Social events are planned, such as Games Nights, March Madness and our 8th Grade Dinner Dance. The PA also partner's with our PE/Health Department for other initiatives including Field Day, our Annual Breast Cancer Awareness Walk and Cardio Challenge.</p>



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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 at 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:

**Washington Elementary School**

(03-0300-080)

Grades Offered: KG-05

2018-2019

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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	Bergen
District	Bergenfield Borough School District
Principal Name	Mr. Thomas Lawrence
Address	49 S SUMMIT STREET BERGENFIELD, NJ 07621
Phone Number	201-385-8771
Email Address	tlawrence@bergenfield.org
Website	https://www.bergenfield.org/Washington
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd



Washington Elementary School
(03-0300-080)
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2018-2019

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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	41	46	41
1	48	38	44
2	49	49	42
3	47	53	49
4	66	50	64
5	60	63	50
Total	312	299	290

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	52.6%	53.2%	51.0%
Male	47.4%	46.8%	49.0%
Economically Disadvantaged Students	39.4%	33.8%	35.2%
Students with Disabilities	11.5%	12.0%	10.3%
English Learners	8.3%	13.0%	13.1%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.7%	14.0%	13.1%
Hispanic	47.1%	47.8%	49.7%
Black or African American	4.8%	7.0%	7.2%
Asian	30.4%	28.1%	26.9%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.3%	2.8%

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	0	0	0
KG - Full Day	41	46	41

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	45.5%
Spanish	32.8%
Tagalog	5.5%
Filipino	3.1%
Malayalam	2.1%
Other Languages	11.0%



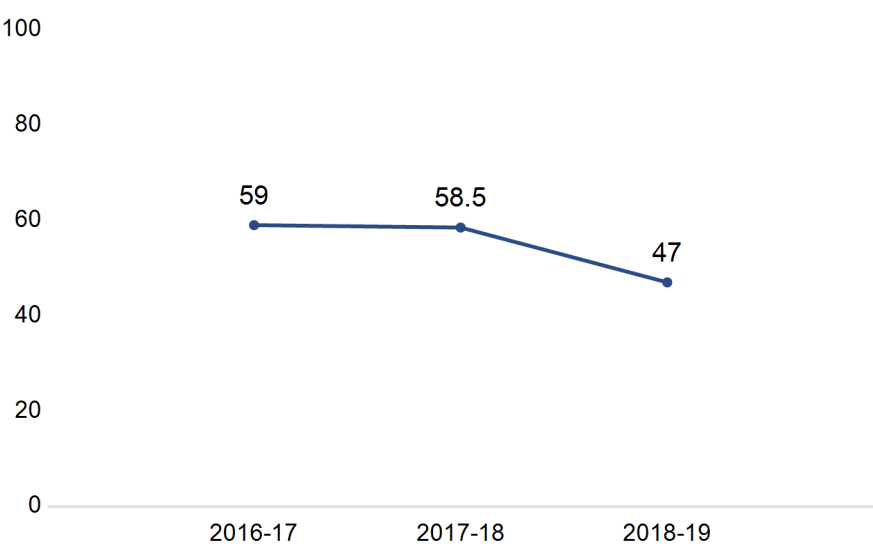
Washington Elementary School
(03-0300-080)
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2018-2019

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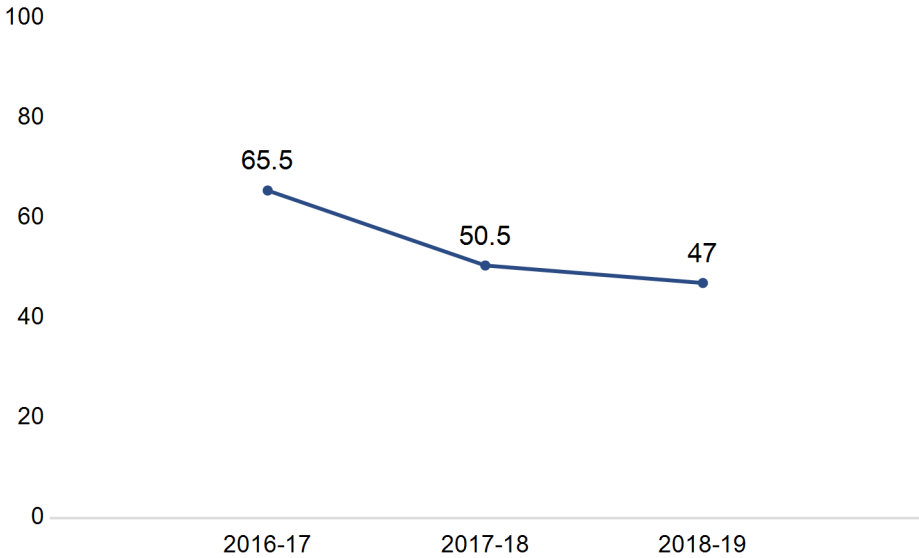
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	58.5	47	65.5	50.5	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Washington Elementary School

(03-0300-080)

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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	47	49	50	Met Standard	47	44	50	Met Standard
White	52	47	50	**	39	41	52	**
Hispanic	46	46	49	Met Standard	50	43	47	Met Standard
Black or African American	*	43	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	45	56	59	Met Standard	46.5	46	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	44	52	**
Female	50.5	53	53	N	43	43	50	N
Male	41	46	47	N	52	45	51	N
Economically Disadvantaged Students	41	46	48	Met Standard	45.5	42.5	46	Met Standard
Students with Disabilities	49	50	43	**	47.5	41	45	**
English Learners	43.5	61	52	Met Standard	46.5	52	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Washington Elementary School
(03-0300-080)
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2018-2019

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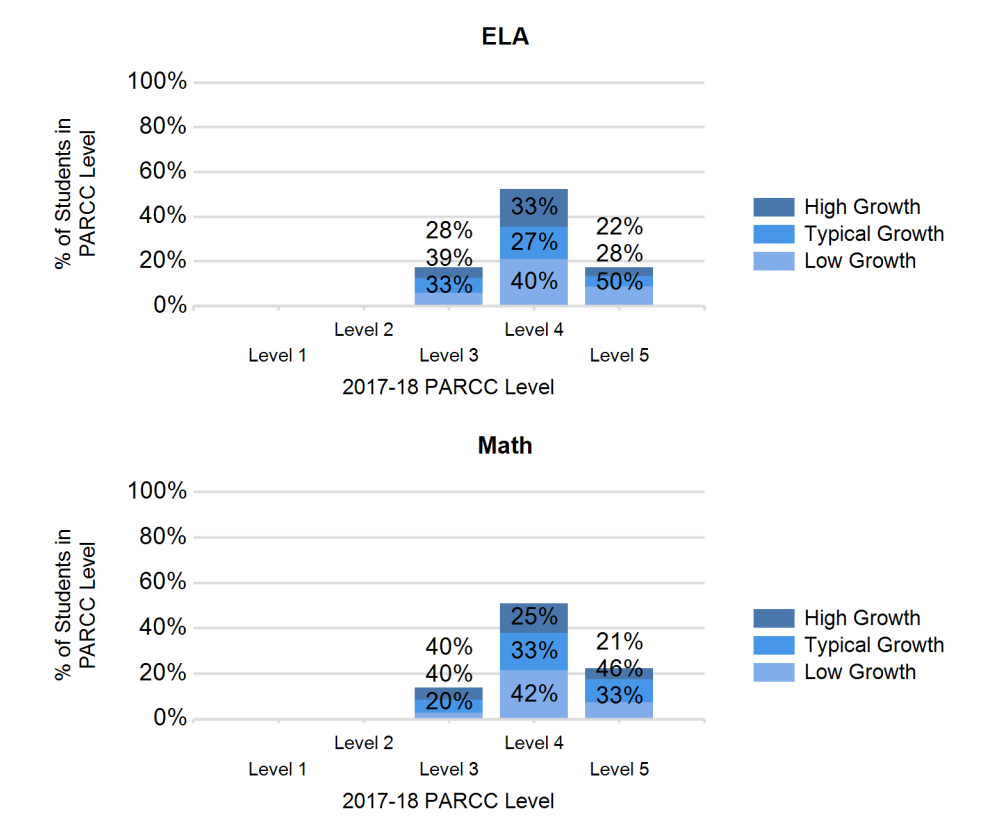
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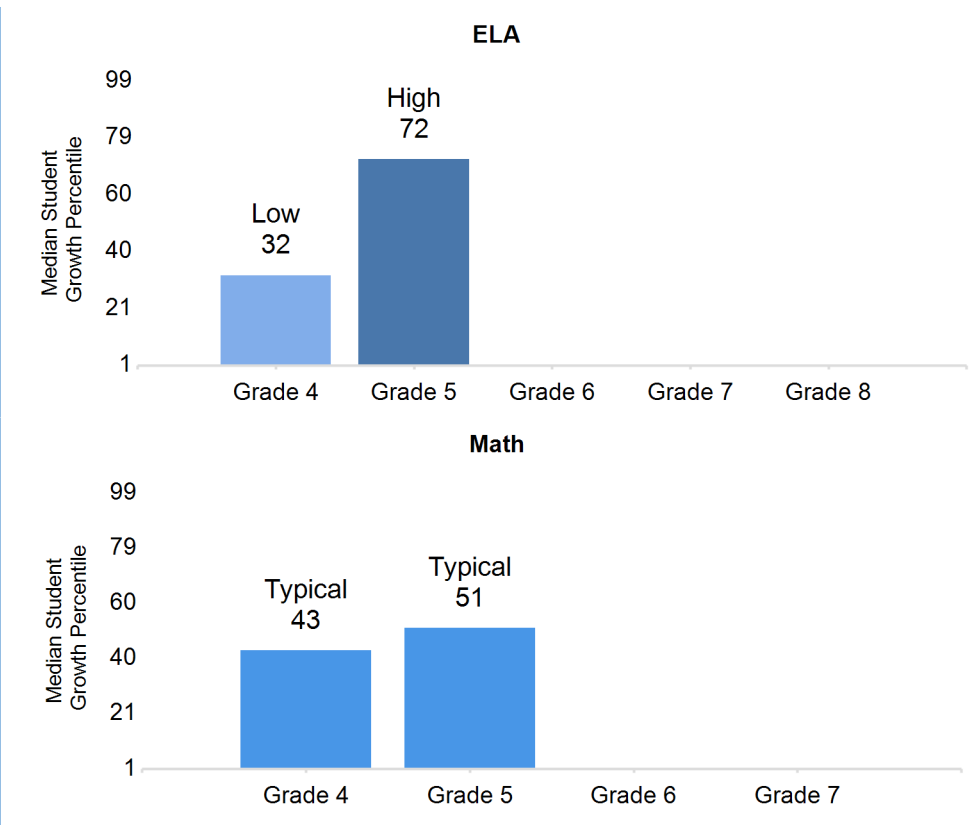
Student Growth by Performance Level

Student Growth by Grade

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.



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





Washington Elementary School

(03-0300-080)

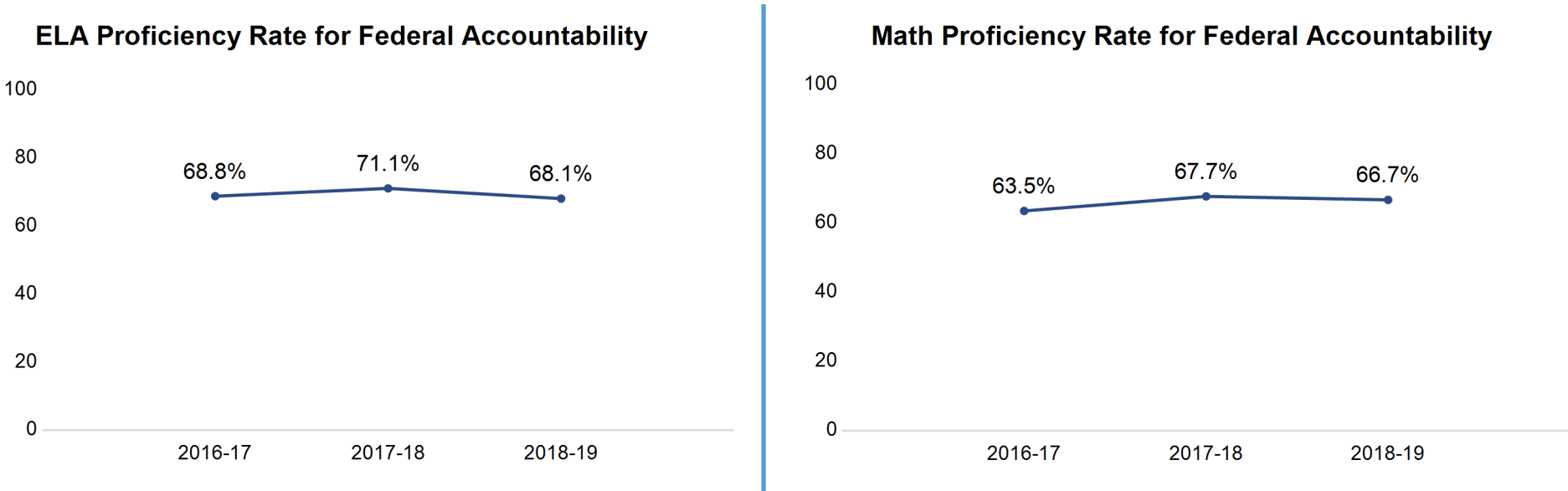
Grades Offered: KG-05

2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.8%	98.8%	99.5%	98.9%	98.8%
Proficiency Rate for Federal Accountability	68.8%	71.1%	68.1%	63.5%	67.7%	66.7%
Annual Target	62.8%	63.7%	64.6%	63.0%	63.9%	64.8%
Met Annual Target?	Met Target	Met Target	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.



Washington Elementary School

(03-0300-080)

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2018-2019

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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	163	98.8	68.1	68.1	57.9	68.1	64.6	Met Target
White	26	100.0	92.3	*	66.9	92.3	52.5	Met Goal
Hispanic	74	98.7	58.1	61.4	43.9	58.1	58.9	Met Target†
Black or African American	*	*	*	50.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	45	97.8	82.2	84.7	82.9	82.2	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	86	98.9	72.1	76.4	64.8	72.1		
Male	77	98.7	63.6	60.7	51.3	63.6		
Economically Disadvantaged Students	49	98.1	49.0	56.1	40.0	49.0	56.7	Met Target†
Non-Economically Disadvantaged Students	114	99.1	76.3	74.3	67.9	76.3		
Students with Disabilities	19	100.0	21.1	23.6	22.7	21.1	**	**
Students without Disabilities	144	98.7	74.3	75.6	65.1	74.3		
English Learners	36	97.4	55.6	*	29.3	55.6	44	Met Target
Non-English Learners	127	99.2	71.7	*	60.6	71.7		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

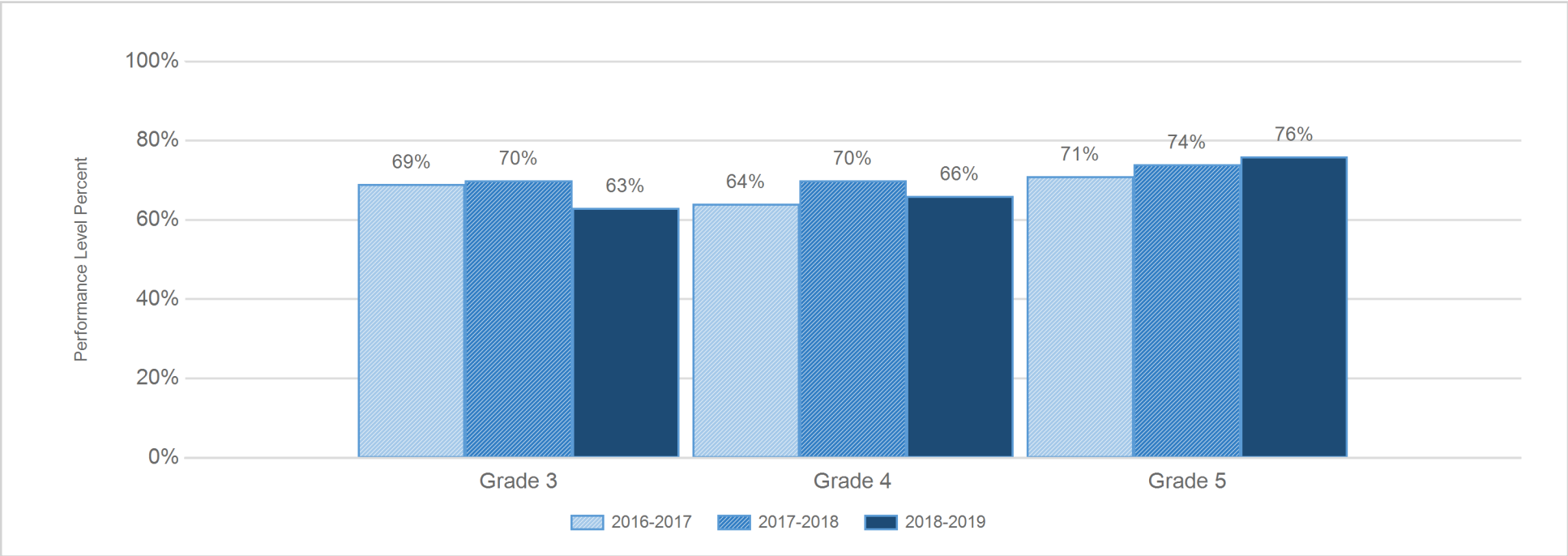


Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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

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.





Washington Elementary School

(03-0300-080)

Grades Offered: KG-05

2018-2019

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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	52	759	760	748	*	*	*	*	*	63%	50%
White	10	782	767	757	0%	0%	*	*	*	90%	60%
Hispanic	26	744	751	734	*	*	*	*	*	46%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	777	781	773	0%	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	29	757	763	753	*	*	*	*	*	66%	55%
Male	23	760	757	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	20	753	745	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	32	762	769	759	*	*	*	*	*	66%	61%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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	62	758	764	755	*	*	*	48%	18%	66%	57%
White	*	*	770	763	*	*	*	*	*	*	67%
Hispanic	28	747	757	743	*	*	*	*	*	54%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	769	777	779	0%	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	766	773	760	*	*	*	*	*	71%	62%
Male	34	751	756	750	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	15	728	748	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	47	767	771	765	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	735	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	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%



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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	51	772	771	756	0%	*	*	53%	24%	76%	58%
White	*	*	775	764	*	*	*	*	*	*	68%
Hispanic	23	770	767	743	0%	*	*	*	*	78%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	777	784	781	0%	*	*	*	*	85%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	774	776	761	0%	*	*	*	*	77%	64%
Male	21	769	767	750	0%	*	*	*	*	76%	52%
Economically Disadvantaged Students	16	762	*	740	0%	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	35	777	*	766	0%	*	*	*	*	83%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	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	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

Report Key:
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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	165	98.8	66.7	48.9	44.5	66.7	64.8	Met Target
White	26	100.0	92.3	*	54.1	92.3	56.5	Met Goal
Hispanic	74	97.4	59.5	39.9	28.8	59.5	55.4	Met Target
Black or African American	*	*	*	37.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	70.2	65.4	76.5	70.2	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	87	100.0	65.5	51.0	44.9	65.5		
Male	78	97.5	67.9	46.9	44.2	67.9		
Economically Disadvantaged Students	50	98.1	54.0	37.3	26.3	54.0	56.1	Met Target†
Non-Economically Disadvantaged Students	115	99.1	72.2	54.9	54.9	72.2		
Students with Disabilities	19	100.0	15.8	*	17.4	15.8	**	**
Students without Disabilities	146	98.7	73.3	*	50.0	73.3		
English Learners	38	100.0	55.3	*	25.0	55.3	47.6	Met Target
Non-English Learners	127	98.5	70.1	*	46.5	70.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

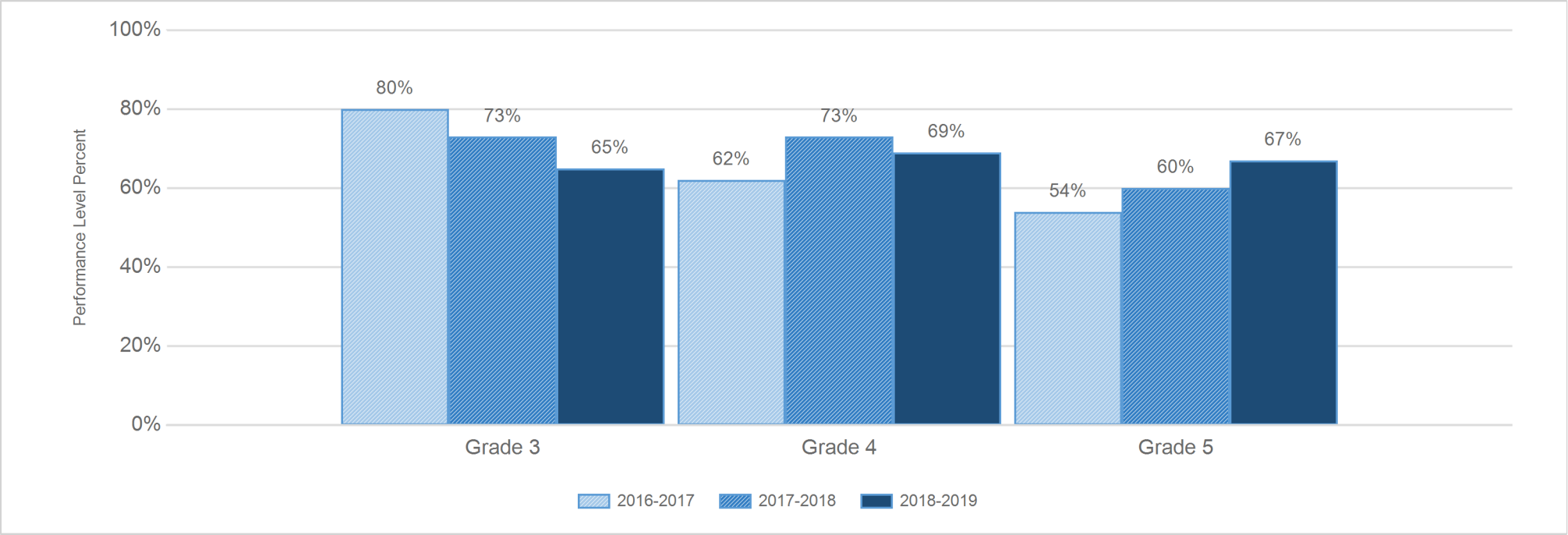


Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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.



Washington Elementary School

(03-0300-080)

Grades Offered: KG-05

2018-2019

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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	51	761	762	752	*	*	24%	41%	24%	65%	55%
White	10	779	768	760	0%	0%	0%	*	*	100%	66%
Hispanic	25	749	755	739	*	*	*	*	*	48%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	780	779	778	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	770	758	*	*	*	*	*	*	62%
Female	29	756	759	751	*	*	*	*	*	59%	54%
Male	22	768	764	752	*	*	*	*	*	73%	56%
Economically Disadvantaged Students	19	754	751	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	32	766	769	761	*	*	*	*	*	75%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Washington Elementary School

(03-0300-080)

Grades Offered: KG-05

2018-2019

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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	64	758	762	749	*	*	17%	*	*	69%	51%
White	*	*	769	757	*	*	*	*	*	*	62%
Hispanic	28	752	756	737	*	*	*	*	*	64%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	23	763	773	776	*	0%	*	*	*	74%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	762	769	749	*	*	*	*	*	76%	50%
Male	35	755	757	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	16	743	*	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	48	763	*	759	*	*	*	*	*	75%	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	768	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	765	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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%



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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	51	757	757	747	*	*	22%	*	*	67%	47%
White	*	*	761	755	*	*	*	*	*	*	58%
Hispanic	23	755	752	735	0%	*	*	*	*	65%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	762	770	775	0%	*	*	*	*	62%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	752	755	747	*	*	*	*	*	60%	47%
Male	21	765	759	747	*	*	*	*	*	76%	47%
Economically Disadvantaged Students	16	753	*	732	*	*	*	*	*	63%	27%
Non-Economically Disadvantaged Students	35	759	*	757	*	*	*	*	*	69%	59%
Students with Disabilities	*	*	730	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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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	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	56.6%	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	32	*	*
3-4	*	*	*
5 or more	N	N	N



Washington Elementary School

(03-0300-080)

Grades Offered: KG-05

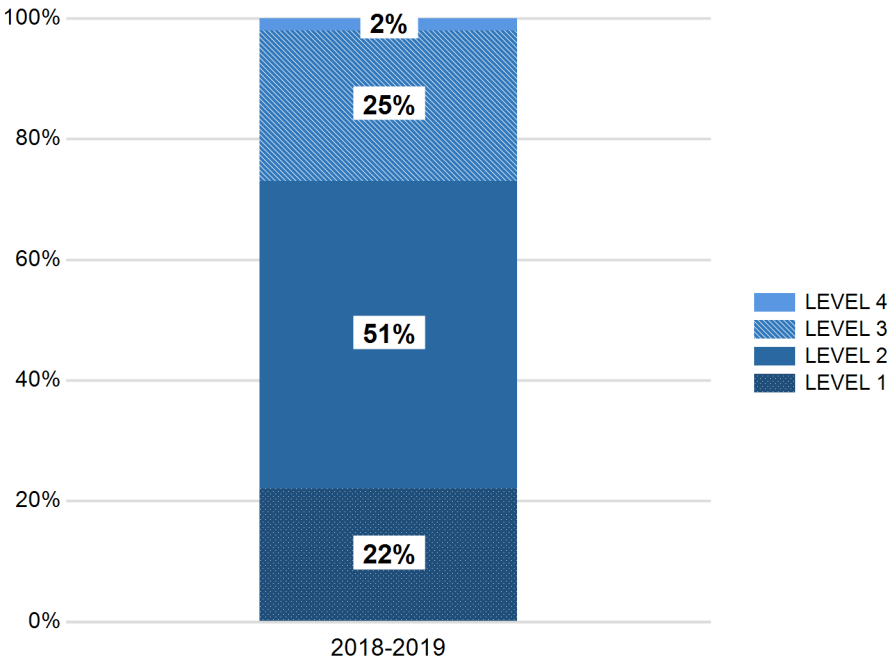
2018-2019

Report Key:
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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	22	51	25	2
White	*	*	*	*
Hispanic	22	61	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	62	15	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	47	23	0
Male	10	57	29	5
Economically Disadvantaged Students	31	50	19	0
Non-Economically Disadvantaged Students	17	51	29	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Washington Elementary School

(03-0300-080)

Grades Offered: KG-05

2018-2019

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 ** Accountability calculations require 20 or more students
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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.

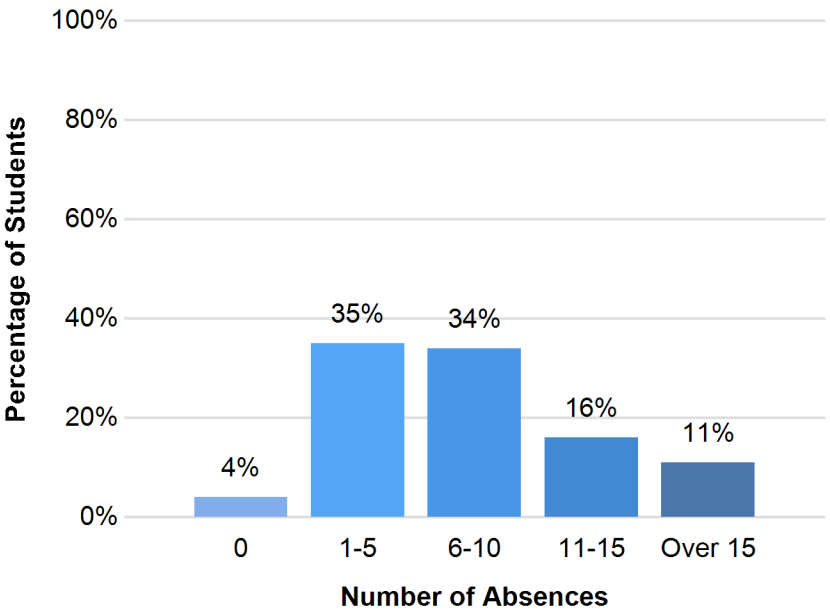
Chronic Absenteeism

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	22	7.3	8.9	Met
White	4	10.5	8.9	Not Met
Hispanic	13	8.7	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	4	4.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	6.6		
Male	12	8.1		
Economically Disadvantaged Students	9	8.3	8.9	Met
Students with Disabilities	3	8.1	8.9	Met
English Learners	5	12.2	8.9	Not 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.





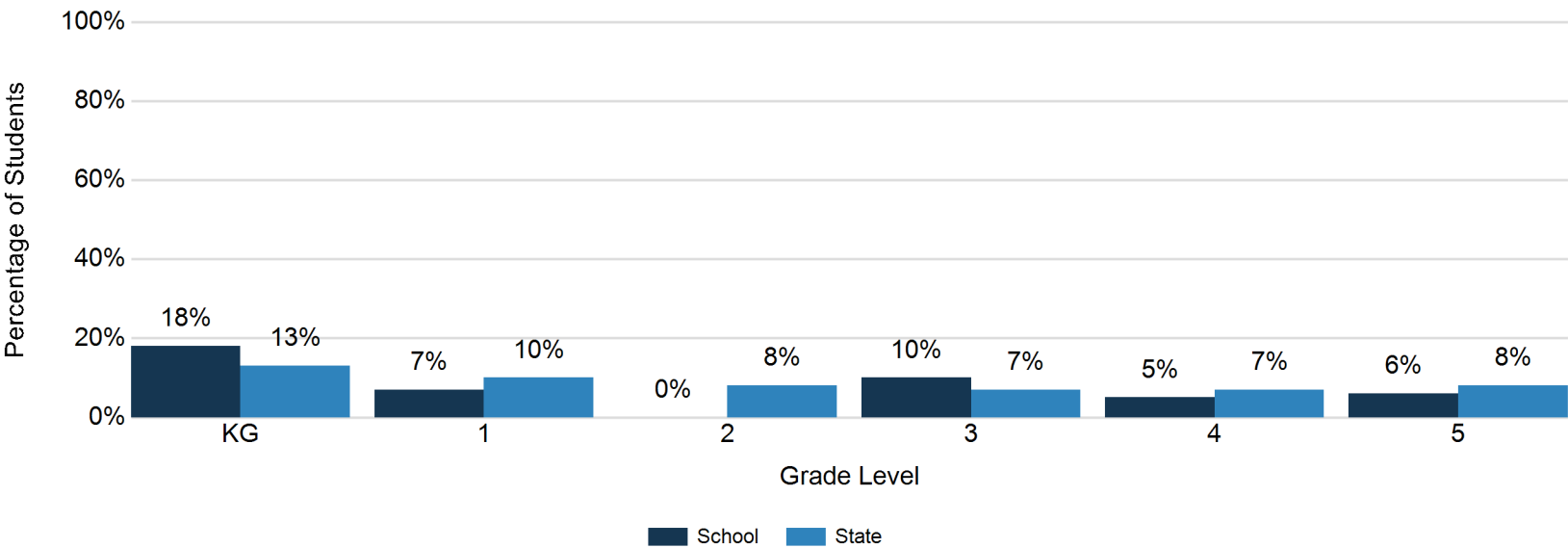
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.03

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	1	2	3
Other	0	1	1
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	26	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	92.3%	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	19	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	11:1	13:1
Students to Administrators	290:1	189:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		513:1
Students to Counselors		399:1
Students to Child Study Team Members		239:1



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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	51.0%	84.6%	0.0%	48.4%	77.1%	54.9%
Male	49.0%	15.4%	100.0%	51.6%	22.9%	45.1%
White	13.1%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	49.7%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	26.9%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	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	97.0%



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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	68.8%	71.1%	68.1%
Math Proficiency	63.5%	67.7%	66.7%
ELA Growth	59	58	47
Math Growth	66	50	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		80.0%	60.0%
Chronic Absenteeism	1.3%	0.7%	7.3%

† 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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Annually, NJDOE will identify schools in the following federal category:
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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	Met Standard	Met Standard	Met Target	Met	No
White	Met Goal	Met Goal	**	**	n/a	Not Met	No
Hispanic	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Met Standard	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	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not 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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes Balanced Literacy, Every Day Math, FOSS Science, and Social Studies. Every classroom is equipped with a SMART board, and students have access to Chromebooks and laptops. Students receive instruction in Physical Ed twice a week, Art, World Language, General music, and Instrumental music.
 <div>Mission, Vision, Theme:</div>	<p>All students are given an opportunity to grow to their fullest potential intellectually, socially, and physically, in order to become successful citizens of tomorrow. Students are encouraged to develop positive self-esteem, respect for themselves, and respect for others in understanding diverse cultures. We will accomplish this task by engaging students in rigorous standards-aligned learning experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Student recognition programs: Million Word Club, 25,000 Word Club, and Kindness Tree. Student art awards: Drug Free New Jersey, Crayola’s Creative Leadership, Fair Housing, and AENJ awards.</p>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>Every Day Math 4th edition (including the technology portion of the textbook), Fountas and Pinnell Running Records, Reader's and Writer's Workshop, Study Island, Accelerated Reader & Math, Math Facts In a Flash, English in a Flash, Reading and Vocabulary A-Z, Studies Weekly for Social Studies. HomeworkNow.com ensures daily homework is updated so that parents can keep up to date with assignments.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Choir for grades 4&5, Band for grades 4&5, Accelerated Learning Program for students in grades 4&5, Safety Patrol for grades 4&5, buddy reading program K-5.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Breakfast program, Big Brothers Big Sisters for grades 1-5 after school program, School Age Child Care Center runs before and after school care in the school facility, Academic Extended Day, English Language Learners Extended Day, and PARCC Prep program; Grade 2 and 3 STEM classes; Gifted and Talented Visual Arts.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Faculty engage in differentiated professional development through the online platform, SafeSchools. Elementary teachers worked with an external consultant for mathematics. The district provides a year-long New Teachers Academy. Teachers receive daily common planning time. All administrators and faculty received professional development to support English Learners. All faculty and volunteers receive the state mandated trainings.</p>



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p>Student Supports and Services:</p> <p>Bilingual and English Language Learners - supports and services, Students with disabilities - supports and services, 504 plans - supports and services, Basic Skills Interventions and Concentrated Literacy for struggling readers, Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and counseling services for students as needed.</p>
An icon of a blue apple with a green leaf, and a blue heart shape positioned to the right of the apple.	<p>Student Health and Wellness:</p> <p>Students have the opportunity to participate in a breakfast program. Students engage in physical education and recess for physical activity during the day. The school nurse provides instruction on hygiene, nutrition, and general health.</p>
An icon showing two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>Washington School Parents' Association provides support for programs like field day, multicultural day, Dr. Seuss day, field trips, and family nights. Parents have access to their student's progress in the Renaissance Learning software used for benchmark assessment.</p>




Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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

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.

 <div>Facilities:</div>	The oldest part of the Washington School building was built in 1906 with additions in 1916 and the 1930s. The latest renovation took place in 2014 when two storage rooms were combined into one and a new classroom. The building does not have air conditioning.
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Washington Elementary School
(03-0300-080)
Grades Offered: KG-05
2018-2019

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School Narrative

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<div>Other Information</div>	The district participates in the Interdistrict Public School Choice Program.
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