## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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:

Demographic

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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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Ms. Sara Bright |
| Address | 25 BYRON PLACE LIVINGSTON, NJ 07039 |
| Phone Number | $973-535-8000$ |
| Email Address | $\underline{\text { sbright@livingston.org }}$ |
| Website | $\underline{\text { https://www.livingston.org/burnethill }}$ |
| Facebook | $\underline{\text { https://www.//twitter.com/BurnetHillElem }}$ |
| Twitter |  |

Demographic

## NJ SCHOOL <br> PERFORMANCE REPORT

## Burnet Hill Elementary 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

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 | 81 | 79 | 74 |
| KG | 44 | 62 | 66 |
| 1 | 57 | 46 | 68 |
| 2 | 65 | 63 | 47 |
| 3 | 72 | 74 | 62 |
| 4 | 75 | 79 | 73 |
| 5 | 69 | 79 | 79 |
| Total | 463 | 482 | 469 |

## Enrollment Trends by Full/Half Day PK

 and KGThis 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 | 55 | 40 | 42 |
| PK - Full Day | 26 | 39 | 32 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 44 | 62 | 66 |

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 | $42.8 \%$ | $40.2 \%$ | $40.9 \%$ |
| Male | $57.2 \%$ | $59.8 \%$ | $59.1 \%$ |
| Economically <br> Disadvantaged Students | $1.7 \%$ | $2.3 \%$ | $2.1 \%$ |
| Students with Disabilities | $26.1 \%$ | $26.8 \%$ | $26.0 \%$ |
| English Learners | $0.9 \%$ | $2.7 \%$ | $3.8 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $61.8 \%$ | $59.1 \%$ | $56.9 \%$ |
| Hispanic | $4.8 \%$ | $3.7 \%$ | $3.8 \%$ |
| Black or African American | $2.6 \%$ | $3.5 \%$ | $4.1 \%$ |
| Asian | $27.0 \%$ | $29.5 \%$ | $31.3 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.2 \%$ | $0.2 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $3.9 \%$ | $3.9 \%$ | $3.6 \%$ |

## 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 | $71.2 \%$ |
| Chinese | $5.5 \%$ |
| Hindi | $4.5 \%$ |
| Russian | $2.1 \%$ |
| Gujarati | $2.1 \%$ |
| Other Languages | $14.5 \%$ |

NJ SCHOOL
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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.


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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 65 | 61 | 50 | Exceeds Standard | 47.5 | 52 | 50 | Met Standard |
| White | 59.5 | 59 | 50 | Met Standard | 44 | 48 | 52 | Met Standard |
| Hispanic | * | 53 | 49 | ** | * | 45 | 47 | ** |
| Black or African American | * | 58 | 45 | ** | * | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 72 | 63 | 59 | Exceeds Standard | 58.5 | 60 | 60 | Met Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 43.5 | 61 | 53 | N | 43.5 | 52 | 50 | N |
| Male | 66 | 60 | 47 | N | 50.5 | 51 | 51 | N |
| Economically Disadvantaged Students | N | 49 | 48 | ** | N | 39 | 46 | ** |
| Students with Disabilities | 35 | 52 | 43 | ** | 58 | 44 | 45 | ** |
| English Learners | * | 63.5 | 52 | ** | * | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

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




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

| 100 | $75.7 \%$ | $79.3 \%$ | $76.9 \%$ |
| :--- | :--- | :--- | :--- |



Math Proficiency Rate for Federal Accountability

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $97.7 \%$ | $97.9 \%$ | $98.1 \%$ | $97.7 \%$ | $97.9 \%$ | $98.2 \%$ |
| Proficiency Rate for Federal Accountability | $75.7 \%$ | $79.3 \%$ | $76.9 \%$ | $75.7 \%$ | $70.6 \%$ | $72.8 \%$ |
| Annual Target | $71.8 \%$ | $72.3 \%$ | $72.7 \%$ | $68.3 \%$ | $68.9 \%$ | $69.5 \%$ |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

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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 | 208 | 98.1 | 76.9 | 85.7 | 57.9 | 76.9 | 72.7 | Met Target |
| White | 131 | 97.8 | 77.9 | 82.6 | 66.9 | 77.9 | 67.3 | Met Target |
| Hispanic | * | * | * | 72.9 | 43.9 | * | ** | ** |
| Black or African American | * | * | * | 69.3 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 53 | 98.1 | 86.8 | 94.9 | 82.9 | 86.8 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 84 | 98.8 | 71.4 | 89.4 | 64.8 | 71.4 |  |  |
| Male | 124 | 97.6 | 80.6 | 82.4 | 51.3 | 80.6 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 36 | 92.3 | 36.1 | 48.7 | 22.7 | 35.0 | 38.9 | Met Targett |
| Students without Disabilities | 172 | 99.4 | 85.5 | 92.9 | 65.1 | 85.5 |  |  |
| English Learners | * | * | * | 75.9 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 86.0 | 60.6 | * |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

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## English Language Arts Assessment - Performance Trends

 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
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 57 | 759 | 780 | 748 | * | * | 18\% | * | * | 67\% | 50\% |
| White | 32 | 756 | 773 | 757 | * | * | * | * | * | 59\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 766 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 781 | 794 | 773 | 0\% | 0\% | 0\% | * | * | 100\% | 75\% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58\% |
| Female | 23 | 757 | 780 | 753 | * | * | * | * | * | 57\% | 55\% |
| Male | 34 | 761 | 780 | 743 | * | * | * | * | * | 74\% | 46\% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61\% |
| Students with Disabilities | * | * | 746 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 785 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | N | N | 740 | 713 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 57 | 759 | 781 | 751 | * | * | 18\% | * | * | 67\% | 54\% |
| Homeless Students | N | 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 | 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
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 784 | 786 | 755 | * | * | * | 41\% | 48\% | 88\% | 57\% |
| White | 49 | 779 | 779 | 763 | * | * | * | 49\% | 41\% | 90\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 760 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 803 | 799 | 779 | 0\% | 0\% | * | * | * | 93\% | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 28 | 784 | 790 | 760 | * | * | * | * | * | 82\% | 62\% |
| Male | 41 | 783 | 782 | 750 | * | * | * | * | * | 93\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | * | * | 744 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 793 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 69 | 784 | * | 758 | * | * | * | 41\% | 48\% | 88\% | 60\% |
| Homeless Students | N | 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 | * | 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
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 73 | 779 | 787 | 756 | * | * | * | 56\% | 26\% | 82\% | 58\% |
| White | 46 | 774 | 779 | 764 | 0\% | * | * | * | * | 83\% | 68\% |
| Hispanic | * | * | 756 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 778 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 796 | * | 781 | * | 0\% | * | * | * | 84\% | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 31 | 782 | 792 | 761 | * | * | * | * | * | 77\% | 64\% |
| Male | 42 | 776 | 782 | 750 | * | * | * | * | * | 86\% | 52\% |
| Economically Disadvantaged Students | N | N | * | 740 | N | N | N | N | N | N | 39\% |
| Non-Economically Disadvantaged Students | 73 | 779 | * | 766 | * | * | * | 56\% | 26\% | 82\% | 69\% |
| Students with Disabilities | 12 | 746 | 747 | 724 | * | * | * | * | * | 42\% | 23\% |
| Students without Disabilities | 61 | 786 | 795 | 762 | * | * | * | * | * | 90\% | 65\% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 73 | 779 | * | 758 | * | * | * | 56\% | 26\% | 82\% | 60\% |
| Homeless Students | N | 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\% |

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## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 213 | 98.2 | 72.8 | 73.4 | 44.5 | 72.8 | 69.5 | Met Target |
| White | 135 | 97.8 | 72.6 | 66.5 | 54.1 | 72.6 | 62.2 | Met Target |
| Hispanic | * | * | * | 56.5 | 28.8 | * | ** | ** |
| Black or African American | * | * | * | 46.5 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 98.2 | 85.2 | 91.6 | 76.5 | 85.2 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 86 | 98.9 | 64.0 | 72.3 | 44.9 | 64.0 |  |  |
| Male | 127 | 97.7 | 78.7 | 74.4 | 44.2 | 78.7 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 37 | 92.5 | 37.8 | 31.4 | 17.4 | 36.8 | 41.8 | Met Targett |
| Students without Disabilities | 176 | 99.4 | 80.1 | 81.6 | 50.0 | 80.1 |  |  |
| English Learners | * | * | * | 72.8 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 73.4 | 46.5 | * |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Burnet Hill Elementary School
(13-2730-070)
Grades Offered: PK-05
2018-2019

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

NJ SCHOOL
PERFORMANCE
REPORT

## Burnet Hill Elementary School

(13-2730-070)
Grades Offered: PK-05
2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> 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 | 61 | 765 | 775 | 752 | * | * | * | 56\% | 20\% | 75\% | 55\% |
| White | 35 | 762 | 768 | 760 | * | * | * | * | * | 74\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | 752 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 780 | 791 | 778 | 0\% | 0\% | * | * | * | 88\% | 83\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Female | 24 | 754 | 769 | 751 | * | * | * | * | * | 63\% | 54\% |
| Male | 37 | 772 | 780 | 752 | * | * | * | * | * | 84\% | 56\% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37\% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | * | * | 754 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 779 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 751 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 776 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Burnet Hill Elementary School

(13-2730-070)
Grades Offered: PK-05
2018-2019

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: <br> 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 | 70 | 770 | 770 | 749 | * | * | * | 61\% | 17\% | 79\% | 51\% |
| White | 50 | 765 | 761 | 757 | * | * | * | * | * | 74\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 742 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 794 | 787 | 776 | 0\% | 0\% | 0\% | * | * | 100\% | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 29 | 764 | 769 | 749 | * | * | * | * | * | 72\% | 50\% |
| Male | 41 | 775 | 771 | 749 | * | * | * | * | * | 83\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | * | * | 738 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 775 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Burnet Hill Elementary School

(13-2730-070)
Grades Offered: PK-05
2018-2019

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


## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 74 | 768 | 771 | 747 | 0\% | * | * | 53\% | 20\% | 73\% | 47\% |
| White | 47 | 762 | 764 | 755 | 0\% | * | * | * | * | 74\% | 58\% |
| Hispanic | * | * | 732 | 735 | * | * | * | * | * | * | 30\% |
| Black or African American | * | * | 748 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 787 | * | 775 | 0\% | * | * | * | * | 84\% | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 31 | 766 | 768 | 747 | 0\% | * | * | * | * | 61\% | 47\% |
| Male | 43 | 769 | 773 | 747 | 0\% | * | * | * | * | 81\% | 47\% |
| Economically Disadvantaged Students | N | N | * | 732 | N | N | N | N | N | N | 27\% |
| Non-Economically Disadvantaged Students | 74 | 768 | * | 757 | 0\% | * | * | 53\% | 20\% | 73\% | 59\% |
| Students with Disabilities | 12 | 756 | 740 | 725 | 0\% | * | * | * | * | 50\% | 19\% |
| Students without Disabilities | 62 | 770 | 777 | 752 | 0\% | * | * | * | * | 77\% | 52\% |
| English Learners | N | N | * | 718 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 74 | 768 | * | 749 | 0\% | * | * | 53\% | 20\% | 73\% | 49\% |
| Homeless Students | N | 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\% |

## Burnet Hill Elementary School

(13-2730-070)
Grades Offered: PK-05
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | ${ }^{*}$ | ${ }^{*}$ |
| 5 | ${ }^{*}$ | ${ }^{*}$ |

## English Language Progress to Proficiency

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

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 13 | $84.6 \%$ | $15.4 \%$ |
| $3-4$ | N | N | N |
| 5 or more | N | N | N |

## Burnet Hill Elementary 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 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 | 12 | 35 | 34 | 19 |
| White | 11 | 45 | 34 | 11 |
| Hispanic | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 5 | 16 | 42 | 37 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 16 | 39 | 19 | 26 |
| Male | 9 | 33 | 44 | 14 |
| Economically Disadvantaged Students | N | N | N | N |
| Non-Economically Disadvantaged Students | 12 | 35 | 34 | 19 |
| Students with Disabilities | 31 | 31 | 23 | 15 |
| Students without Disabilities | 8 | 36 | 36 | 20 |
| 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 |

## NJ SCHOOL <br> PERFORMANCE REPORT

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05 2018-2019

## Report Key:

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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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? ? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 14 | 3.7 | 8.9 | Met |
| White | 12 | 5.2 | 8.9 | Met |
| Hispanic | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Black or African American | 0 | 0 | ${ }^{* *}$ | ${ }^{* *}$ |
| Asian, Native Hawaiian, or Pacific | 2 | 1.9 | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Female | 6 | 3.5 |  |  |
| Male | 8 | 3.8 |  |  |
| Economically Disadvantaged Students | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Students with Disabilities | 4 | 6.2 | 8.9 | Met |
| English Learners | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Homeless Students | N | N |  |  |
| 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.


Student Growth

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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.


## Burnet Hill Elementary School

(13-2730-070)
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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 | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.43 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 1 | 1 |
| Disability | 1 | 0 | 1 |
| Other | 3 | 0 | 3 |
| No Identified Nature | 2 |  | 2 |

## 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 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



## Report Key:

Burnet Hill Elementary School
(13-2730-070)
Grades Offered: PK-05

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$\dagger$ This indicates a table specific note,see note below table


## 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 | $8: 05$ AM |
| Typical End Time | $2: 40$ PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs 40 Mins |
| Shared Time - Instructional Time | 5 Hrs. 40 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 37 | 118,214 |
| Average years experience in <br> public schools | 13.8 | 12.1 |
| Average years experience in <br> district | 10.9 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $83.8 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $13: 1$ | $12: 1$ |
| Students to Administrators | $469: 1$ | $163: 1$ |
| Teachers to Administrators | $37: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Burnet Hill Elementary School

(13-2730-070)
Grades Offered: PK-05
2018-2019

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $40.9 \%$ | $89.2 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $59.1 \%$ | $10.8 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $56.9 \%$ | $100.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $3.8 \%$ | $0.0 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $4.1 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $31.3 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.6 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-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
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel 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

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.1 \%$ |

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05

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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.

## Burnet Hill Elementary School <br> (13-2730-070)

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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

[^1]
## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

## Report Key:

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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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $75.7 \%$ | $79.3 \%$ | $76.9 \%$ |
| Math Proficiency | $75.7 \%$ | $70.6 \%$ | $72.8 \%$ |
| ELA Growth | 54 | 60 | 65 |
| Math Growth | 47 | 51 | 48 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $2.1 \%$ | $1.7 \%$ | $3.7 \%$ |

[^2]
## Burnet Hill Elementary School <br> (13-2730-070) <br> Grades Offered: PK-05

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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.

NJ SCHOOL
PERFORMANCE REPORT

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> 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 | ** | Met | No |
| White | Met Target | Met Target | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | ** | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | 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 | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Targett | Met Targett | ** | ** | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

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

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
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.

| Highlights: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

Demographic

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

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## School Narrative

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry

## Staff and

 Professional Learning:
## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

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## School Narrative

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| Services: | The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 1821 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. |
| :---: | :---: |
|  | The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. |
| Parent and Community Involvement: | The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections. |

## Burnet Hill Elementary School <br> (13-2730-070)

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2018-2019

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|  | Is a Climate Survey Used: No |
| :--- | :--- |
| Facilities: | Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to <br> ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air <br> conditioning. |

Demographic

## Burnet Hill Elementary School <br> (13-2730-070)

Grades Offered: PK-05
2018-2019

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## School Narrative

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Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades $6,7, \& 8$. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

## Burnet Hill Elementary School (13-2730-070)

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2018-2019

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| Onglish Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills |  |
| :--- | :--- |
| Other Information | End <br> necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students <br> develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in <br> the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a <br> democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an <br> instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, <br> and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an <br> integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, <br> twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial <br> and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and <br> supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school <br> has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment <br> programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary <br> school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our <br> 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:

Demographic

Collins Elementary School
(13-2730-080)
Grades Offered: KG-05
2018-2019

Report Key:

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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 $\quad$ Contact Information |  |
| :---: | :---: |
| County | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Mrs. Michelle Cebula |
| Address | 67 MARTIN RD LIVINGSTON, NJ 07039-4631 |
| Phone Number | 973-535-8000 |
| Email Address | mcebula@livingston.org |
| Website | https://www.livingston.org/collins |
| Facebook | https://www.facebook.com/LivSchools |
| Twitter | https://twitter.com/CollinsElemSch |

Demographic

## Collins Elementary School

(13-2730-080)
Grades Offered: KG-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

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

| Grade | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| KG | 68 | 69 | 63 |
| 1 | 86 | 70 | 68 |
| 2 | 66 | 84 | 85 |
| 3 | 86 | 68 | 91 |
| 4 | 75 | 87 | 77 |
| 5 | 78 | 77 | 90 |
| Total | 459 | 455 | 474 |

## Enrollment Trends by Full/Half Day PK

 and KGThis 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 | 68 | 69 | 63 |

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $47.5 \%$ | $47.9 \%$ | $48.5 \%$ |
| Male | $52.5 \%$ | $52.1 \%$ | $51.5 \%$ |
| Economically <br> Disadvantaged Students | $1.7 \%$ | $1.1 \%$ | $1.3 \%$ |
| Students with Disabilities | $14.6 \%$ | $16.9 \%$ | $16.0 \%$ |
| English Learners | $2.0 \%$ | $1.8 \%$ | $1.7 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $62.7 \%$ | $62.0 \%$ | $58.6 \%$ |
| Hispanic | $3.5 \%$ | $4.8 \%$ | $4.6 \%$ |
| Black or African American | $2.6 \%$ | $2.6 \%$ | $4.6 \%$ |
| Asian | $27.7 \%$ | $26.4 \%$ | $26.6 \%$ |
| 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 | $3.1 \%$ | $3.7 \%$ | $5.1 \%$ |

## 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 | $65.2 \%$ |
| Chinese | $10.3 \%$ |
| Russian | $4.0 \%$ |
| Hindi | $3.6 \%$ |
| Spanish | $3.2 \%$ |
| Other Languages | $13.7 \%$ |

## Collins Elementary School

(13-2730-080)
Grades Offered: KG-05
2018-2019

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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.


Collins Elementary School
(13-2730-080)
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
$\dagger$ This indicates a table specific note, see note below table

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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 57.5 | 61 | 50 | Met Standard | 48 | 52 | 50 | Met Standard |
| White | 52 | 59 | 50 | Met Standard | 48 | 48 | 52 | Met Standard |
| Hispanic | * | 53 | 49 | ** | * | 45 | 47 | ** |
| Black or African American | * | 58 | 45 | ** | * | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 69.5 | 63 | 59 | Exceeds Standard | 55 | 60 | 60 | Met Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 59 | 61 | 53 | N | 43 | 52 | 50 | N |
| Male | 51 | 60 | 47 | N | 56 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 47 | 52 | 43 | Met Standard | 48 | 44 | 45 | Met Standard |
| English Learners | 68 | 63.5 | 52 | ** | 47 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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:
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.

## Collins Elementary School <br> (13-2730-080)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

| 100 | $83.1 \%$ | $80.6 \%$ | $83.3 \%$ |
| :--- | :--- | :--- | :--- |
| 80 |  |  |  |

Math Proficiency Rate for Federal Accountability

80
71.0\% 70.8\%
68.8\%

60

40

20

0
2016-17
2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $97.1 \%$ | $98.7 \%$ | $99.6 \%$ | $97.1 \%$ | $98.7 \%$ | $99.6 \%$ |
| Proficiency Rate for Federal Accountability | $83.1 \%$ | $80.6 \%$ | $83.3 \%$ | $71.0 \%$ | $70.8 \%$ | $68.8 \%$ |
| Annual Target | $76.5 \%$ | $76.7 \%$ | $76.9 \%$ | $68.4 \%$ | $69.0 \%$ | $69.6 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Target | Met Targett |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^3]
## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ 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 | 252 | 99.6 | 83.3 | 85.7 | 57.9 | 83.3 | 76.9 | Met Goal |
| White | 157 | 99.4 | 81.5 | 82.6 | 66.9 | 81.5 | 72.7 | Met Goal |
| Hispanic | 10 | 100.0 | 60.0 | 72.9 | 43.9 | 60.0 | ** | ** |
| Black or African American | * | * | * | 69.3 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 68 | 100.0 | 92.6 | 94.9 | 82.9 | 92.6 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 123 | 100.0 | 89.4 | 89.4 | 64.8 | 89.4 |  |  |
| Male | 129 | 99.2 | 77.5 | 82.4 | 51.3 | 77.5 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 40 | 97.6 | 50.0 | 48.7 | 22.7 | 50.0 | 30.7 | Met Target |
| Students without Disabilities | 212 | 100.0 | 89.6 | 92.9 | 65.1 | 89.6 |  |  |
| English Learners | 16 | 100.0 | 68.8 | 75.9 | 29.3 | 68.8 | ** | ** |
| Non-English Learners | 236 | 99.6 | 84.3 | 86.0 | 60.6 | 84.3 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Collins Elementary School
(13-2730-080)
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
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 91 | 778 | 780 | 748 | * | * | * | 68\% | 18\% | 86\% | 50\% |
| White | 54 | 772 | 773 | 757 | * | * | * | * | * | 81\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 766 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 791 | 794 | 773 | 0\% | 0\% | * | * | * | 90\% | 75\% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58\% |
| Female | 41 | 782 | 780 | 753 | * | * | * | * | * | 88\% | 55\% |
| Male | 50 | 775 | 780 | 743 | * | * | * | * | * | 84\% | 46\% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61\% |
| Students with Disabilities | 12 | 744 | 746 | 719 | * | * | * | * | * | 58\% | 24\% |
| Students without Disabilities | 79 | 783 | 785 | 754 | * | * | * | * | * | 90\% | 56\% |
| English Learners | * | * | 740 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 781 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | N | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 77 | 773 | 786 | 755 | * | * | 13\% | 49\% | 31\% | 81\% | 57\% |
| White | 42 | 773 | 779 | 763 | * | * | * | 50\% | 31\% | 81\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 760 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 787 | 799 | 779 | * | 0\% | * | * | * | 91\% | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 37 | 777 | 790 | 760 | * | * | * | * | * | 86\% | 62\% |
| Male | 40 | 769 | 782 | 750 | * | * | * | * | * | 75\% | 53\% |
| Economically Disadvantaged Students | N | N | * | 740 | N | N | N | N | N | N | 40\% |
| Non-Economically Disadvantaged Students | 77 | 773 | * | 765 | * | * | 13\% | 49\% | 31\% | 81\% | 69\% |
| Students with Disabilities | 11 | 732 | 744 | 725 | * | * | * | * | * | 45\% | 25\% |
| Students without Disabilities | 66 | 780 | 793 | 761 | * | * | * | * | * | 86\% | 64\% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 77 | 773 | * | 758 | * | * | 13\% | 49\% | 31\% | 81\% | 60\% |
| Homeless Students | N | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 88 | 787 | 787 | 756 | * | * | * | 42\% | 41\% | 83\% | 58\% |
| White | 60 | 782 | 779 | 764 | * | * | * | 47\% | 35\% | 82\% | 68\% |
| Hispanic | * | * | 756 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 778 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 815 | * | 781 | 0\% | * | 0\% | * | * | 94\% | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 46 | 792 | 792 | 761 | * | * | * | 50\% | 43\% | 93\% | 64\% |
| Male | 42 | 781 | 782 | 750 | * | * | * | 33\% | 38\% | 71\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39\% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 17 | 744 | 747 | 724 | * | * | * | * | * | 41\% | 23\% |
| Students without Disabilities | 71 | 797 | 795 | 762 | * | * | * | * | * | 93\% | 65\% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 88 | 787 | * | 758 | * | * | * | 42\% | 41\% | 83\% | 60\% |
| Homeless Students | N | 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\% |

## Collins Elementary Schoo <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 253 | 99.6 | 68.8 | 73.4 | 44.5 | 68.8 | 69.6 | Met Targett |
| White | 157 | 99.4 | 64.3 | 66.5 | 54.1 | 64.3 | 63.8 | Met Target |
| Hispanic | 11 | 100.0 | * | 56.5 | 28.8 | * | ** | ** |
| Black or African American | * | * | * | 46.5 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 68 | 100.0 | 91.2 | 91.6 | 76.5 | 91.2 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 123 | 100.0 | 67.5 | 72.3 | 44.9 | 67.5 |  |  |
| Male | 130 | 99.3 | 70.0 | 74.4 | 44.2 | 70.0 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 40 | 97.6 | 27.5 | 31.4 | 17.4 | 27.5 | 22.4 | Met Target |
| Students without Disabilities | 213 | 100.0 | 76.5 | 81.6 | 50.0 | 76.5 |  |  |
| English Learners | 17 | 100.0 | 47.1 | 72.8 | 25.0 | 47.1 | ** | ** |
| Non-English Learners | 236 | 99.6 | 70.3 | 73.4 | 46.5 | 70.3 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Collins Elementary School
(13-2730-080)
Grades Offered: KG-05
2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Collins Elementary School <br> (13-2730-080)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 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 | 91 | 772 | 775 | 752 | 0\% | * | * | 48\% | 29\% | 77\% | 55\% |
| White | 54 | 763 | 768 | 760 | 0\% | * | * | * | * | 70\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | 752 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 789 | 791 | 778 | 0\% | * | * | 45\% | 45\% | 90\% | 83\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Female | 41 | 768 | 769 | 751 | 0\% | * | * | * | * | 76\% | 54\% |
| Male | 50 | 776 | 780 | 752 | 0\% | * | * | * | * | 78\% | 56\% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37\% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | 12 | 752 | 754 | 731 | 0\% | * | * | * | * | 33\% | 31\% |
| Students without Disabilities | 79 | 775 | 779 | 756 | 0\% | * | * | * | * | 84\% | 60\% |
| English Learners | * | * | 751 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 776 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
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


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 77 | 764 | 770 | 749 | 0\% | 14\% | 23\% | 44\% | 18\% | 62\% | 51\% |
| White | 42 | 757 | 761 | 757 | 0\% | * | 26\% | * | * | 57\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 742 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 791 | 787 | 776 | 0\% | 0\% | * | * | * | 95\% | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 37 | 758 | 769 | 749 | 0\% | * | * | * | * | 57\% | 50\% |
| Male | 40 | 769 | 771 | 749 | 0\% | * | * | * | * | 68\% | 52\% |
| Economically Disadvantaged Students | N | N | * | 734 | N | N | N | N | N | N | 32\% |
| Non-Economically Disadvantaged Students | 77 | 764 | * | 759 | 0\% | 14\% | 23\% | 44\% | 18\% | 62\% | 63\% |
| Students with Disabilities | 11 | 730 | 738 | 726 | 0\% | * | * | * | * | 27\% | 25\% |
| Students without Disabilities | 66 | 769 | 775 | 754 | 0\% | * | * | * | * | 68\% | 56\% |
| English Learners | N | N | * | 722 | N | N | N | N | N | N | 18\% |
| Non-English Learners | 77 | 764 | * | 751 | 0\% | 14\% | 23\% | 44\% | 18\% | 62\% | 54\% |
| Homeless Students | N | 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 | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-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


## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 89 | 766 | 771 | 747 | * | * | 24\% | 38\% | 27\% | 65\% | 47\% |
| White | 60 | 763 | 764 | 755 | 0\% | * | 27\% | * | * | 63\% | 58\% |
| Hispanic | * | * | 732 | 735 | * | * | * | * | * | * | 30\% |
| Black or African American | * | * | 748 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 787 | * | 775 | 0\% | * | * | * | * | 83\% | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 46 | 764 | 768 | 747 | * | * | * | * | * | 67\% | 47\% |
| Male | 43 | 769 | 773 | 747 | * | * | * | * | * | 63\% | 47\% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27\% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59\% |
| Students with Disabilities | 17 | 738 | 740 | 725 | * | * | * | * | * | 18\% | 19\% |
| Students without Disabilities | 72 | 773 | 777 | 752 | * | * | * | * | * | 76\% | 52\% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | N | 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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Collins Elementary School
(13-2730-080)
Grades Offered: KG-05
2018-2019

## 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: <br> \# Students Tested | Math: <br> \# 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :--- | :---: | :---: | :---: |
| Schoolwide/English Learners | $*$ | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | $*$ | $*$ | $*$ |

## Collins Elementary School

(13-2730-080)
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 | 17 | 34 | 26 | 24 |
| White | 18 | 40 | 27 | 15 |
| Hispanic | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 6 | 17 | 28 | 50 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 9 | 50 | 26 | 15 |
| Male | 26 | 16 | 26 | 33 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 47 | 35 | 0 | 18 |
| Students without Disabilities | 10 | 33 | 32 | 25 |
| 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 |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05 2018-2019

## Report Key:

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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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? ? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 7 | 1.5 | 8.9 | Met |
| White | 4 | 1.4 | 8.9 | Met |
| Hispanic | 1 | 5.0 | 8.9 | Met |
| Black or African American | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 2 | 8.3 | 8.9 | Met |
| Female | 2 | 0.9 |  |  |
| Male | 5 | 2.1 |  |  |
| Economically Disadvantaged Students | $*$ | ${ }^{*}$ | $* *$ | $* *$ |
| Students with Disabilities | 2 | 2.8 | 8.9 | Met |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Homeless Students | N | N |  |  |
| 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.


# Narrative 

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Collins Elementary School
(13-2730-080)
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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.


## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-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 | 1 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.42 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | N | N | N |
| Religion | N | N | N |
| Ancestry | N | N | N |
| Gender | N | N | N |
| Sexual Orientation | N | N | N |
| Disability | N | N | N |
| Other | N | N | N |
| No Identified Nature | N |  | N |

## 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 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



Collins Elementary School
(13-2730-080)
Grades Offered: KG-05
2018-2019

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## 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

Narrative
$\begin{array}{cl}\text { Collins Elementary School } & \begin{array}{l}\text { Report Key: } \\ \text { ** }\end{array} \\ \text { (13-2730 is not displayed in order to protect student privacy } \\ \text { Grades Offered: } \text { KG-05 } & \begin{array}{l}\text { Accountability calculations require } 20 \text { or more students }\end{array} \\ \text { N No Data is available to display }\end{array}$
Grades Offered: KG-05
N No Data is available to display
2018-2019

## 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 39 | 118,214 |
| Average years experience in <br> public schools | 11.2 | 12.1 |
| Average years experience in <br> district | 10.6 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $64.1 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $12: 1$ | $12: 1$ |
| Students to Administrators | $474: 1$ | $163: 1$ |
| Teachers to Administrators | $39: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Collins Elementary Schoo <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.5 \%$ | $84.6 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.5 \%$ | $15.4 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $58.6 \%$ | $87.2 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $4.6 \%$ | $10.3 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $4.6 \%$ | $2.6 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $26.6 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.4 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $5.1 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Narrative

## Report Key:

Collins Elementary School
(13-2730-080)
Grades Offered: KG-05

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Teachers: All classroom teachers
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## Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.9 \%$ |

Collins Elementary School
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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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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

[^4]
## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Collins Elementary School <br> (13-2730-080) <br> Grades Offered: KG-05

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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 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $83.1 \%$ | $80.6 \%$ | $83.3 \%$ |
| Math Proficiency | $71.0 \%$ | $70.8 \%$ | $68.8 \%$ |
| ELA Growth | 59 | 48 | 58 |
| Math Growth | 55 | 56 | 48 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $3.0 \%$ | $1.8 \%$ | $1.5 \%$ |

[^5]
## Collins Elementary Schoo (13-2730-080) <br> Grades Offered: KG-05

2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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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.

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

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

## Collins Elementary School <br> (13-2730-080) <br> Grades Offered: KG-05

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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: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

## Collins Elementary School <br> (13-2730-080) <br> Grades Offered: KG-05

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2018-2019


## School Narrative

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

## Collins Elementary School <br> (13-2730-080) <br> Grades Offered: KG-05

2018-2019

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## School Narrative

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05
2018-2019

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## School Narrative

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| Services: | The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs k12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. |
| :---: | :---: |
| Student Health and Wellness: | The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. |
| Parent and Community Involvement: | The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections. |

## Collins Elementary School <br> (13-2730-080)

Grades Offered: KG-05

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## School Narrative

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|  | Is a Climate Survey Used: No |
| :--- | :--- |
| Facilities: | Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to <br> ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air <br> conditioning. |

Demographic

## Collins Elementary Schoo <br> (13-2730-080) <br> Grades Offered: KG-05

2018-2019

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## School Narrative

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Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades $6,7, \& 8$. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

## Collins Elementary Schoo <br> (13-2730-080) <br> Grades Offered: KG-05

2018-2019

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## School Narrative

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| Onglish Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills |  |
| :--- | :--- |
| Other Information | End <br> necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students <br> develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in <br> the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a <br> democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an <br> instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, <br> and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an <br> integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, <br> twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial <br> and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and <br> supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school <br> has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment <br> programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary <br> school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our <br> students. |

Harrison Elementary School<br>(13-2730-090)<br>Grades Offered: KG-05

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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:

Demographic
Student Academic Growth Achievement

## Harrison Elementary School

(13-2730-090)
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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Mrs. Cynthia Healy |
| Address | 148 N LIVINGSTON AVE LIVINGSTON, NJ 07039-2121 |
| Phone Number | 973-535-8000 |
| Email Address | chealy@livingston.org |
| Website | https://www.livingston.org/harrison |
| Facebook | https://www.facebook.com/LivSchools |
| Twitter | https://twitter.com/HarrisonHawks90 |

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-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

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

| Grade | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| KG | 68 | 64 | 69 |
| 1 | 67 | 71 | 67 |
| 2 | 69 | 79 | 80 |
| 3 | 90 | 76 | 79 |
| 4 | 89 | 95 | 75 |
| 5 | 86 | 93 | 96 |
| Total | 469 | 478 | 466 |

## 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 | 68 | 64 | 69 |

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 | $49.9 \%$ | $46.4 \%$ | $48.7 \%$ |
| Male | $50.1 \%$ | $53.6 \%$ | $51.3 \%$ |
| Economically <br> Disadvantaged Students | $0.6 \%$ | $1.3 \%$ | $1.9 \%$ |
| Students with Disabilities | $11.5 \%$ | $12.6 \%$ | $14.2 \%$ |
| English Learners | $3.0 \%$ | $4.2 \%$ | $4.3 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ |
| 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 | $48.8 \%$ | $46.2 \%$ | $45.3 \%$ |
| Hispanic | $4.7 \%$ | $6.1 \%$ | $5.4 \%$ |
| Black or African American | $4.5 \%$ | $5.6 \%$ | $5.6 \%$ |
| Asian | $37.7 \%$ | $37.7 \%$ | $38.6 \%$ |
| Native Hawaiian or Pacific Islander | $0.4 \%$ | $0.4 \%$ | $0.4 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.2 \%$ | $0.6 \%$ |
| Two or More Races | $3.6 \%$ | $3.8 \%$ | $4.1 \%$ |

## 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 | $54.9 \%$ |
| Chinese | $16.3 \%$ |
| Russian | $5.2 \%$ |
| Hindi | $3.6 \%$ |
| Malayalam | $3.0 \%$ |
| Other Languages | $17.0 \%$ |

## Harrison Elementary School

(13-2730-090)
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.


## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05 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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 61 | 50 | Met Standard | 42 | 52 | 50 | Met Standard |
| White | 54.5 | 59 | 50 | Met Standard | 39 | 48 | 52 | Not Met |
| Hispanic | * | 53 | 49 | ** | * | 45 | 47 | ** |
| Black or African American | 55.5 | 58 | 45 | ** | 27.5 | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 61 | 63 | 59 | Exceeds Standard | 48 | 60 | 60 | Met Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 62 | 61 | 53 | N | 47 | 52 | 50 | N |
| Male | 57 | 60 | 47 | N | 39 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 49.5 | 52 | 43 | Met Standard | 36 | 44 | 45 | Not Met |
| English Learners | * | 63.5 | 52 | ** | 42 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

NJ SCHOOL
PERFORMANCE REPORT

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
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.

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability


80

60

40

20

0

Math Proficiency Rate for Federal Accountability 100

80

60

40

20

0
$02016-17 \quad 2017-18 \quad 2018-19$

2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $99.3 \%$ | $100.0 \%$ | $99.6 \%$ | $98.9 \%$ | $100.0 \%$ | $99.6 \%$ |
| Proficiency Rate for Federal Accountability | $83.4 \%$ | $85.1 \%$ | $86.0 \%$ | $74.0 \%$ | $71.8 \%$ | $75.6 \%$ |
| Annual Target | $79.3 \%$ | $79.4 \%$ | $79.4 \%$ | $73.5 \%$ | $73.9 \%$ | $74.2 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Targett | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^6]
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N No Data is available to display
$\dagger$ 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 | $\begin{aligned} & \text { Proficiency Rate } \\ & \text { for Federal } \\ & \text { Accountability } \end{aligned}$ | 2018-19 Annual Target | Met 2018-19 Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 250 | 99.6 | 86.0 | 85.7 | 57.9 | 86.0 | 79.4 | Met Goal |
| White | 115 | 100.0 | 77.4 | 82.6 | 66.9 | 77.4 | 75.4 | Met Target |
| Hispanic | 11 | 100.0 | 81.8 | 72.9 | 43.9 | 81.8 | ** | ** |
| Black or African American | 17 | 100.0 | 88.2 | 69.3 | 38.5 | 88.2 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 102 | 100.0 | 96.1 | 94.9 | 82.9 | 96.1 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 115 | 100.0 | 88.7 | 89.4 | 64.8 | 88.7 |  |  |
| Male | 135 | 99.3 | 83.7 | 82.4 | 51.3 | 83.7 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 40 | 97.6 | 50.0 | 48.7 | 22.7 | 50.0 | 52.1 | Met Targett |
| Students without Disabilities | 210 | 100.0 | 92.9 | 92.9 | 65.1 | 92.9 |  |  |
| English Learners | 22 | 100.0 | 95.5 | 75.9 | 29.3 | 95.5 | N | N |
| Non-English Learners | 228 | 99.6 | 85.1 | 86.0 | 60.6 | 85.1 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | * | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Harrison Elementary School <br> (13-2730-090)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Harrison Elementary School <br> (13-2730-090)

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3
 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 | 76 | 784 | 780 | 748 | * | 0\% | * | 64\% | 22\% | 87\% | 50\% |
| White | 35 | 775 | 773 | 757 | * | 0\% | * | * | * | 83\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 766 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 35 | 794 | 794 | 773 | * | 0\% | * | 54\% | 40\% | 94\% | 75\% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 46\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58\% |
| Female | 32 | 788 | 780 | 753 | * | 0\% | * | * | * | 91\% | 55\% |
| Male | 44 | 781 | 780 | 743 | * | 0\% | * | * | * | 84\% | 46\% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61\% |
| Students with Disabilities | * | * | 746 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 785 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 740 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 781 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | N | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Harrison Elementary School <br> (13-2730-090)

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 71 | 790 | 786 | 755 | * | * | * | 30\% | 56\% | 86\% | 57\% |
| White | 34 | 785 | 779 | 763 | * | * | * | * | * | 79\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 760 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 797 | 799 | 779 | 0\% | * | * | * | * | 93\% | 82\% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 36 | 796 | 790 | 760 | * | * | * | * | * | 92\% | 62\% |
| Male | 35 | 783 | 782 | 750 | * | * | * | * | * | 80\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 11 | 748 | 744 | 725 | * | * | * | * | * | 45\% | 25\% |
| Students without Disabilities | 60 | 798 | 793 | 761 | * | * | * | * | * | 93\% | 64\% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | N | 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 | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Harrison Elementary School <br> (13-2730-090)

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 94 | 788 | 787 | 756 | * | * | * | 49\% | 37\% | 86\% | 58\% |
| White | 42 | 771 | 779 | 764 | 0\% | * | * | 50\% | 24\% | 74\% | 68\% |
| Hispanic | * | * | 756 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | 11 | 785 | 778 | 739 | 0\% | * | 0\% | * | * | 91\% | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 812 | * | 781 | 0\% | 0\% | 0\% | 36\% | 64\% | 100\% | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 45 | 791 | 792 | 761 | * | * | * | 40\% | 47\% | 87\% | 64\% |
| Male | 49 | 785 | 782 | 750 | * | * | * | 57\% | 29\% | 86\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39\% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 12 | 742 | 747 | 724 | * | * | * | * | * | 42\% | 23\% |
| Students without Disabilities | 82 | 795 | 795 | 762 | * | * | * | * | * | 93\% | 65\% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | N | 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\% |

## Harrison Elementary School <br> (13-2730-090)

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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 250 | 99.6 | 75.6 | 73.4 | 44.5 | 75.6 | 74.2 | Met Target |
| White | 115 | 100.0 | 65.2 | 66.5 | 54.1 | 65.2 | 68 | Met Targett |
| Hispanic | 11 | 100.0 | 54.5 | 56.5 | 28.8 | 54.5 | ** | ** |
| Black or African American | 17 | 100.0 | 47.1 | 46.5 | 23.0 | 47.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 102 | 100.0 | 93.1 | 91.6 | 76.5 | 93.1 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 115 | 100.0 | 75.7 | 72.3 | 44.9 | 75.7 |  |  |
| Male | 135 | 99.3 | 75.6 | 74.4 | 44.2 | 75.6 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 40 | 97.6 | 32.5 | 31.4 | 17.4 | 32.5 | 45.1 | Not Met |
| Students without Disabilities | 210 | 100.0 | 83.8 | 81.6 | 50.0 | 83.8 |  |  |
| English Learners | 22 | 100.0 | 86.4 | 72.8 | 25.0 | 86.4 | N | N |
| Non-English Learners | 228 | 99.6 | 74.6 | 73.4 | 46.5 | 74.6 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | * | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Harrison Elementary School
(13-2730-090)
Grades Offered: KG-05
2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Harrison Elementary School <br> (13-2730-090)

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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 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 | 76 | 778 | 775 | 752 | * | * | * | 51\% | 34\% | 86\% | 55\% |
| White | 35 | 771 | 768 | 760 | * | * | * | * | * | 77\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | 752 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 35 | 787 | 791 | 778 | * | 0\% | * | 40\% | 51\% | 91\% | 83\% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 51\% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Female | 32 | 778 | 769 | 751 | * | * | * | 50\% | 34\% | 84\% | 54\% |
| Male | 44 | 779 | 780 | 752 | * | * | * | 52\% | 34\% | 86\% | 56\% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37\% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | * | * | 754 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 779 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 751 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 776 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Harrison Elementary School <br> (13-2730-090)

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
2018-2019
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 771 | 770 | 749 | * | * | 14\% | 56\% | 21\% | 77\% | 51\% |
| White | 34 | 762 | 761 | 757 | * | * | * | * | * | 71\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 742 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 782 | 787 | 776 | * | * | * | 53\% | 37\% | 90\% | 82\% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 36 | 777 | 769 | 749 | * | * | * | * | * | 89\% | 50\% |
| Male | 35 | 764 | 771 | 749 | * | * | * | * | * | 66\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | 11 | 733 | 738 | 726 | * | * | * | * | * | 18\% | 25\% |
| Students without Disabilities | 60 | 778 | 775 | 754 | * | * | * | * | * | 88\% | 56\% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | * | * | * | 753 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Harrison Elementary School <br> (13-2730-090)

Report Key:

* Data is not displayed in order to protect student privacy

Grades Offered: KG-05
2018-2019
** Accountability calculations require 20 or more students
** Accountability calculations require 20 or more students
$\dagger$ This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 94 | 765 | 771 | 747 | * | * | 20\% | 47\% | 20\% | 67\% | 47\% |
| White | 42 | 753 | 764 | 755 | * | * | 26\% | * | * | 52\% | 58\% |
| Hispanic | * | * | 732 | 735 | * | * | * | * | * | * | 30\% |
| Black or African American | 11 | 746 | 748 | 729 | 0\% | * | * | * | * | 45\% | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 788 | * | 775 | 0\% | 0\% | * | * | * | 97\% | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 45 | 762 | 768 | 747 | * | * | * | * | * | 60\% | 47\% |
| Male | 49 | 767 | 773 | 747 | * | * | * | * | * | 73\% | 47\% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27\% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59\% |
| Students with Disabilities | 12 | 722 | 740 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | 82 | 771 | 777 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | N | 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\% |

## Harrison Elementary School <br> (13-2730-090)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | ${ }^{*}$ | ${ }^{*}$ |
| 5 | ${ }^{*}$ | ${ }^{*}$ |

## English Language Progress to Proficiency

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

† 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 11 | $45.5 \%$ | $54.5 \%$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | N | N | N |

## Harrison Elementary School

(13-2730-090)
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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 16 | 27 | 34 | 23 |
| White | 23 | 40 | 21 | 16 |
| Hispanic | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Black or African American | 25 | 33 | 42 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 11 | 47 | 42 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 18 | 22 | 40 | 20 |
| Male | 14 | 31 | 29 | 25 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 64 | 29 | 7 | 0 |
| Students without Disabilities | 7 | 27 | 39 | 27 |
| 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 |

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? ? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 10 | 2.1 | 8.9 | Met |
| White | 6 | 2.8 | 8.9 | Met |
| Hispanic | 1 | 4.2 | 8.9 | Met |
| Black or African American | 0 | 0 | 8.9 | Met |
| Asian, Native Hawaiian, or Pacific | 3 | 1.7 | 8.9 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | 8.9 | Met |
| Female | 6 | 2.6 |  |  |
| Male | 4 | 1.7 |  |  |
| Economically Disadvantaged Students | $*$ | ${ }^{*}$ | $* *$ | $* *$ |
| Students with Disabilities | 3 | 4.5 | 8.9 | Met |
| English Learners | 1 | 5.0 | 8.9 | 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.


Student Growth

Harrison Elementary School
(13-2730-090)
Grades Offered: KG-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 by Grade

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


## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05 2018-2019

## Report Key:

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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) | 5 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.07 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 3 | 3 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 2 | 2 |
| Gender | 1 | 0 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 1 | 0 | 1 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 |  | 0 |

## 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 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | 0 | $0.0 \%$ |
| Any Suspension | 0 | $0.0 \%$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions
$\qquad$

Harrison Elementary School
(13-2730-090)
Grades Offered: KG-05
2018-2019

## 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 | $8: 05$ AM |
| Typical End Time | $2: 40$ PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs 40 Mins |
| Shared Time - Instructional Time | 5 Hrs. 40 Mins. |

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N No Data is available to display
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## 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

Narrative

## Report Key:

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05

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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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 40 | 118,214 |
| Average years experience in <br> public schools | 13.5 | 12.1 |
| Average years experience in <br> district | 12.0 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $75.0 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $12: 1$ | $12: 1$ |
| Students to Administrators | $466: 1$ | $163: 1$ |
| Teachers to Administrators | $40: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
2018-2019

## Report Key:

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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 districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.7 \%$ | $100.0 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.3 \%$ | $0.0 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $45.3 \%$ | $95.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $5.4 \%$ | $5.0 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $5.6 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $38.6 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.6 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.4 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $4.1 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Report Key:

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05

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2018-2019

## 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 districtlevel 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

| Teacher |  | $25 \%$ |
| :--- | :--- | :--- |
| Admin | N/A |  |

Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.8 \%$ |

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-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.

## Report Key:

NJ SCHOOL
PERFORMANCE
REPORT

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-05

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
2018-2019

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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## NJ SCHOOL <br> PERFORMANCE REPORT

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $83.4 \%$ | $85.1 \%$ | $86.0 \%$ |
| Math Proficiency | $74.0 \%$ | $71.8 \%$ | $75.6 \%$ |
| ELA Growth | 65 | 70 | 59 |
| Math Growth | 55 | 57 | 42 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $3.6 \%$ | $1.5 \%$ | $2.1 \%$ |

[^7]Harrison Elementary School
(13-2730-090)
Grades Offered: KG-05

## Report Key:

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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.

## 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.

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Target | Met Standard | Met Standard | ** | Met | No |
| White | Met Target | Met Targett | Met Standard | Not Met | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | Exceeds Standard | Met Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Targett | Not Met | Met Standard | Not Met | n/a | Met | No |
| English Learners | N | N | ** | ** | ** | Met | No |

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

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-05

## Report Key:

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$\mathbf{N}$ No Data is available to display
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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: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-05

2018-2019

## Report Key:

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## School Narrative

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-05

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.

The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry

## Staff and

 Professional Learning:
## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
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.
$\left.\begin{array}{l|l|l|}\hline \text { Student Supports and } \\ \text { Services: }\end{array} \left\lvert\, \begin{array}{l}\text { The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related } \\ \text { Services are available with best practices noted in our P.R.I.D.E. pre-K program, Applied Behavior Analysis Programming, 18-21 } \\ \text { Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs } \mathrm{k} \text { - } \\ \text { 12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. }\end{array}\right.\right\}$

## Harrison Elementary School <br> (13-2730-090)

Grades Offered: KG-05
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.

|  | Is a Climate Survey Used: No |
| :--- | :--- |
| Facilities: | Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to <br> ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air <br> conditioning. |

Demographic

Harrison Elementary School
(13-2730-090)
Grades Offered: KG-05
2018-2019

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## School Narrative

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|  | Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary <br> schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 <br> computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes <br> using class managementinstruction/productivity apps, modeling/simulation programs and probeware for data collection and <br> analysis. Makerspaces have emerged allowing students to experiment and create as they problem-solve. All students <br> participate in a Tech and Business/Computers course in grades 6,7, \& 8 . AP Computer Science A and CS Principles are <br> currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, <br> Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC <br> equipment. |
| :--- | :--- |
| Technology and |  |
| STEM: |  |

## Harrison Elementary School <br> (13-2730-090) <br> Grades Offered: KG-05

2018-2019

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## School Narrative

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| Onglish Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills |  |
| :--- | :--- |
| Other Information | End <br> necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students <br> develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in <br> the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a <br> democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an <br> instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, <br> and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an <br> integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, <br> twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial <br> and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and <br> supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school <br> has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment <br> programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary <br> school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our <br> students. |

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
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 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:

## Heritage Middle School <br> (13-2730-055)

Grades Offered: 07-08
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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Mr. Shawn Kelly |
| Address | 20 FOXCROFT DR LIVINGSTON, NJ 07039-2614 |
| Phone Number | $973-535-8000$ |
| Email Address | $\underline{\text { skelly@livingston.org }}$ |
| Website | $\underline{\text { https://www.livingston.org/heritage }}$ |
| Facebook | $\underline{\text { https://www.facebook.com/LivSchools }}$ |
| Twitter | $\underline{\text { https://twitter.com/Heritage } M S}$ |

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## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

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 | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| 7 | 466 | 483 | 495 |
| 8 | 488 | 474 | 487 |
| Total | 954 | 960 | 985 |

```
Enrollment Trends by Student Group
```

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $47.3 \%$ | $44.9 \%$ | $48.6 \%$ |
| Male | $52.7 \%$ | $55.1 \%$ | $51.4 \%$ |
| Economically <br> Disadvantaged Students | $2.4 \%$ | $2.2 \%$ | $1.5 \%$ |
| Students with Disabilities | $13.6 \%$ | $15.1 \%$ | $17.5 \%$ |
| English Learners | $0.2 \%$ | $0.5 \%$ | $1.0 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ |
| 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 | $62.7 \%$ | $61.0 \%$ | $60.1 \%$ |
| Hispanic | $3.8 \%$ | $4.1 \%$ | $4.1 \%$ |
| Black or African American | $3.1 \%$ | $3.2 \%$ | $3.2 \%$ |
| Asian | $27.5 \%$ | $28.4 \%$ | $29.8 \%$ |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.3 \%$ | $0.3 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.8 \%$ | $2.8 \%$ | $2.3 \%$ |

## 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 | $65.8 \%$ |
| Chinese | $13.2 \%$ |
| Russian | $3.5 \%$ |
| Hindi | $2.8 \%$ |
| Spanish | $2.4 \%$ |
| Other Languages | $12.3 \%$ |

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
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.


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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{array}{\|c\|} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{array}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | $\begin{gathered} \text { Math: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 61 | 50 | Exceeds Standard | 52 | 52 | 50 | Met Standard |
| White | 68 | 59 | 50 | Exceeds Standard | 48 | 48 | 52 | Met Standard |
| Hispanic | 66 | 53 | 49 | Exceeds Standard | 44.5 | 45 | 47 | Met Standard |
| Black or African American | 67 | 58 | 45 | Exceeds Standard | 44.5 | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 65 | 63 | 59 | Exceeds Standard | 62.5 | 60 | 60 | Exceeds Standard |
| American Indian or Alaska Native | * | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | 58 | 61 | 49 | Met Standard | 52 | 52 | 52 | ** |
| Female | 68 | 61 | 53 | N | 54.5 | 52 | 50 | N |
| Male | 66 | 60 | 47 | N | 48 | 51 | 51 | N |
| Economically Disadvantaged Students | 49.5 | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 66 | 52 | 43 | Exceeds Standard | 41 | 44 | 45 | Met Standard |
| English Learners | 83 | 63.5 | 52 | ** | 56.5 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

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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:
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.

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability
$100 \quad 89.0 \% \quad 88.4 \% \quad 90.6 \%$

80 60

40

20

0

Math Proficiency Rate for Federal Accountability
100
$80 \quad 75.4 \% \quad 75.1 \% \quad 77.5 \%$

60

40

20

0
2016-17
2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $98.1 \%$ | $97.9 \%$ | $99.1 \%$ | $98.3 \%$ | $97.9 \%$ | $98.9 \%$ |
| Proficiency Rate for Federal Accountability | $89.0 \%$ | $88.4 \%$ | $90.6 \%$ | $75.4 \%$ | $75.1 \%$ | $77.5 \%$ |
| Annual Target | $71.0 \%$ | $71.5 \%$ | $71.9 \%$ | $58.7 \%$ | $59.8 \%$ | $61.0 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^8]
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## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

## 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 | 974 | 99.1 | 90.6 | 85.7 | 57.9 | 90.6 | 71.9 | Met Goal |
| White | 589 | 99.0 | 90.0 | 82.6 | 66.9 | 90.0 | 66.3 | Met Goal |
| Hispanic | 39 | 100.0 | 82.1 | 72.9 | 43.9 | 82.1 | 47.8 | Met Goal |
| Black or African American | 30 | 96.8 | 60.0 | 69.3 | 38.5 | 60.0 | 51.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 294 | 99.7 | 96.3 | 94.9 | 82.9 | 96.3 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | 80 | Met Goal |
| Female | 471 | 99.0 | 96.0 | 89.4 | 64.8 | 96.0 |  |  |
| Male | 503 | 99.2 | 85.5 | 82.4 | 51.3 | 85.5 |  |  |
| Economically Disadvantaged Students | 14 | 100.0 | 71.4 | 71.4 | 40.0 | 71.4 | ** | ** |
| Non-Economically Disadvantaged Students | 960 | 99.1 | 90.8 | 85.9 | 67.9 | 90.8 |  |  |
| Students with Disabilities | 172 | 97.7 | 59.9 | 48.7 | 22.7 | 59.9 | 35.9 | Met Target |
| Students without Disabilities | 802 | 99.4 | 97.1 | 92.9 | 65.1 | 97.1 |  |  |
| English Learners | 23 | 100.0 | 82.6 | 75.9 | 29.3 | 82.6 | N | N |
| Non-English Learners | 951 | 99.1 | 90.7 | 86.0 | 60.6 | 90.7 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Heritage Middle School
(13-2730-055)
Grades Offered: 07-08
2018-2019

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Heritage Middle School

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English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 484 | 795 | 795 | 761 | * | * | 6\% | 27\% | 64\% | 90\% | 63\% |
| White | 274 | 787 | 787 | 769 | * | * | 7\% | 33\% | 55\% | 89\% | 72\% |
| Hispanic | 23 | 789 | 789 | 747 | * | 0\% | * | * | * | 83\% | 50\% |
| Black or African American | 15 | 768 | 768 | 741 | * | * | * | * | * | 60\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | 160 | 814 | 814 | 790 | * | * | * | 13\% | 84\% | 98\% | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | 12 | 779 | 779 | 768 | * | * | * | * | * | 83\% | 68\% |
| Female | 249 | 802 | 802 | 769 | * | * | * | 24\% | 71\% | 96\% | 71\% |
| Male | 235 | 787 | 787 | 753 | * | * | * | 29\% | 55\% | 85\% | 55\% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45\% |
| Non-Economically Disadvantaged Students | * | * | * | 771 | * | * | * | * | * | * | 73\% |
| Students with Disabilities | 77 | 758 | 758 | 720 | * | * | * | 40\% | 21\% | 61\% | 22\% |
| Students without Disabilities | 407 | 802 | 802 | 769 | * | * | * | 24\% | 72\% | 96\% | 71\% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 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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## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 486 | 800 | 800 | 762 | 2\% | 2\% | 3\% | 30\% | 62\% | 92\% | 63\% |
| White | 313 | 796 | 796 | 770 | * | * | 4\% | 37\% | 54\% | 92\% | 72\% |
| Hispanic | 16 | 788 | 788 | 747 | * | * | * | * | * | 81\% | 49\% |
| Black or African American | 15 | 770 | 770 | 741 | * | * | * | * | * | 60\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | 132 | 816 | 816 | 794 | * | * | * | 14\% | 83\% | 97\% | 88\% |
| American Indian or Alaska Native | * | * | * | 758 | * | * | * | * | * | * | 60\% |
| Two or More Races | * | * | * | 769 | * | * | * | * | * | * | 69\% |
| Female | 224 | 808 | 808 | 771 | * | * | * | 30\% | 67\% | 96\% | 71\% |
| Male | 262 | 793 | 793 | 753 | * | * | * | 31\% | 57\% | 88\% | 55\% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45\% |
| Non-Economically Disadvantaged Students | * | * | * | 772 | * | * | * | * | * | * | 72\% |
| Students with Disabilities | 87 | 755 | 755 | 721 | 13\% | 14\% | * | * | * | 62\% | 22\% |
| Students without Disabilities | 399 | 810 | 810 | 770 | 0\% | 0\% | * | * | * | 98\% | 71\% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## 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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 974 | 98.9 | 77.5 | 73.4 | 44.5 | 77.5 | 61 | Met Target |
| White | 588 | 98.7 | 71.6 | 66.5 | 54.1 | 71.6 | 53.6 | Met Target |
| Hispanic | 39 | 100.0 | 59.0 | 56.5 | 28.8 | 59.0 | 37.6 | Met Target |
| Black or African American | 30 | 96.8 | 53.3 | 46.5 | 23.0 | 53.3 | 55.1 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 295 | 99.7 | 94.6 | 91.6 | 76.5 | 94.6 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | 74.7 | Met Targett |
| Female | 469 | 98.5 | 78.9 | 72.3 | 44.9 | 78.9 |  |  |
| Male | 505 | 99.2 | 76.2 | 74.4 | 44.2 | 76.2 |  |  |
| Economically Disadvantaged Students | 14 | 100.0 | 71.4 | 50.7 | 26.3 | 71.4 | ** | ** |
| Non-Economically Disadvantaged Students | 960 | 98.9 | 77.6 | 73.8 | 54.9 | 77.6 |  |  |
| Students with Disabilities | 171 | 97.2 | 31.0 | 31.4 | 17.4 | 31.0 | 27.8 | Met Target |
| Students without Disabilities | 803 | 99.3 | 87.4 | 81.6 | 50.0 | 87.4 |  |  |
| English Learners | 25 | 100.0 | 84.0 | 72.8 | 25.0 | 84.0 | N | N |
| Non-English Learners | 949 | 98.9 | 77.3 | 73.4 | 46.5 | 77.3 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | * | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## 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
$\dagger$ This indicates a table specific note,see note below table

Heritage Middle School
(13-2730-055)
Grades Offered: 07-08
2018-2019

## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> 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 | 462 | 767 | 767 | 744 | * | * | 18\% | 50\% | 24\% | 74\% | 42\% |
| White | 272 | 759 | 759 | 751 | * | * | 24\% | 51\% | 15\% | 67\% | 53\% |
| Hispanic | 23 | 755 | 755 | 733 | 0\% | * | * | * | * | 61\% | 26\% |
| Black or African American | 15 | 744 | 744 | 727 | 0\% | * | * | * | * | 47\% | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | 140 | 785 | 785 | 768 | 0\% | * | * | 48\% | 46\% | 94\% | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | 12 | 766 | 766 | 749 | * | 0\% | * | * | * | 75\% | 51\% |
| Female | 239 | 766 | 766 | 744 | * | * | 18\% | 54\% | 21\% | 75\% | 42\% |
| Male | 223 | 767 | 767 | 743 | * | * | 17\% | 47\% | 27\% | 74\% | 42\% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 24\% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 53\% |
| Students with Disabilities | 76 | 736 | 736 | 718 | * | * | * | * | * | 30\% | 13\% |
| Students without Disabilities | 386 | 773 | 773 | 749 | * | * | * | * | * | 83\% | 48\% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | N | 721 | N | N | N | N | N | N | 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\% |

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 230 | 752 | 752 | 728 | 8\% | 8\% | 25\% | * | * | 59\% | 29\% |
| White | 174 | 750 | 750 | 737 | 8\% | 7\% | 27\% | * | * | 57\% | 38\% |
| Hispanic | 10 | 741 | 741 | 722 | * | * | * | * | * | 30\% | 22\% |
| Black or African American | 10 | 733 | 733 | 714 | * | * | * | * | * | 40\% | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 771 | 771 | 747 | * | * | * | * | * | 84\% | 51\% |
| American Indian or Alaska Native | * | * | * | 725 | * | * | * | * | * | * | 29\% |
| Two or More Races | * | * | * | 730 | * | * | * | * | * | * | 31\% |
| Female | 105 | 756 | 756 | 731 | * | * | 30\% | * | * | 64\% | 31\% |
| Male | 125 | 749 | 749 | 726 | * | * | 21\% | * | * | 55\% | 27\% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 20\% |
| Non-Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 36\% |
| Students with Disabilities | 77 | 729 | 729 | 707 | * | * | 36\% | * | * | 23\% | 10\% |
| Students without Disabilities | 153 | 764 | 764 | 734 | * | * | 20\% | * | * | 77\% | 35\% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | * | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | N | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | N | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 252 | 797 | 773 | 744 | 0\% | 0\% | * | * | * | 99\% | 42\% |
| White | 135 | 791 | 766 | 752 | 0\% | 0\% | 0\% | 77\% | 23\% | 100\% | 53\% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 761 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | 101 | 806 | 795 | 775 | 0\% | 0\% | * | * | * | 99\% | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 767 | 752 | * | * | * | * | * | * | 51\% |
| Female | 115 | 793 | 770 | 745 | 0\% | 0\% | * | * | * | 99\% | 44\% |
| Male | 137 | 800 | 776 | 743 | 0\% | 0\% | * | * | * | 99\% | 41\% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 47\% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | 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 | * | * | * | 744 | * | * | * | * | * | * | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
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


## Mathematics Assessment - Performance by Test: Geometry

 does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{array}{\|c\|} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{array}$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5 : Exceeded Expectations | $\%$ of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 26 | 797 | 761 | 737 | 0\% | 0\% | 0\% | * | * | 100\% | 35\% |
| White | * | * | * | 743 | * | * | * | * | * | * | 43\% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 17\% |
| Black or African American | N | N | 746 | 720 | N | N | N | N | N | N | 14\% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 798 | 779 | 762 | 0\% | 0\% | 0\% | * | * | 100\% | 70\% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37\% |
| Two or More Races | N | N | 755 | 745 | N | N | N | N | N | N | 46\% |
| Female | 12 | 794 | 761 | 738 | 0\% | 0\% | 0\% | * | * | 100\% | 36\% |
| Male | 14 | 799 | 761 | 736 | 0\% | 0\% | 0\% | * | * | 100\% | 34\% |
| Economically Disadvantaged Students | N | N | * | 722 | N | N | N | N | N | N | 16\% |
| Non-Economically Disadvantaged Students | 26 | 797 | * | 743 | 0\% | 0\% | 0\% | * | * | 100\% | 43\% |
| Students with Disabilities | * | * | * | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | * | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 26 | 797 | * | 738 | 0\% | 0\% | 0\% | * | * | 100\% | * |
| 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 | N | 739 | N | N | N | N | N | N | 35\% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19\% |

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 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.

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | N | N | N |

## 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
$\dagger$ This indicates a table specific note, see note below table


## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

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 | 12 | 39 | 32 | 17 |
| White | 15 | 43 | 29 | 13 |
| Hispanic | 13 | 31 | 44 | 13 |
| Black or African American | 27 | 53 | 13 | 7 |
| Asian, Native Hawaiian, or Pacific Islander | 2 | 29 | 39 | 30 |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 7 | 47 | 33 | 12 |
| Male | 15 | 33 | 31 | 21 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 46 | 40 | 8 | 6 |
| Students without Disabilities | 4 | 39 | 37 | 19 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Heritage Middle School <br> (13-2730-055)

Grades Offered: 07-08
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

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 |
| :---: | :---: | :---: | :---: |
| 7 | 23 | 0 | 481 |
| 8 | 236 | 26 | 236 |
| Total | 259 | 26 | 717 |

## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 317 | 85 | 33 | 0 | 0 | 3 |  |
| 8 | 275 | 103 | 69 | 0 | 0 | 0 | 27 |
| Total | 592 | 188 | 102 | 0 | 0 | 0 | 62 | Career Readiness

## Heritage Middle School <br> (13-2730-055) <br> Grades Offered: 07-08

2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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


Students enrolled in one or more classes by discipline:


## 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
$\dagger$ This indicates a table specific note, see note below table

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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 3.6 | 9.5 | Met |
| White | 29 | 4.8 | 9.5 | Met |
| Hispanic | 2 | 5.0 | 9.5 | Met |
| Black or African American | 0 | 0 | 9.5 | Met |
| Asian, Native Hawaiian, or Pacific | 5 | 1.7 | 9.5 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | $* *$ | $* *$ |
| Two or More Races | $*$ | ${ }^{*}$ | 9.5 | Met |
| Female | 17 | 3.5 |  |  |
| Male | 19 | 3.7 |  |  |
| Economically Disadvantaged Students | 0 | 0 | $* *$ | $* *$ |
| Students with Disabilities | 12 | 6.6 | 9.5 | Met |
| English Learners | $*$ | $*$ | $* *$ | $* *$ |
| 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.


## Report Key:

## Heritage Middle School <br> (13-2730-055) <br> Grades Offered: 07-08

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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.


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## Heritage Middle School

(13-2730-055)
Grades Offered: 07-08
2018-2019

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 | 8 |
| Weapons | 3 |
| Vandalism | 2 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 11 |
| Total Unique Incidents | 23 |
| Incidents Per 100 Students Enrolled | 2.34 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 4 | 1 | 5 |
| Religion | 0 | 0 | 0 |
| Ancestry | 1 | 0 | 1 |
| Gender | 3 | 3 | 6 |
| Sexual Orientation | 1 | 0 | 1 |
| Disability | 0 | 3 | 3 |
| Other | 3 | 4 | 7 |
| No Identified Nature | 1 |  | 1 |

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 | 2 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Other Incidents Leading to Removal | 0 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | $*$ | $*$ |
| Out-of-School Suspensions | 10 | $1.0 \%$ |
| Any Suspension | 12 | $1.2 \%$ |
| Removal to other education <br> program | $*$ | $*$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



Demographic
Student
Academic Achievement

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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 | $8: 20$ AM |
| Typical End Time | $3: 09$ PM |
| Length of School Day | 6 Hrs 49 Mins |
| Full Time - Instructional Time | 5 Hrs 49 Mins |
| Shared Time - Instructional Time | 5 Hrs. 49 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 | $1.0: 1$ |

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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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 78 | 118,214 |
| Average years experience in <br> public schools | 10.2 | 12.1 |
| Average years experience in <br> district | 9.0 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $64.1 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $13: 1$ | $12: 1$ |
| Students to Administrators | $328: 1$ | $163: 1$ |
| Teachers to Administrators | $26: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Heritage Middle School

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Grades Offered: 07-08
2018-2019

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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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.6 \%$ | $76.9 \%$ | $33.3 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.4 \%$ | $23.1 \%$ | $66.7 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $60.1 \%$ | $91.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $4.1 \%$ | $5.1 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $3.2 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $29.8 \%$ | $3.8 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.3 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.4 \%$ |

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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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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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 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $89.0 \%$ | $88.4 \%$ | $90.6 \%$ |
| Math Proficiency | $75.4 \%$ | $75.1 \%$ | $77.5 \%$ |
| ELA Growth | 72 | 62 | 67 |
| Math Growth | 54 | 57 | 52 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | ${ }^{*}$ | ${ }^{*}$ |
| Chronic Absenteeism | $3.8 \%$ | $1.9 \%$ | $3.6 \%$ |

[^9]
## Report Key:

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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:
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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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## 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 <br> 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: <br> Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Target | Exceeds Standard | Met Standard | ** | Met | No |
| White | Met Goal | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Goal | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Black or African American | Met Target | Met Targett | Exceeds Standard | ** | 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 | Met Goal | Met Targett | Met Standard | ** | n/a | Met | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Target | Met Target | Exceeds Standard | Met Standard | $\mathrm{n} / \mathrm{a}$ | Met | No |
| English Learners | N | N | ** | ** | ** | ** | No |

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

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2018-2019


## 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: | - Hosted Challenge Day Program the past three years to address the social and emotional needs of its students. <br> - Through our Advisory Program, HMS provides its students a program to get involved in leadership opportunities. Additionally, HMS provides students with an opportunity to participate in a Leadership Ad <br> - HMS is in its third year of providing each of our students with a one-to-one technology device. New devices were purchased for current 7th grade students. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally. |
| Awards, Recognition, Accomplishments: | Heritage Middle School was ranked the \#2 Best Public Middle School in New Jersey for 2020 by Niche. In 2019, HMS received the Bronze Tier Certification as a Future Ready School. The HMS MathCounts Team placed in 1st place in the Essex County Math League in Geometry in 2019 and 2nd place in Algebra. The MathCounts team placed 2nd overall in the statewide competetion. The HMS Science Olympiad Team placed in 6th place overall in the statewide competetion as well. In addition, the Future Business Leaders of America Club had three finishers in the top three of the regional competition, with one student finishing in first place in Computer Science and Coding. HMS also had multiple students place 1st or 2nd in the TSA Design Challenge. |

Demographic

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## School Narrative

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The organization and delivery of our academic program prepares students by providing them with a comprehensive learning experience that fosters and develops 21st Century Learning Skills. The program also promotes study, organizational and critical thinking skills that help our students build self-confidence, responsibility, self-advocacy and independence. Ultimately, we want to prepare students for life by creating rich academic opportunities to ensure they are future ready.

Courses, Curriculum, Instruction:

HMS offers its students an opportunity to get involved and become enriched in a number of co-curricular clubs. Our Student Government and Builders Club offer students leadership opportunities and the chance to give back and connect with greater surrounding community. In the arts, we present a fall drama and spring musical as well as compose a literary magazine. Our clubs also travel and compete in competitions in the fields of mathematics, forensics, science and technology.

Clubs and Activities:

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## School Narrative

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Staff and

 Professional Learning:
## Heritage Middle School

(13-2730-055)
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| Services: | The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 1821 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. |
| :---: | :---: |
|  | The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. |
| Parent and Community Involvement: | The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections. |

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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.


Demographic

## Report Key:

Heritage Middle School
(13-2730-055)
Grades Offered: 07-08
2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ 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.

Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades $6,7, \& 8$. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

Demographic

## Heritage Middle Schoo <br> (13-2730-055) <br> Grades Offered: 07-08

2018-2019

## Report Key:

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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.

> Heritage Middle School is comprised of 970 students in grades seven and eight. Each student is placed on one of four interdisciplinary teams that consist of their CORE academic teachers. Students entering 7th grade are placed into a mathematics program that is leveled and based upon their readiness level. In addition too our rigorous academic program, we offer our students a wide variety of related arts programs in the fields of music, technology, multimedia, family and consumer science and art that they may choose to become involved in. Our school counseling department has created an Advisory Program designed to have students engage topics covering character education that look to bolster their social skills and promote opportunities for leadership. Heritage Middle School is in its second year of the district's One-to-One Initiative. Teachers utilize online platforms such as Schoology, Google Classroom and Microsoft OneNote to use state of the art technology to harness 21st Century Learning Skills with their students.

Hillside Elementary School<br>(13-2730-100)<br>Grades Offered: KG-05

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 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:

Demographic

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

Report Key:

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$\mathbf{N}$ No Data is available to display
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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.


Demographic

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

## Report Key:

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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 | 61 | 54 | 72 |
| 1 | 44 | 69 | 62 |
| 2 | 82 | 45 | 67 |
| 3 | 75 | 83 | 46 |
| 4 | 73 | 80 | 86 |
| 5 | 72 | 75 | 80 |
| Total | 407 | 406 | 413 |

## Enrollment Trends by Full/Half Day PK

 and KGThis 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 | 61 | 54 | 72 |

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 | $44.2 \%$ | $45.1 \%$ | $45.3 \%$ |
| Male | $55.8 \%$ | $54.9 \%$ | $54.7 \%$ |
| Economically <br> Disadvantaged Students | $3.4 \%$ | $2.5 \%$ | $1.9 \%$ |
| Students with Disabilities | $15.5 \%$ | $15.8 \%$ | $17.4 \%$ |
| English Learners | $4.9 \%$ | $4.4 \%$ | $4.6 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $46.9 \%$ | $42.9 \%$ | $42.6 \%$ |
| Hispanic | $7.4 \%$ | $8.9 \%$ | $7.5 \%$ |
| Black or African American | $2.5 \%$ | $2.5 \%$ | $2.9 \%$ |
| Asian | $38.1 \%$ | $40.9 \%$ | $42.6 \%$ |
| Native Hawaiian or Pacific Islander | $0.5 \%$ | $0.2 \%$ | $0.2 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $4.7 \%$ | $4.7 \%$ | $4.1 \%$ |

## 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 | $54.0 \%$ |
| Chinese | $21.1 \%$ |
| Spanish | $4.6 \%$ |
| Hindi | $3.6 \%$ |
| Russian | $3.4 \%$ |
| Other Languages | $13.3 \%$ |

Narrative

## Report Key:

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
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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.


Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05 2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard $(40$ $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 61 | 50 | Met Standard | 55 | 52 | 50 | Met Standard |
| White | 59 | 59 | 50 | Met Standard | 51 | 48 | 52 | Met Standard |
| Hispanic | 54 | 53 | 49 | ** | 42 | 45 | 47 | ** |
| Black or African American | * | 58 | 45 | ** | * | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 62 | 63 | 59 | Exceeds Standard | 63 | 60 | 60 | Exceeds Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 60.5 | 61 | 53 | N | 52 | 52 | 50 | N |
| Male | 54.5 | 60 | 47 | N | 55 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 38 | 52 | 43 | Not Met | 52 | 44 | 45 | Met Standard |
| English Learners | 37 | 63.5 | 52 | ** | 51 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

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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.


## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability
$100 \quad 81.6 \% \quad 85.3 \% \quad 87.0 \%$
$\begin{array}{lll}60 & \\ 20 & & \\ 0 & 2016-17 & 2017-18 \\ 2018-19\end{array}$

Math Proficiency Rate for Federal Accountability
100

80

60

40

20

0

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $98.6 \%$ | $98.7 \%$ | $98.6 \%$ | $98.2 \%$ | $98.7 \%$ | $98.6 \%$ |
| Proficiency Rate for Federal Accountability | $81.6 \%$ | $85.3 \%$ | $87.0 \%$ | $72.2 \%$ | $78.4 \%$ | $80.4 \%$ |
| Annual Target | $78.3 \%$ | $78.4 \%$ | $78.5 \%$ | $68.4 \%$ | $69.0 \%$ | $69.6 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Target | Met Goal |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^10]
## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
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 esults 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 | 208 | 98.6 | 87.0 | 85.7 | 57.9 | 87.0 | 78.5 | Met Goal |
| White | 92 | 96.9 | 83.7 | 82.6 | 66.9 | 83.7 | 74.3 | Met Goal |
| Hispanic | 19 | 100.0 | 78.9 | 72.9 | 43.9 | 78.9 | ** | ** |
| Black or African American | * | * | * | 69.3 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 85 | 100.0 | 91.8 | 94.9 | 82.9 | 91.8 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 88 | 97.8 | 88.6 | 89.4 | 64.8 | 88.6 |  |  |
| Male | 120 | 99.2 | 85.8 | 82.4 | 51.3 | 85.8 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 45 | 95.8 | 46.7 | 48.7 | 22.7 | 46.7 | 41.8 | Met Target |
| Students without Disabilities | 163 | 99.4 | 98.2 | 92.9 | 65.1 | 98.2 |  |  |
| English Learners | 22 | 100.0 | 72.7 | 75.9 | 29.3 | 72.7 | 78.3 | Met Targett |
| Non-English Learners | 186 | 98.4 | 88.7 | 86.0 | 60.6 | 88.7 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Hillside Elementary School

(13-2730-100)
Grades Offered: KG-05
2018-2019

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3
 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 796 | 780 | 748 | * | * | * | 39\% | 50\% | 89\% | 50\% |
| White | 21 | 797 | 773 | 757 | * | 0\% | * | * | * | 90\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | N | N | 766 | 731 | N | N | N | N | N | N | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 809 | 794 | 773 | 0\% | * | 0\% | * | * | 93\% | 75\% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58\% |
| Female | 19 | 800 | 780 | 753 | * | * | * | * | * | 89\% | 55\% |
| Male | 27 | 793 | 780 | 743 | * | * | * | * | * | 89\% | 46\% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61\% |
| Students with Disabilities | 11 | 760 | 746 | 719 | * | * | * | * | * | 64\% | 24\% |
| Students without Disabilities | 35 | 807 | 785 | 754 | * | * | * | * | * | 97\% | 56\% |
| English Learners | * | * | 740 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 781 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | N | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

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$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 85 | 794 | 786 | 755 | * | * | * | 26\% | 62\% | 88\% | 57\% |
| White | 36 | 785 | 779 | 763 | * | * | * | * | * | 86\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | N | N | 760 | 739 | N | N | N | N | N | N | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 40 | 798 | 799 | 779 | * | 0\% | * | 30\% | 60\% | 90\% | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 40 | 796 | 790 | 760 | * | * | * | * | * | 90\% | 62\% |
| Male | 45 | 792 | 782 | 750 | * | * | * | * | * | 87\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 17 | 747 | 744 | 725 | * | * | * | * | * | 41\% | 25\% |
| Students without Disabilities | 68 | 806 | 793 | 761 | * | * | * | * | * | 100\% | 64\% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 85 | 794 | * | 758 | * | * | * | 26\% | 62\% | 88\% | 60\% |
| Homeless Students | N | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 79 | 788 | 787 | 756 | * | * | * | 46\% | 41\% | 86\% | 58\% |
| White | 35 | 783 | 779 | 764 | 0\% | * | * | 43\% | 37\% | 80\% | 68\% |
| Hispanic | * | * | 756 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 778 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 799 | * | 781 | * | 0\% | * | 44\% | 50\% | 94\% | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 31 | 794 | 792 | 761 | * | * | * | 45\% | 42\% | 87\% | 64\% |
| Male | 48 | 785 | 782 | 750 | * | * | * | 46\% | 40\% | 85\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39\% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 17 | 743 | 747 | 724 | * | * | * | * | * | 47\% | 23\% |
| Students without Disabilities | 62 | 801 | 795 | 762 | * | * | * | * | * | 97\% | 65\% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 79 | 788 | * | 758 | * | * | * | 46\% | 41\% | 86\% | 60\% |
| Homeless Students | N | 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\% |

## Report Key:

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 209 | 98.6 | 80.4 | 73.4 | 44.5 | 80.4 | 69.6 | Met Goal |
| White | 92 | 96.9 | 76.1 | 66.5 | 54.1 | 76.1 | 65.5 | Met Target |
| Hispanic | 19 | 100.0 | 57.9 | 56.5 | 28.8 | 57.9 | ** | ** |
| Black or African American | * | * | * | 46.5 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 86 | 100.0 | 90.7 | 91.6 | 76.5 | 90.7 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 89 | 97.8 | 80.9 | 72.3 | 44.9 | 80.9 |  |  |
| Male | 120 | 99.2 | 80.0 | 74.4 | 44.2 | 80.0 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 45 | 95.8 | 44.4 | 31.4 | 17.4 | 44.4 | 46.4 | Met Targett |
| Students without Disabilities | 164 | 99.4 | 90.2 | 81.6 | 50.0 | 90.2 |  |  |
| English Learners | 23 | 100.0 | 69.6 | 72.8 | 25.0 | 69.6 | 66.5 | Met Target |
| Non-English Learners | 186 | 98.4 | 81.7 | 73.4 | 46.5 | 81.7 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Hillside Elementary School

(13-2730-100)
Grades Offered: KG-05
2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
t This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | $\%$ of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 787 | 775 | 752 | 0\% | * | * | 37\% | 50\% | 87\% | 55\% |
| White | 21 | 780 | 768 | 760 | 0\% | * | * | * | * | 90\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | N | N | 752 | 735 | N | N | N | N | N | N | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 814 | 791 | 778 | 0\% | 0\% | * | * | * | 93\% | 83\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Female | 19 | 777 | 769 | 751 | 0\% | * | * | * | * | 89\% | 54\% |
| Male | 27 | 794 | 780 | 752 | 0\% | * | * | * | * | 85\% | 56\% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37\% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | 11 | 764 | 754 | 731 | 0\% | * | * | * | * | 64\% | 31\% |
| Students without Disabilities | 35 | 794 | 779 | 756 | 0\% | * | * | * | * | 94\% | 60\% |
| English Learners | * | * | 751 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 776 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 85 | 779 | 770 | 749 | * | * | * | 54\% | 29\% | 84\% | 51\% |
| White | 36 | 767 | 761 | 757 | * | * | * | * | * | 78\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | N | N | 742 | 731 | N | N | N | N | N | N | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 40 | 789 | 787 | 776 | 0\% | * | * | 48\% | 43\% | 90\% | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 40 | 778 | 769 | 749 | * | * | * | 55\% | 30\% | 85\% | 50\% |
| Male | 45 | 780 | 771 | 749 | * | * | * | 53\% | 29\% | 82\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | 17 | 742 | 738 | 726 | * | * | * | * | * | 47\% | 25\% |
| Students without Disabilities | 68 | 788 | 775 | 754 | * | * | * | * | * | 93\% | 56\% |
| English Learners | N | N | * | 722 | N | N | N | N | N | N | 18\% |
| Non-English Learners | 85 | 779 | * | 751 | * | * | * | 54\% | 29\% | 84\% | 54\% |
| Homeless Students | N | 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 | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 80 | 772 | 771 | 747 | 0\% | * | * | 53\% | 23\% | 75\% | 47\% |
| White | 35 | 763 | 764 | 755 | 0\% | * | * | * | * | 69\% | 58\% |
| Hispanic | * | * | 732 | 735 | * | * | * | * | * | * | 30\% |
| Black or African American | * | * | 748 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 33 | 788 | * | 775 | 0\% | 0\% | * | * | * | 91\% | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 32 | 764 | 768 | 747 | 0\% | * | * | * | * | 72\% | 47\% |
| Male | 48 | 777 | 773 | 747 | 0\% | * | * | * | * | 77\% | 47\% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27\% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59\% |
| Students with Disabilities | 17 | 741 | 740 | 725 | 0\% | * | * | * | * | 35\% | 19\% |
| Students without Disabilities | 63 | 780 | 777 | 752 | 0\% | * | * | * | * | 86\% | 52\% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | N | 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\% |

## Hillside Elementary School

(13-2730-100)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :--- | :---: | :---: | :---: |
| Schoolwide/English Learners | $*$ | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 14 | $78.6 \%$ | $21.4 \%$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | N | N | N |

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 4 | 35 | 31 | 30 |
| White | 3 | 34 | 43 | 20 |
| Hispanic | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 3 | 27 | 27 | 42 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 9 | 34 | 38 | 19 |
| Male | 0 | 35 | 27 | 38 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 6 | 76 | 18 | 0 |
| Students without Disabilities | 3 | 24 | 35 | 38 |
| 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 |

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? ? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 14 | 3.3 | 8.9 | Met |
| White | 6 | 3.3 | 8.9 | Met |
| Hispanic | 3 | 9.7 | 8.9 | Not Met |
| Black or African American | 1 | 8.3 | ${ }^{* *}$ | $* *$ |
| Asian, Native Hawaiian, or Pacific | 4 | 2.2 | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Female | 7 | 3.7 |  |  |
| Male | 7 | 3.0 |  |  |
| Economically Disadvantaged Students | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Students with Disabilities | 2 | 2.5 | 8.9 | Met |
| English Learners | 1 | 5.3 | ${ }^{* *}$ | $* *$ |
| Homeless Students | N | N |  |  |
| 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.


# Narrative 

Report Key:

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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.


## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
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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 | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.48 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | N | N | N |
| Religion | N | N | N |
| Ancestry | N | N | N |
| Gender | N | N | N |
| Sexual Orientation | N | N | N |
| Disability | N | N | N |
| Other | N | N | N |
| No Identified Nature | N |  | N |

## 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 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

## 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 | $8: 05$ AM |
| Typical End Time | $2: 40$ PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs 40 Mins |
| Shared Time - Instructional Time | 5 Hrs. 40 Mins. |

## 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
$\dagger$ This indicates a table specific note, see note below table

2018-2019

## 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

Narrative

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 28 | 118,214 |
| Average years experience in <br> public schools | 8.8 | 12.1 |
| Average years experience in <br> district | 7.4 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $57.1 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $15: 1$ | $12: 1$ |
| Students to Administrators | $413: 1$ | $163: 1$ |
| Teachers to Administrators | $28: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Hillside Elementary School <br> (13-2730-100)

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note,see note below table


## 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 districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $45.3 \%$ | $89.3 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $54.7 \%$ | $10.7 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $42.6 \%$ | $92.9 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $7.5 \%$ | $3.6 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $2.9 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $42.6 \%$ | $3.6 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $4.1 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Narrative

## Report Key:

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N No Data is available to display
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## NJ SCHOOL <br> PERFORMANCE

 REPORT
## Hillside Elementary School

(13-2730-100)
Grades Offered: KG-05
2018-2019

## 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 districtlevel 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


| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.2 \%$ |

## Report Key:

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

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.

## Report Key:

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05

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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

## Report Key:

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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:
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $81.6 \%$ | $85.3 \%$ | $87.0 \%$ |
| Math Proficiency | $72.2 \%$ | $78.4 \%$ | $80.4 \%$ |
| ELA Growth | 45 | 45 | 59 |
| Math Growth | 46 | 50 | 55 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $1.7 \%$ | $2.2 \%$ | $3.3 \%$ |

[^11]Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05

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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.
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5\% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Goal | Met Standard | Met Standard | ** | Met | No |
| White | Met Goal | Met Target | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | 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 | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Target | Met Targett | Not Met | Met Standard | n/a | Met | No |
| English Learners | Met Targett | Met Target | ** | ** | ** | ** | No |

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

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

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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: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

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## School Narrative

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

Demographic

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

2018-2019

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## School Narrative

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
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.
$\left.\begin{array}{l|l|l|}\hline \text { Student Supports and } \\ \text { Services: }\end{array} \quad \begin{array}{l}\text { The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related } \\ \text { Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18- } \\ \text { 21 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional } \\ \text { needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. }\end{array}\right\}$

## Hillside Elementary School <br> (13-2730-100) <br> Grades Offered: KG-05

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Demographic

## Hillside Elementary School <br> (13-2730-100)

Grades Offered: KG-05
2018-2019

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## School Narrative

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|  | Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary <br> schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 <br> computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes <br> using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and <br> analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students <br> participate in a Tech and Business/Computers course in grades 6,7, \& 8 . AP Computer Science A and CS Principles are <br> currently offered at the high school level. LHS Students can take a wide variety of STEMM-related electives in the Science, Math, <br> Techology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC <br> equipment. |
| :--- | :--- |
| Technology and |  |
| STEM: |  |

Hillside Elementary School
(13-2730-100)
Grades Offered: KG-05

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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.

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.

## 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:

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
2018-2019

Report Key:

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N No Data is available to display
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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 |  | Essex |
| District | Livingston Board of Education School District |  |
| Principal Name | Mr. Mark Stern |  |
| Address | 30 ROBERT HARP DRIVE LIVINGSTON, NJ 07039 |  |
| Phone Number | $\underline{\text { mstern@livingston.org }}$ |  |
| Email Address | $\underline{\mathrm{https}: / / w w w . l i v i n g s t o n . o r g / l h s ~}$ |  |
| Website | $\underline{\mathrm{https}: / / \mathrm{www.facebook.com/LivSchools.com/@LHSPrincipalNJ}}$ |  |
| Facebook |  |  |

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
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 | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| 9 | 489 | 490 | 462 |
| 10 | 448 | 491 | 496 |
| 11 | 491 | 452 | 492 |
| 12 | 446 | 493 | 451 |
| Total | 1,874 | 1,927 | 1,902 |

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 | $48.7 \%$ | $49.0 \%$ | $49.3 \%$ |
| Male | $51.3 \%$ | $51.0 \%$ | $50.7 \%$ |
| Economically <br> Disadvantaged Students | $1.8 \%$ | $2.2 \%$ | $2.7 \%$ |
| Students with Disabilities | $12.0 \%$ | $12.0 \%$ | $11.8 \%$ |
| English Learners | $0.4 \%$ | $0.4 \%$ | $0.6 \%$ |
| Homeless Students | $0.0 \%$ | $0.3 \%$ | $0.2 \%$ |
| 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 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 | 1,872 | 1,925 | 1,899 |
| Shared Time Students | 2 | 2 | 3 |
| Full Time Equivalent | 1,873 | 1,926 | 1,901 |

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 | $64.5 \%$ | $63.9 \%$ | $61.7 \%$ |
| Hispanic | $4.8 \%$ | $4.5 \%$ | $5.0 \%$ |
| Black or African American | $3.5 \%$ | $3.5 \%$ | $3.4 \%$ |
| Asian | $25.4 \%$ | $25.8 \%$ | $27.2 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.2 \%$ | $0.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $1.5 \%$ | $2.1 \%$ | $2.6 \%$ |

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 | $76.0 \%$ |
| Chinese | $8.5 \%$ |
| Russian | $2.7 \%$ |
| Spanish | $2.5 \%$ |
| Hindi | $1.8 \%$ |
| Other Languages | $8.5 \%$ |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12

## 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
$\dagger$ This indicates a table specific note, see note below table
2018-2019


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^12]
## 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
$\dagger$ 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 | 940 | 99.0 | 85.3 | 85.7 | 57.9 | 85.3 | 52.8 | Met Goal |
| White | 566 | 98.4 | 81.3 | 82.6 | 66.9 | 81.3 | 44.3 | Met Goal |
| Hispanic | 41 | 100.0 | 70.7 | 72.9 | 43.9 | 70.7 | 44.8 | Met Target |
| Black or African American | 30 | 100.0 | 83.3 | 69.3 | 38.5 | 83.3 | 44.6 | Met Goal |
| Asian, Native Hawaiian, or Pacific Islander | 271 | 100.0 | 96.7 | 94.9 | 82.9 | 96.7 | 75.7 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 32 | 97.0 | 81.3 | * | 64.4 | 81.3 | 80 | Met Goal |
| Female | 454 | 98.7 | 91.0 | 89.4 | 64.8 | 91.0 |  |  |
| Male | 486 | 99.2 | 80.0 | 82.4 | 51.3 | 80.0 |  |  |
| Economically Disadvantaged Students | 28 | 96.6 | 82.1 | 71.4 | 40.0 | 82.1 | 57.5 | Met Goal |
| Non-Economically Disadvantaged Students | 912 | 99.0 | 85.4 | 85.9 | 67.9 | 85.4 |  |  |
| Students with Disabilities | 128 | 97.0 | 46.9 | 48.7 | 22.7 | 46.9 | 27.1 | Met Target |
| Students without Disabilities | 812 | 99.3 | 91.4 | 92.9 | 65.1 | 91.4 |  |  |
| English Learners | 13 | 100.0 | 61.5 | 75.9 | 29.3 | 61.5 | ** | ** |
| Non-English Learners | 927 | 98.9 | 85.7 | 86.0 | 60.6 | 85.7 |  |  |
| Homeless Students | * | * | * | * | 29.1 | * |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
2018-2019

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Report Key:

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 9
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 452 | 786 | 786 | 753 | * | * | 8\% | 41\% | 47\% | 88\% | 56\% |
| White | 252 | 780 | 780 | 762 | * | * | 10\% | 46\% | 39\% | 85\% | 65\% |
| Hispanic | 26 | 772 | 772 | 737 | * | * | * | * | * | 77\% | 40\% |
| Black or African American | 11 | 757 | 757 | 732 | * | * | 0\% | * | * | 73\% | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 146 | 800 | 800 | 783 | * | * | * | 29\% | 67\% | 96\% | 84\% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 57\% |
| Two or More Races | 17 | 795 | 795 | 761 | 0\% | 0\% | * | * | * | 94\% | 63\% |
| Female | 205 | 790 | 790 | 760 | * | * | * | 41\% | 51\% | 92\% | 63\% |
| Male | 247 | 783 | 783 | 746 | * | * | * | 41\% | 43\% | 85\% | 49\% |
| Economically Disadvantaged Students | 11 | 776 | 776 | 734 | * | * | * | * | * | 82\% | 36\% |
| Non-Economically Disadvantaged Students | 441 | 786 | 786 | 762 | * | * | * | * | * | 88\% | 65\% |
| Students with Disabilities | 48 | 740 | 740 | 717 | * | * | 29\% | * | * | 40\% | 17\% |
| Students without Disabilities | 404 | 791 | 791 | 760 | * | * | 5\% | * | * | 94\% | 63\% |
| English Learners | N | N | N | 693 | N | N | N | N | N | N | * |
| Non-English Learners | 452 | 786 | 786 | 755 | * | * | 8\% | 41\% | 47\% | 88\% | * |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21\% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 22\% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23\% |

## 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
$\dagger$ This indicates a table specific note, see note below table


## Livingston High School

(13-2730-050)
Grades Offered: 09-12 2018-2019

English Language Arts Assessment - Performance by Grade: Grade 10
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 488 | 786 | 786 | 757 | 3\% | 5\% | 9\% | 38\% | 44\% | 83\% | 58\% |
| White | 313 | 779 | 779 | 767 | 4\% | 6\% | 12\% | 42\% | 37\% | 79\% | 67\% |
| Hispanic | 15 | 747 | 747 | 738 | * | * | * | * | * | 60\% | 43\% |
| Black or African American | 19 | 780 | 780 | 733 | 0\% | * | * | * | * | 89\% | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 126 | 812 | 812 | 792 | * | 0\% | * | 25\% | 71\% | 97\% | 84\% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 56\% |
| Two or More Races | 15 | 778 | 778 | 766 | 0\% | * | * | * | * | 67\% | 65\% |
| Female | 248 | 797 | 797 | 766 | * | * | 6\% | 36\% | 54\% | 90\% | 66\% |
| Male | 240 | 776 | 776 | 749 | * | * | 12\% | 41\% | 35\% | 75\% | 51\% |
| Economically Disadvantaged Students | 17 | 775 | 775 | 735 | 0\% | * | 0\% | * | * | 82\% | 40\% |
| Non-Economically Disadvantaged Students | 471 | 787 | 787 | 767 | 3\% | * | 9\% | * | * | 83\% | 67\% |
| Students with Disabilities | 77 | 749 | 749 | 711 | * | * | 23\% | * | * | 52\% | 19\% |
| Students without Disabilities | 411 | 794 | 794 | 765 | * | * | 6\% | * | * | 89\% | 65\% |
| English Learners | * | * | * | 687 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 760 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 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\% |

## Report Key:

# Livingston High School 

(13-2730-050)
Grades Offered: 09-12
Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 906 | 98.7 | 65.7 | 73.4 | 44.5 | 65.7 | 40.9 | Met Target |
| White | 560 | 98.1 | 57.3 | 66.5 | 54.1 | 57.3 | 31 | Met Target |
| Hispanic | 39 | 100.0 | 59.0 | 56.5 | 28.8 | 59.0 | 28.6 | Met Target |
| Black or African American | 30 | 100.0 | 43.3 | 46.5 | 23.0 | 43.3 | 36.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 246 | 99.6 | 88.6 | 91.6 | 76.5 | 88.6 | 70.4 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 31 | 100.0 | 64.5 | * | 53.3 | 64.5 | 65.9 | Met Targett |
| Female | 442 | 98.9 | 64.5 | 72.3 | 44.9 | 64.5 |  |  |
| Male | 464 | 98.5 | 66.8 | 74.4 | 44.2 | 66.8 |  |  |
| Economically Disadvantaged Students | 27 | 96.4 | 55.6 | 50.7 | 26.3 | 55.6 | 51.5 | Met Target |
| Non-Economically Disadvantaged Students | 879 | 98.8 | 66.0 | 73.8 | 54.9 | 66.0 |  |  |
| Students with Disabilities | 125 | 96.9 | 27.2 | 31.4 | 17.4 | 27.2 | 24.5 | Met Target |
| Students without Disabilities | 781 | 99.0 | 71.8 | 81.6 | 50.0 | 71.8 |  |  |
| English Learners | 17 | 100.0 | 64.7 | 72.8 | 25.0 | 64.7 | ** | ** |
| Non-English Learners | 889 | 98.7 | 65.7 | 73.4 | 46.5 | 65.7 |  |  |
| Homeless Students | * | * | * | * | 17.1 | * |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## 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
$\dagger$ This indicates a table specific note, see note below table


## 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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5 : <br> Exceeded Expectations | $\begin{aligned} & \% \text { of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 272 | 751 | 773 | 744 | * | 13\% | 31\% | * | * | 55\% | 42\% |
| White | 190 | 749 | 766 | 752 | * | * | 37\% | 48\% | 0\% | 48\% | 53\% |
| Hispanic | 23 | 743 | * | 728 | * | * | * | 57\% | 0\% | 57\% | 24\% |
| Black or African American | * | * | 761 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | 39 | 765 | 795 | 775 | 0\% | * | * | * | * | 85\% | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 767 | 752 | * | * | * | * | * | * | 51\% |
| Female | 133 | 751 | 770 | 745 | * | 11\% | 33\% | * | * | 54\% | 44\% |
| Male | 139 | 751 | 776 | 743 | * | 14\% | 29\% | * | * | 55\% | 41\% |
| Economically Disadvantaged Students | 10 | 757 | * | 727 | * | * | * | * | * | 70\% | 23\% |
| Non-Economically Disadvantaged Students | 262 | 751 | * | 752 | * | * | * | * | * | 54\% | 52\% |
| Students with Disabilities | 61 | 735 | * | 717 | * | 28\% | 43\% | * | * | 26\% | 12\% |
| Students without Disabilities | 211 | 756 | * | 748 | * | 8\% | 28\% | * | * | 63\% | 47\% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | 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 | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## 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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Geometry

 does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 329 | 758 | 761 | 737 | * | * | 26\% | 57\% | 12\% | 68\% | 35\% |
| White | 201 | 753 | * | 743 | * | * | 34\% | * | * | 59\% | 43\% |
| Hispanic | 16 | 745 | * | 724 | * | 0\% | * | 63\% | 0\% | 63\% | 17\% |
| Black or African American | 10 | 746 | 746 | 720 | * | 0\% | * | * | * | 40\% | 14\% |
| Asian, Native Hawaiian, or Pacific Islander | 86 | 775 | 779 | 762 | 0\% | * | * | 60\% | 31\% | 92\% | 70\% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37\% |
| Two or More Races | 16 | 755 | 755 | 745 | 0\% | * | * | 75\% | 0\% | 75\% | 46\% |
| Female | 151 | 758 | 761 | 738 | * | * | 26\% | 58\% | 11\% | 69\% | 36\% |
| Male | 178 | 758 | 761 | 736 | * | * | 26\% | 55\% | 12\% | 67\% | 34\% |
| Economically Disadvantaged Students | * | * | * | 722 | * | * | * | * | * | * | 16\% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43\% |
| Students with Disabilities | 49 | 731 | * | 712 | * | * | 51\% | * | * | 18\% | * |
| Students without Disabilities | 280 | 763 | * | 741 | * | * | 22\% | * | * | 77\% | * |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35\% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19\% |

## 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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra II

 does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 305 | 773 | 773 | 755 | * | * | 22\% | 56\% | 17\% | 74\% | 58\% |
| White | 167 | 761 | 761 | 758 | * | * | 27\% | 59\% | 8\% | 67\% | 62\% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34\% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 27\% |
| Asian, Native Hawaiian, or Pacific Islander | 122 | 790 | 790 | 777 | * | 0\% | * | 57\% | 30\% | 88\% | 80\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55\% |
| Two or More Races | * | * | * | 761 | * | * | * | * | * | * | 65\% |
| Female | 156 | 766 | 766 | 752 | * | * | 26\% | 62\% | 8\% | 70\% | 55\% |
| Male | 149 | 780 | 780 | 758 | * | * | 17\% | 51\% | 27\% | 78\% | 62\% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65\% |
| Students with Disabilities | 12 | 768 | 768 | 715 | * | * | * | * | * | 75\% | 25\% |
| Students without Disabilities | 293 | 773 | 773 | 756 | * | * | * | * | * | 74\% | 60\% |
| English Learners | * | * | * | 696 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 59\% |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 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 | * |

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
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
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# 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.

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 10 | $40.0 \%$ | $60.0 \%$ |
| $3-4$ | N | N | N |
| 5 or more | N | N | N |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12 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
$\dagger$ This indicates a table specific note, see note below table

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 | 19 | 29 | 33 | 20 |
| White | 20 | 34 | 33 | 13 |
| Hispanic | 33 | 25 | 33 | 8 |
| Black or African American | 40 | 40 | 15 | 5 |
| Asian, Native Hawaiian, or Pacific Islander | 8 | 14 | 32 | 45 |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 19 | 34 | 31 | 15 |
| Male | 18 | 23 | 35 | 24 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 51 | 30 | 14 | 5 |
| Students without Disabilities | 12 | 28 | 37 | 23 |
| 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 |

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 in2018-19. 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 <br> Participation <br> Rate | State <br> Participation <br> Rate |
| :--- | :---: | :---: |
| 10th and 11th graders taking PSAT 10/NMSQT <br> in 2018-19 | $63.2 \%$ | $84.5 \%$ |
| 12th graders taking SAT in 2018-19 or prior <br> years | $69.9 \%$ | $72.1 \%$ |
| 12th graders taking ACT in 2018-19 or prior <br> years | $53.9 \%$ | $19.6 \%$ |

## 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 <br> Average <br> Score | State <br> Average <br> Score | College <br> Readiness <br> Benchmarks | School - <br> Students <br> Scores at or <br> above <br> Benchmark | State - <br> Students <br> Scores at or <br> above <br> Benchmark |
| :--- | :---: | :---: | :---: | :---: | :---: |
| PSAT 10/NMSQT - <br> Reading and Writing | 570 | 476 | Grade 10: 430 <br> Grade 11: 460 | $91 \%$ | $61 \%$ |
| PSAT 10/NMSQT - <br> Math | 561 | 477 | Grade 10: 480 <br> Grade 11: 510 | $75 \%$ | $43 \%$ |
| SAT - Reading and <br> Writing | 616 | 539 | 480 | $91 \%$ | $70 \%$ |
| SAT - Math | 644 | 541 | 530 | $84 \%$ | $53 \%$ |
| ACT - Reading | 27 | 25 | 22 | $80 \%$ | $66 \%$ |
| ACT - English | 27 | 24 | 18 | $93 \%$ | $81 \%$ |
| ACT - Math | 26 | 24 | 22 | $80 \%$ | $65 \%$ |
| ACT - Science | 26 | 24 | 23 | $76 \%$ | $57 \%$ |

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
2018-2019

## Report Key:

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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.

Students enrolled in one or more dual enrollment course
School

State

19.7\% 19.0\%

## 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 | 9 | 7 |
| AP Biology | 59 | 46 |
| AP Calculus AB | 0 | 72 |
| AP Calculus BC | 126 | 45 |
| AP Chemistry | 48 | 47 |
| AP Chinese Language and Culture | 14 | 27 |
| AP Comparative Government and Politics | 135 | 23 |
| AP Computer Science A | 69 | 60 |
| AP Computer Science Principles | 71 | 53 |
| AP English Language and Composition | 65 | 48 |
| AP English Literature and Composition | 61 | 32 |
| AP Environmental Science | 44 | 34 |
| AP European History | 21 | 10 |
| AP French Language and Culture | 24 | 10 |
| AP Human Geography | 84 | 71 |
| AP Italian Language and Culture | 11 | 10 |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
2018-2019

Report Key:

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| AP/IB Course | Students Enrolled | Students Tested |
| :--- | :---: | :---: |
| AP Macroeconomics | 0 | 124 |
| AP Microeconomics | 141 | 127 |
| AP Music Theory | 17 | 16 |
| AP Physics 1 | 141 | 126 |
| AP Physics 2 | 48 | 43 |
| AP Physics C: Electricity and Magnetism | 13 | 11 |
| AP Physics C: Mechanics | 24 | 19 |
| AP Psychology | 196 | 175 |
| AP Research | 22 | 25 |
| AP Seminar | 13 | 28 |
| AP Spanish Language | 25 | 23 |
| AP Statistics | 23 | 66 |
| AP Studio Art-Drawing Portfolio | 11 | 19 |
| AP Studio Art-Three-Demensional | 113 | 8 |
| AP Studio Art-Two-Demensional | 0 | 113 |
| AP U.S. Government and Politics |  | 91 |

College and
Career
Readiness

Livingston High School
(13-2730-050)
Grades Offered: 09-12 2018-2019

Accountability
Narrative

Report Key:

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| AP/IB Course | Students Enrolled | Students Tested |
| :--- | :---: | :---: |
| AP U.S. History | 85 | 81 |
| Total Exams taken |  | 1690 |
| Exams with scores of at least 3 on AP exams or 4 on <br> IB exams |  | 1529 |

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

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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 theNJDOE'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



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 theNJDOE's Career and Technical Education website.

## 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: <br> \% CTE <br> Participants | School: <br> \% CTE <br> Concentrators | State: <br> \% CTE <br> Participants | State: <br> \% CTE |
| :--- | :---: | :---: | :---: | :---: |
| Concentrators |  |  |  |  |$|$

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

## Report Key:

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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 theNJDOE's Career and Technical Education website.

## 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 <br> Enrolled <br> in <br> Program | Students <br> Earning at least <br> one Credential | Total <br> credentials <br> earned |
| :--- | :---: | :---: | :---: |
| Human Services | $*$ |  |  |
| Manufacturing | $*$ | $*$ | $*$ |
| Total (All Clusters) | $*$ | $*$ | $*$ |

Livingston High School
(13-2730-050)
Grades Offered: 09-12 2018-2019

## Report Key:

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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 | 219 | 190 | 49 | 0 | 0 | 2 | 12 |
| 10 | 7 | 223 | 267 | 29 | 4 |  |  |
| 11 | 0 | 7 | 133 | 229 | 5 | 10 |  |
| 12 | 0 | 4 | 18 | 83 | 187 | 3 |  |
| Total | 226 | 424 | 467 | 341 | 245 | 88 | 128 |
| Enrolled in AP/IB Course |  |  |  |  | 100 |  |  |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 197 |  |  |

## 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 <br> Space Science | Environmental <br> Science | Physics | Other Science |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 469 | 0 | 0 | 0 | 0 | 0 |
| 10 | 81 | 426 | 0 | 60 | 46 | 29 |
| 11 | 73 | 58 | 0 | 254 | 212 | 0 |
| 12 | 163 | 20 | 0 | 35 | 138 | 116 |
| Total | 786 | 504 | 0 | 349 | 396 | 179 |
| Enrolled in AP/IB Course | 59 | 48 |  | 44 | 219 | 0 |
| Enrolled in Dual Enrollment Course | 95 | 0 | 0 | 0 | 0 | 0 |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12 2018-2019

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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.

## 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 <br> Studies or History |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 469 | 0 | 0 | 0 | 0 |  |
| 10 | 8 | 494 | 4 | 0 | 0 | 4 |
| 11 | 1 | 491 | 107 | 77 | 34 | 9 |
| 12 | 5 | 62 | 82 | 272 | 70 | 198 |
| Total | 483 | 1047 | 193 | 349 | 104 | 366 |
| Enrolled in AP/IB Course | 0 | 85 | 141 | 196 |  | 229 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 40 |

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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 275 | 74 | 58 | 0 | 0 | 51 |
| 10 | 327 | 70 | 58 | 0 | 0 | 0 |
| 11 | 248 | 48 | 41 | 0 | 0 | 0 |
| 12 | 61 | 31 | 21 | 0 | 0 | 0 |
| Total | 911 | 223 | 178 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 25 | 24 | 11 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 130 |
| Enrolled in Level 3 or Higher | 478 | 104 | 96 | 0 | 0 | 14 |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
2018-2019

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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.
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 <br> Programming | Computing <br> Systems | Other <br> Computer <br> Science | Networking | Information <br> Systems | Other IT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 13 | 0 | 0 | 0 | 0 | 0 |
| 10 | 20 | 0 | 14 | 0 | 0 | 0 |
| 11 | 30 | 0 | 23 | 0 | 0 | 0 |
| 12 | 48 | 0 | 34 | 0 | 0 | 0 |
| Total | 111 | 0 | 71 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 69 |  | 71 | 0 | 0 | 0 |

College and

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## Livingston High School

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Grades Offered: 09-12
2018-2019
$\mathbf{N}$ No Data is available to display
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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 <br> Seal of Biliteracy |
| :---: | :---: |
| Total | 0 |

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

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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


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

 accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 20194 -Year and Cohort 20185 -Year are not provided.

| 4-Year Graduation Rate Trends |  |  |  |  |  | 5-Year Graduation Rate Trends |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100 | 95.9\% | 97.4\% | 97.4\% | 100 |  | 97.0\% | 97.0\% | $\xrightarrow{98.0}$ |
| 80 |  |  |  | 80 |  |  |  |  |
| 60 |  |  |  | 60 |  |  |  |  |
| 40 |  |  |  | 40 |  |  |  |  |
| 20 |  |  |  | 20 |  |  |  |  |
| 0 | Cohort 2017 | Cohort 2018 | Cohort 2019 | 0 |  | Cohort 2016 | Cohort 2017 | Cohort 201 |
|  | Performa | Measure | $\begin{gathered} \text { Cohort } \\ 2017 \\ 4 \text {-Year Rate } \end{gathered}$ | $\begin{array}{\|c\|} \hline \text { Cohort } \\ \text { 2018 } \\ \text { 4-Year Rate } \end{array}$ | $\begin{gathered} \text { Cohort } \\ 2019 \\ 4 \text {-Year Rate } \end{gathered}$ | $\begin{gathered} \text { Cohort } \\ 2016 \\ 5 \text {-Year Rate } \end{gathered}$ | $\begin{gathered} \text { Cohort } \\ 2017 \\ 5 \text {-Year Rate } \end{gathered}$ | $\begin{gathered} \text { Cohort } \\ 2018 \\ 5 \text {-Year Rate } \end{gathered}$ |
|  | Graduation Rate |  | 95.9\% | 97.4\% | 97.4\% | 97.0\% | 97.0\% | 98.0\% |
|  | Annual Target |  | N | N |  | N | N |  |
|  | Met Annual Target? |  | Met Goal | Met Goal |  | Met Goal | Met Goal |  |
|  | Statewide Graduation |  | 90.5\% | 90.9\% | 90.6\% | 91.8\% | 92.4\% | 92.5\% |

## Livingston High School

(13-2730-050)
Grades Offered: 09-12 2018-2019

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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 Rates


 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 | 97.4\% | 90.6\% | 98.0\% | 92.5\% | 97.4\% | N | Met Goal | 97.0\% | N | Met Goal |
| White | 96.5\% | 94.9\% | 98.4\% | 95.9\% | 97.8\% | N | Met Goal | 96.1\% | N | Met Goal |
| Hispanic | 100.0\% | 84.5\% | * | 87.3\% | * | ** | ** | 95.5\% | N | Met Goal |
| Black or African American | * | 83.3\% | 100.0\% | 87.1\% | 95.0\% | N | Met Goal | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | 99.2\% | 96.9\% | 96.4\% | 97.8\% | 96.4\% | N | Met Goal | 100.0\% | 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 | 99.6\% | 92.8\% | 99.5\% | 94.4\% | 99.1\% |  |  | 97.8\% |  |  |
| Male | 95.1\% | 88.5\% | 96.8\% | 90.8\% | 96.1\% |  |  | 96.1\% |  |  |
| Economically Disadvantaged Students | 100.0\% | 84.0\% | 100.0\% | 87.3\% | 92.9\% | ** | ** | * | ** | ** |
| Students with Disabilities | 82.5\% | 79.2\% | 88.4\% | 83.8\% | 87.0\% | 83.9\% | Met Target | 82.6\% | 92.2\% | Not Met |
| English Learners | * | 75.4\% | 100.0\% | 80.1\% | 100.0\% | ** | ** | * | ** | ** |
| Homeless Students | N | 74.6\% | N | 78.3\% | N |  |  | N |  |  |
| Students in Foster Care | N | 57.6\% | N | 82.5\% | N |  |  | N |  |  |
| Migrant Students | N | 83.3\% | N | 85.0\% | N |  |  | N |  |  |

## Livingston High School <br> (13-2730-050) <br> 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 <br> Pathway |
| :--- | :---: | :---: |
| Statewide Assessment | $74.0 \%$ | $78.5 \%$ |
| Substitute Competency Test | $25.8 \%$ | $20.8 \%$ |
| Portfolio Appeals Process | $0.0 \%$ | $0.0 \%$ |
| Alternate Requirements specified in IEP | $0.2 \%$ | $0.7 \%$ |
| 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 <br> Rate | State Rate |
| :---: | :---: | :---: |
| $2018-2019$ | $0.2 \%$ | $1.2 \%$ |
| $2017-2018$ | $0.0 \%$ | $1.2 \%$ |
| $2016-2017$ | $0.2 \%$ | $1.1 \%$ |

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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 <br> 2018 |
| :--- | :---: |
| \% Enrolled in 2-Year Institution | $7.5 \%$ |
| \% Enrolled in 4-Year Institution | $86.8 \%$ |
| \% Enrolled in Any Postsecondary Institution | $94.3 \%$ |

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12 2018-2019

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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 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 | 92.9\% | 7.7\% | 92.3\% |
| White | 92.8\% | 10.1\% | 89.9\% |
| Hispanic | 84.6\% | 18.2\% | 81.8\% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 96.1\% | 0\% | 100\% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | * | * | * |
| 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 instate and out-of-state institutions.

$\left.$| Student Group | \% Enrolled <br> in Any <br> Institution | \% Enrolled <br> in 2-Year <br> Institution | \% Enrolled <br> in 4-Year <br> Institution | \% Enrolled <br> in Public <br> Institution | \% Enrolled <br> in Private <br> Institution Enrolled |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| in In-State |  |  |  |  |  |
| Institution |  |  |  |  |  | | \% Enrolled |
| :---: |
| in Out-of- |
| State |
| Institution | \right\rvert\,

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
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
$\dagger$ This indicates a table specific note, see note below table

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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 32 | 1.6 | 14.2 | Met |
| White | 24 | 2.0 | 14.2 | Met |
| Hispanic | 2 | 2.0 | 14.2 | Met |
| Black or African American | 0 | 0 | 14.2 | Met |
| Asian, Native Hawaiian, or Pacific | 5 | 1.0 | 14.2 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | $* *$ | $* *$ |
| Two or More Races | $*$ | $*$ | 14.2 | Met |
| Female | 22 | 2.3 |  |  |
| Male | 10 | 1.0 |  |  |
| Economically Disadvantaged Students | 4 | 7.7 | 14.2 | Met |
| Students with Disabilities | 9 | 3.4 | 14.2 | Met |
| English Learners | 1 | 9.1 | $* *$ | $* *$ |
| 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.


## Report Key:

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$\mathbf{N}$ No Data is available to display
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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.


## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12 2018-2019

## Report Key:

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N No Data is available to display
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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 | 9 |
| Weapons | 0 |
| Vandalism | 11 |
| Substances | 22 |
| Harassment, Intimidation, Bullying (HIB) | 14 |
| Total Unique Incidents | 56 |
| Incidents Per 100 Students Enrolled | 2.95 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 5 | 5 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 1 | 1 | 2 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 1 | 0 | 1 |
| Other | 4 | 8 | 12 |
| No Identified Nature | 0 |  | 0 |

## 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 | 5 |
| Weapons | 0 |
| Vandalism | 8 |
| Substances | 11 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Other Incidents Leading to Removal | 0 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 26 | $1.4 \%$ |
| Out-of-School Suspensions | 35 | $1.8 \%$ |
| Any Suspension | 43 | $2.3 \%$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | $*$ | $*$ |



College and

Per-Pupil Expenditures
Accountability

Report Key:

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## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

## 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 | $2: 41$ PM |
| Length of School Day | 6 Hrs 46 Mins |
| Full Time - Instructional Time | 5 Hrs 39 Mins |
| Shared Time - Instructional Time | 5 Hrs. 39 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
2018-2019

## Report Key:

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N No Data is available to display
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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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 175 | 118,214 |
| Average years experience in <br> public schools | 11.3 | 12.1 |
| Average years experience in <br> district | 9.7 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $70.3 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $11: 1$ | $12: 1$ |
| Students to Administrators | $119: 1$ | $163: 1$ |
| Teachers to Administrators | $11: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members | $232: 1$ |  |

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

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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 districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $49.3 \%$ | $66.9 \%$ | $56.3 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $50.7 \%$ | $33.1 \%$ | $43.8 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $61.7 \%$ | $88.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $5.0 \%$ | $5.1 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $3.4 \%$ | $2.9 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $27.2 \%$ | $4.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.6 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

** Accountability calculations require 20 or more students
N No Data is available to display
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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 districtlevel 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.


Master's Degree


## Doctoral Degree

| Teacher |  |
| :--- | :--- |
| Admin | $5 \%$ |

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.7 \%$ |

College and

NJ SCHOOL
PERFORMANCE
REPORT

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

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.

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

## Report Key:

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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Report Key:

Livingston High School
(13-2730-050)
Grades Offered: 09-12
Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $69.0 \%$ | $81.6 \%$ | $85.3 \%$ |
| Math Proficiency | $50.1 \%$ | $57.6 \%$ | $65.7 \%$ |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| $4-$ Year Graduation Rate† | $95.9 \%$ | $97.4 \%$ | $97.4 \%$ |
| $5-$ Year Graduation Rate† | $97.0 \%$ | $97.0 \%$ | $98.0 \%$ |
| Progress toward English Language Proficiency |  | $*$ | ${ }^{*}$ |
| Chronic Absenteeism | $1.7 \%$ | $3.0 \%$ | $1.6 \%$ |

[^13]College and

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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.

## 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.

## Report Key:

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N No Data is available to display
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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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 4-Year Graduation Rate: Met Annual Target | 5-Year Graduation Rate: Met Annual Target | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Target | Met Goal | Met Goal | ** | Met | No |
| White | Met Goal | Met Target | Met Goal | Met Goal | n/a | Met | No |
| Hispanic | Met Target | Met Target | ** | Met Goal | n/a | Met | No |
| Black or African American | Met Goal | Met Target | Met Goal | ** | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | Met Goal | Met Goal | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | Met Goal | Met Targett | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | Met Goal | Met Target | ** | ** | n/a | Met | No |
| Students with Disabilities | Met Target | Met Target | Met Target | Not Met | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

[^14]
## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ 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.

| Highlights: | - A committee examined our school calendar and explored options in efforts to assess more naturally and reduce highstress times in the year. We are piloting a semester calendar in this school year. <br> - To create a new, culminating experience for graduating students, a senior internship program was developed to allow seniors an opportunity to gain real-world experience in a personal area of interest. <br> - Over the course of three years, LHS has developed our Humanities program which combines Art, English, Music, and Social Studies in an interdisciplinary course sequence for Freshman through Juniors. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally. |
| Awards, Recognition, Accomplishments: | 2018 National Merit Scholarship Program: 3 Winners, 6 Semifinalists, National Hispanic Recognition Program, 2 Presidential Scholars Nominees, Army ROTC National Scholarship - 2 award winners, FBLA - State Award Winners: 3 First Place, 6 Second Place, 2 Third Place Awards, Shell Ecomarathon - Americas Competition in Sonoma - 4th place Internal Combustion Prototype High School, Clean Tech Competition award winners, New Jersey the Seal of Biliteracy ( 8 students), American Legion Boys'/Girls' State - 8 students participated, United States Senate Youth Program - state finalist, Junior Science and Humanities Award Winners, Superior Gold Rating at NJ State Concert Band Festival, Scholastic Art \& Writing, NJ All-State Orchestra/Band/Chorus, national/regional winners, Essex County Math League - 1st place (tie), NJ Technology an Engineering Educators Association Lifetime Achievement recipient, 2019 Inspirational Educator Award from Rochester Institute of Technology's College of Art and Design |

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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.

|  | AP and Honors courses are offered in: Art, Business, English, Math, Music, Science, Social Studies and World Language. <br> Advanced course work opportunities are fruitful through the Science Research Program allowing students to perform research <br> projects and participate in the scientific research community as part of their high school experience. The career internship <br> program is a dedicated transition program that prepares students to negotiate between school, living and working within the <br> community. |
| :--- | :--- | :--- |
| Courses, Curriculum, |  |
| Instruction: |  |

College and

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## Livingston High School <br> (13-2730-050)

Grades Offered: 09-12
2018-2019

## 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.

| Staff and <br> Professional <br> Learning: | The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more <br> than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the <br> goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM, <br> Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry. |
| :--- | :--- |

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

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## School Narrative

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| Student Supports and Services: | The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 1821 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. |
| :---: | :---: |
| Student Health and Wellness: | The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. |
| Parent and Community Involvement: | The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections. |

## Livingston High School <br> (13-2730-050) <br> Grades Offered: 09-12

2018-2019

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College and

## Livingston High School

(13-2730-050)
Grades Offered: 09-12
2018-2019

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College and

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2018-2019

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## School Narrative

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| Other Information | LHS utilizes a Rotating Drop Schedule in which classes run 56 minutes. Students experience more than 200 additional minutes of classroom interaction per section per year compared to a traditional schedule. Benefits of this schedule include a daily unit lunch for all students, more common time for teachers and students to meet informally, rotating class slots and a decrease in the number of student pull-outs for science labs, counseling and nurse visits. LHS students and staff participated in Challenge Day school year. This is a full-day experiential workshop with a goal of promoting youth leadership, social inclusion, self-expression, and positive change. In our continuous efforts to promote a reading culture, we initiated the Summer Reading Lollapalooza. Students were asked to pick two books to read from a list of 135 books, chosen by staff members who agreed to participate by offering titles and moderating book talks at the start of the school year. Together, we send the message that LHS is a community of readers. Reading is not the domain of solely the English department, but an activity that transcends discipline or department. LHS Role Models is a program designed to celebrate the students and staff within the building who exhibit exemplary behaviors. Each month is dedicated to a different character trait (enthusiasm, respect, civility, leadership, etc.). Staff and students nominate each other for demonstrating that trait. Students and parents are notified of their nominations and at the end of the month, winners are announced. A student production of a school wide Music Video was organized and executed including all students and staff. The video portrayed a movement that begins with an everyday student who is inspired to bring the community together in attempts to unite everyone's passions and embrace the individual. The 1:1 initiative engages students, differentiates instruction and assessment and personalizes learning. |
| :---: | :---: |

## Mount Pleasant Elementary School

(13-2730-110)
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 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:

Demographic
Student Academic Growth Achievement

## Mount Pleasant Elementary School

(13-2730-110)
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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Ms. Lorena Dolan |
| Address | 11 BROADLAWN DR LIVINGSTON, NJ 07039-3117 |
| Phone Number | $973-535-8000$ |
| Email Address | $\underline{\text { Idolan@livingston.org }}$ |
| Website | $\underline{\text { https://www.livingston.org/mpe }}$ |
| Facebook | $\underline{\text { https://www.facebook.com/LivSchools }}$ |
| Twitter | $\underline{\text { https://twitter.com/NJMPE }}$ |

Demographic

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-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

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 | 58 | 66 | 66 |
| 1 | 65 | 66 | 66 |
| 2 | 87 | 66 | 69 |
| 3 | 70 | 92 | 70 |
| 4 | 72 | 74 | 97 |
| 5 | 91 | 74 | 74 |
| Total | 443 | 438 | 442 |

## 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 | 58 | 66 | 66 |

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 | $49.0 \%$ | $48.9 \%$ | $49.3 \%$ |
| Male | $51.0 \%$ | $51.1 \%$ | $50.7 \%$ |
| Economically <br> Disadvantaged Students | $1.1 \%$ | $0.7 \%$ | $1.8 \%$ |
| Students with Disabilities | $12.4 \%$ | $10.5 \%$ | $9.3 \%$ |
| English Learners | $1.8 \%$ | $3.2 \%$ | $2.7 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $63.4 \%$ | $60.3 \%$ | $55.7 \%$ |
| Hispanic | $2.9 \%$ | $1.8 \%$ | $2.0 \%$ |
| Black or African American | $2.3 \%$ | $1.8 \%$ | $2.0 \%$ |
| Asian | $28.7 \%$ | $33.6 \%$ | $37.6 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.5 \%$ | $0.5 \%$ | $0.5 \%$ |
| Two or More Races | $2.3 \%$ | $2.1 \%$ | $2.3 \%$ |

## 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 | $65.6 \%$ |
| Chinese | $15.6 \%$ |
| Hindi | $4.3 \%$ |
| Russian | $2.0 \%$ |
| Telugu | $2.0 \%$ |
| Other Languages | $10.4 \%$ |

Mount Pleasant Elementary School
(13-2730-110)
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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.


## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05 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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{array}{\|c\|} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{array}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | $\begin{gathered} \text { Math: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 61 | 50 | Exceeds Standard | 51 | 52 | 50 | Met Standard |
| White | 57 | 59 | 50 | Met Standard | 52 | 48 | 52 | Met Standard |
| Hispanic | * | 53 | 49 | ** | * | 45 | 47 | ** |
| Black or African American | * | 58 | 45 | ** | * | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 73 | 63 | 59 | Exceeds Standard | 54 | 60 | 60 | Met Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 60.5 | 61 | 53 | N | 48 | 52 | 50 | N |
| Male | 57 | 60 | 47 | N | 53 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 38 | 52 | 43 | ** | 58 | 44 | 45 | ** |
| English Learners | * | 63.5 | 52 | ** | * | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Mount Pleasant 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 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




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability
100

80

60

40

20

0
2016-17
2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $97.9 \%$ | $99.6 \%$ | $99.6 \%$ | $97.0 \%$ | $99.2 \%$ | $99.6 \%$ |
| Proficiency Rate for Federal Accountability | $84.5 \%$ | $87.8 \%$ | $85.8 \%$ | $80.4 \%$ | $86.5 \%$ | $81.6 \%$ |
| Annual Target | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Goal | Met Goal | Met Goal |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^15]
## Mount Pleasant 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 | 239 | 99.6 | 85.8 | 85.7 | 57.9 | 85.8 | 80 | Met Goal |
| White | 143 | 99.3 | 80.4 | 82.6 | 66.9 | 80.4 | 80 | Met Goal |
| Hispanic | * | * | * | 72.9 | 43.9 | * | ** | ** |
| Black or African American | * | * | * | 69.3 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 83 | 100.0 | 96.4 | 94.9 | 82.9 | 96.4 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 117 | 99.2 | 85.5 | 89.4 | 64.8 | 85.5 |  |  |
| Male | 122 | 100.0 | 86.1 | 82.4 | 51.3 | 86.1 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 25 | 100.0 | 56.0 | 48.7 | 22.7 | 56.0 | 69.2 | Met Targett |
| Students without Disabilities | 214 | 99.5 | 89.3 | 92.9 | 65.1 | 89.3 |  |  |
| English Learners | * | * | * | 75.9 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 86.0 | 60.6 | * |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Mount Pleasant Elementary School
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2018-2019

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## English Language Arts Assessment - Performance Trends

 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
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 70 | 778 | 780 | 748 | * | 0\% | * | 60\% | 20\% | 80\% | 50\% |
| White | 47 | 769 | 773 | 757 | * | 0\% | 21\% | * | * | 77\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 766 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 799 | 794 | 773 | 0\% | 0\% | * | * | * | 89\% | 75\% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58\% |
| Female | 39 | 775 | 780 | 753 | * | 0\% | * | * | * | 77\% | 55\% |
| Male | 31 | 782 | 780 | 743 | * | 0\% | * | * | * | 84\% | 46\% |
| Economically Disadvantaged Students | N | N | * | 731 | N | N | N | N | N | N | 33\% |
| Non-Economically Disadvantaged Students | 70 | 778 | * | 759 | * | 0\% | * | 60\% | 20\% | 80\% | 61\% |
| Students with Disabilities | * | * | 746 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 785 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | N | N | 740 | 713 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 70 | 778 | 781 | 751 | * | 0\% | * | 60\% | 20\% | 80\% | 54\% |
| Homeless Students | N | 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 | N | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Mount Pleasant Elementary School

(13-2730-110)
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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 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 | 97 | 786 | 786 | 755 | 0\% | * | * | 41\% | 43\% | 85\% | 57\% |
| White | 53 | 775 | 779 | 763 | 0\% | * | * | 51\% | 28\% | 79\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 760 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 803 | 799 | 779 | 0\% | 0\% | * | * | * | 97\% | 82\% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 45 | 789 | 790 | 760 | 0\% | * | * | * | * | 84\% | 62\% |
| Male | 52 | 784 | 782 | 750 | 0\% | * | * | * | * | 85\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | * | * | 744 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 793 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 97 | 786 | * | 758 | 0\% | * | * | 41\% | 43\% | 85\% | 60\% |
| Homeless Students | N | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 74 | 793 | 787 | 756 | 0\% | 0\% | * | * | * | 91\% | 58\% |
| White | 43 | 786 | 779 | 764 | 0\% | 0\% | * | * | * | 86\% | 68\% |
| Hispanic | N | N | 756 | 743 | N | N | N | N | N | N | 44\% |
| Black or African American | N | N | 778 | 739 | N | N | N | N | N | N | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 35 | 801 | 792 | 761 | 0\% | 0\% | * | * | * | 91\% | 64\% |
| Male | 39 | 786 | 782 | 750 | 0\% | 0\% | * | * | * | 90\% | 52\% |
| Economically Disadvantaged Students | N | N | * | 740 | N | N | N | N | N | N | 39\% |
| Non-Economically Disadvantaged Students | 74 | 793 | * | 766 | 0\% | 0\% | * | * | * | 91\% | 69\% |
| Students with Disabilities | 11 | 766 | 747 | 724 | 0\% | 0\% | * | * | * | 73\% | 23\% |
| Students without Disabilities | 63 | 798 | 795 | 762 | 0\% | 0\% | * | * | * | 94\% | 65\% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 74 | 793 | * | 758 | 0\% | 0\% | * | * | * | 91\% | 60\% |
| Homeless Students | N | 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\% |

## Mount Pleasant Elementary School <br> (13-2730-110)

Grades Offered: KG-05
Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 | 239 | 99.6 | 81.6 | 73.4 | 44.5 | 81.6 | 80 | Met Goal |
| White | 143 | 99.3 | 75.5 | 66.5 | 54.1 | 75.5 | 79.3 | Met Targett |
| Hispanic | * | * | * | 56.5 | 28.8 | * | ** | ** |
| Black or African American | * | * | * | 46.5 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 83 | 100.0 | 92.8 | 91.6 | 76.5 | 92.8 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 117 | 99.2 | 79.5 | 72.3 | 44.9 | 79.5 |  |  |
| Male | 122 | 100.0 | 83.6 | 74.4 | 44.2 | 83.6 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 25 | 100.0 | 44.0 | 31.4 | 17.4 | 44.0 | 53.3 | Met Targett |
| Students without Disabilities | 214 | 99.5 | 86.0 | 81.6 | 50.0 | 86.0 |  |  |
| English Learners | * | * | * | 72.8 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 73.4 | 46.5 | * |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Mount Pleasant Elementary School
(13-2730-110)
Grades Offered: KG-05
2018-2019

Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

Mount Pleasant Elementary School
(13-2730-110)
Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 70 | 776 | 775 | 752 | 0\% | * | * | 56\% | 27\% | 83\% | 55\% |
| White | 47 | 770 | 768 | 760 | 0\% | * | * | * | * | 81\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | 752 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 794 | 791 | 778 | 0\% | 0\% | * | * | * | 94\% | 83\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Female | 39 | 772 | 769 | 751 | 0\% | * | * | * | * | 79\% | 54\% |
| Male | 31 | 781 | 780 | 752 | 0\% | * | * | * | * | 87\% | 56\% |
| Economically Disadvantaged Students | N | N | * | 737 | N | N | N | N | N | N | 37\% |
| Non-Economically Disadvantaged Students | 70 | 776 | * | 761 | 0\% | * | * | 56\% | 27\% | 83\% | 67\% |
| Students with Disabilities | * | * | 754 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 779 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | N | N | 751 | 728 | N | N | N | N | N | N | 26\% |
| Non-English Learners | 70 | 776 | 776 | 754 | 0\% | * | * | 56\% | 27\% | 83\% | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

Mount Pleasant Elementary School
(13-2730-110)
Grades Offered: KG-05
2018-2019

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> 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 | 97 | 768 | 770 | 749 | * | * | 16\% | 64\% | 14\% | 78\% | 51\% |
| White | 53 | 757 | 761 | 757 | * | * | 23\% | * | * | 68\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 742 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 785 | 787 | 776 | 0\% | 0\% | * | * | * | 94\% | 82\% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 45 | 765 | 769 | 749 | * | * | * | * | * | 73\% | 50\% |
| Male | 52 | 771 | 771 | 749 | * | * | * | * | * | 83\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | * | * | 738 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 775 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | N | N | * | 722 | N | N | N | N | N | N | 18\% |
| Non-English Learners | 97 | 768 | * | 751 | * | * | 16\% | 64\% | 14\% | 78\% | 54\% |
| Homeless Students | N | 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 | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

Mount Pleasant Elementary School
(13-2730-110)
Grades Offered: KG-05 2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 5

 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 74 | 785 | 771 | 747 | 0\% | 0\% | 16\% | 45\% | 39\% | 84\% | 47\% |
| White | 43 | 776 | 764 | 755 | 0\% | 0\% | * | * | * | 79\% | 58\% |
| Hispanic | N | N | 732 | 735 | N | N | N | N | N | N | 30\% |
| Black or African American | N | N | 748 | 729 | N | N | N | N | N | N | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 35 | 787 | 768 | 747 | 0\% | 0\% | * | * | * | 86\% | 47\% |
| Male | 39 | 783 | 773 | 747 | 0\% | 0\% | * | * | * | 82\% | 47\% |
| Economically Disadvantaged Students | N | N | * | 732 | N | N | N | N | N | N | 27\% |
| Non-Economically Disadvantaged Students | 74 | 785 | * | 757 | 0\% | 0\% | 16\% | 45\% | 39\% | 84\% | 59\% |
| Students with Disabilities | 11 | 759 | 740 | 725 | 0\% | 0\% | * | * | * | 45\% | 19\% |
| Students without Disabilities | 63 | 789 | 777 | 752 | 0\% | 0\% | * | * | * | 90\% | 52\% |
| English Learners | N | N | * | 718 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 74 | 785 | * | 749 | 0\% | 0\% | 16\% | 45\% | 39\% | 84\% | 49\% |
| Homeless Students | N | 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\% |

## Mount Pleasant Elementary School <br> (13-2730-110)

Grades Offered: KG-05
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## 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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | N | N |
| 4 | N | N |
| 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :--- | :---: | :---: | :---: |
| Schoolwide/English Learners | $*$ | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 11 | $36.4 \%$ | $63.6 \%$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | N | N | N |

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 7 | 27 | 40 | 26 |
| White | 12 | 31 | 40 | 17 |
| Hispanic | N | N | N | N |
| Black or African American | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 6 | 29 | 32 | 32 |
| Male | 8 | 26 | 46 | 21 |
| Economically Disadvantaged Students | N | N | N | N |
| Non-Economically Disadvantaged Students | 7 | 27 | 40 | 26 |
| Students with Disabilities | 27 | 55 | 9 | 9 |
| Students without Disabilities | 3 | 23 | 45 | 29 |
| English Learners | N | N | N | N |
| Non-English Learners | 7 | 27 | 40 | 26 |
| 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 |

## Mount Pleasant Elementary School <br> (13-2730-110)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 7 | 1.6 | 8.9 | Met |
| White | 5 | 2.0 | 8.9 | Met |
| Hispanic | 1 | 10.0 | ${ }^{* *}$ | $* *$ |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Asian, Native Hawaiian, or Pacific | 1 | 0.6 | 8.9 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Female | 3 | 1.4 |  |  |
| Male | 4 | 1.7 |  |  |
| Economically Disadvantaged Students | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Students with Disabilities | 1 | 2.0 | 8.9 | Met |
| English Learners | 0 | 0 | ${ }^{* *}$ | $* *$ |
| Homeless Students | N | N |  |  |
| 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.


Student Growth

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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.


## Mount Pleasant Elementary School <br> (13-2730-110)

Grades Offered: KG-05
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note,see note below table

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) | 9 |
| Total Unique Incidents | 9 |
| Incidents Per 100 Students Enrolled | 2.04 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 6 | 6 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 7 | 7 |
| No Identified Nature | 3 |  | 3 |

## 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) | 2 |
| Other Incidents Leading to Removal | 0 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



## Mount Pleasant Elementary School

(13-2730-110)
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2018-2019

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## 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 26 | 118,214 |
| Average years experience in <br> public schools | 12.3 | 12.1 |
| Average years experience in <br> district | 10.5 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $80.8 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $17: 1$ | $12: 1$ |
| Students to Administrators | $442: 1$ | $163: 1$ |
| Teachers to Administrators | $26: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

## Mount Pleasant 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $49.3 \%$ | $84.6 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $50.7 \%$ | $15.4 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $55.7 \%$ | $88.5 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $2.0 \%$ | $3.8 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $2.0 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $37.6 \%$ | $7.7 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.5 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.3 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## NJ SCHOOL <br> PERFORMANCE REPORT

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05
2018-2019

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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


Admin

## Doctoral Degree

Teacher 0\%
Admin 100\%

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $98.2 \%$ |

## Mount Pleasant Elementary School

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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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PERFORMANCE
REPORT

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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

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## NJ SCHOOL <br> PERFORMANCE REPORT

## Mount Pleasant Elementary School

(13-2730-110)
Grades Offered: KG-05
2018-2019

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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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $84.5 \%$ | $87.8 \%$ | $85.8 \%$ |
| Math Proficiency | $80.4 \%$ | $86.5 \%$ | $81.6 \%$ |
| ELA Growth | 46 | 43 | 60 |
| Math Growth | 39 | 46 | 51 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | ${ }^{*}$ |
| Chronic Absenteeism | $2.5 \%$ | $0.7 \%$ | $1.6 \%$ |

[^17]
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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:
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5\% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Goal | Exceeds Standard | Met Standard | ** | Met | No |
| White | Met Goal | Met Targett | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | ** | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | 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 | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Targett | Met Targett | ** | ** | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

$\dagger$ 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: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

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## School Narrative

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

Demographic

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Staff and

 Professional Learning:
## Mount Pleasant Elementary School

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| Student Supports and Services: | The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 1821 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. |
| :---: | :---: |
| Student Health and Wellness: | The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. |
| Parent and Community Involvement: | The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections. |

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## School Narrative

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|  | Is a Climate Survey Used: No |
| :--- | :--- |
| Facilities: | Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to <br> ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air <br> conditioning. |

Demographic

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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.

Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades $6,7, \& 8$. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

## Mount Pleasant Elementary School <br> (13-2730-110)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ 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.

| Onglish Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills |  |
| :--- | :--- |
| Other Information | End <br> necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students <br> develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in <br> the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a <br> democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an <br> instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, <br> and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an <br> integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, <br> twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial <br> and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and <br> supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school <br> has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment <br> programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary <br> school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our <br> students. |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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 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:

Demographic
Student Academic Growth Achievement

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06

## 2018-2019

Report Key:

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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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Mrs. Bronawyn OLeary |
| Address | 11 BROADLAWN DR LIVINGSTON, NJ 07039-3117 |
| Phone Number | $973-535-8000$ |
| Email Address | boleary@livingston.org |
| Website | $\underline{\text { https://www.livingston.org/mpm }}$ |
| Facebook | https://www.facebook.com/LivSchools |
| Twitter | $\underline{\text { https://twitter.com/MPMPrincipal NJ }}$ |

Demographic

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

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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 | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| 6 | 463 | 485 | 485 |
| Total | 463 | 485 | 485 |

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 | $45.8 \%$ | $52.2 \%$ | $46.8 \%$ |
| Male | $54.2 \%$ | $47.8 \%$ | $53.2 \%$ |
| Economically <br> Disadvantaged Students | $1.1 \%$ | $2.5 \%$ | $1.2 \%$ |
| Students with Disabilities | $17.5 \%$ | $16.1 \%$ | $17.3 \%$ |
| English Learners | $1.1 \%$ | $1.6 \%$ | $0.6 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $66.5 \%$ | $57.5 \%$ | $55.9 \%$ |
| Hispanic | $3.2 \%$ | $4.3 \%$ | $4.3 \%$ |
| Black or African American | $3.0 \%$ | $2.9 \%$ | $3.3 \%$ |
| Asian | $24.8 \%$ | $32.4 \%$ | $33.6 \%$ |
| Native Hawaiian or Pacific Islander | $0.4 \%$ | $0.2 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.0 \%$ | $0.2 \%$ |
| Two or More Races | $1.7 \%$ | $2.7 \%$ | $2.7 \%$ |

## 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 | $61.4 \%$ |
| Chinese | $15.5 \%$ |
| Hindi | $4.1 \%$ |
| Russian | $3.9 \%$ |
| Spanish | $3.3 \%$ |
| Other Languages | $11.8 \%$ |

NJ SCHOOL
PERFORMANCE
REPORT

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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.


## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06 2018-2019

## Report Key:

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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard $(40$ $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 55 | 61 | 50 | Met Standard | 63 | 52 | 50 | Exceeds Standard |
| White | 51 | 59 | 50 | Met Standard | 58 | 48 | 52 | Met Standard |
| Hispanic | 39.5 | 53 | 49 | Not Met | 73 | 45 | 47 | Exceeds Standard |
| Black or African American | 52 | 58 | 45 | ** | 29 | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 61 | 63 | 59 | Exceeds Standard | 68.5 | 60 | 60 | Exceeds Standard |
| American Indian or Alaska Native | N | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | 63 | 61 | 49 | ** | 65 | 52 | 52 | ** |
| Female | 55 | 61 | 53 | N | 64 | 52 | 50 | N |
| Male | 55 | 60 | 47 | N | 60 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 39 | 52 | 43 | Not Met | 51.5 | 44 | 45 | Met Standard |
| English Learners | 44.5 | 63.5 | 52 | ** | 51 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Report Key:

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## NJ SCHOOL <br> PERFORMANCE REPORT

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

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: $\qquad$ 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.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

| 100 | $81.1 \%$ | $85.0 \%$ |
| :--- | :--- | :--- |
| 80 |  |  |

Math Proficiency Rate for Federal Accountability

40

20

0
$0<2016-17 \quad 2017-18 \quad 2$

$$
\underset{\sim}{72.1 \%} 74.1 \% ~ 72.1 \%
$$

| $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |  |
| :---: | :---: | :---: | :---: | :---: |
|  | $98.6 \%$ | $98.9 \%$ | $98.4 \%$ | $98.4 \%$ |
| $82.3 \%$ | $72.1 \%$ | $74.1 \%$ | $72.1 \%$ |  |
| $79.7 \%$ | $73.5 \%$ | $73.9 \%$ | $74.2 \%$ |  |
|  | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

$\dagger$ Target was met within a confidence interval.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

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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 | 480 | 98.6 | 82.3 | 85.7 | 57.9 | 82.3 | 79.7 | Met Goal |
| White | 266 | 97.5 | 77.1 | 82.6 | 66.9 | 77.1 | 75 | Met Target |
| Hispanic | 20 | 100.0 | 75.0 | 72.9 | 43.9 | 75.0 | N | N |
| Black or African American | 16 | 100.0 | 56.3 | 69.3 | 38.5 | 56.3 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 164 | 100.0 | 94.5 | 94.9 | 82.9 | 94.5 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 221 | 98.2 | 84.2 | 89.4 | 64.8 | 84.2 |  |  |
| Male | 259 | 98.9 | 80.7 | 82.4 | 51.3 | 80.7 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 88 | 97.8 | 37.5 | 48.7 | 22.7 | 37.5 | 44 | Met Targett |
| Students without Disabilities | 392 | 98.8 | 92.3 | 92.9 | 65.1 | 92.3 |  |  |
| English Learners | 13 | 100.0 | 61.5 | 75.9 | 29.3 | 61.5 | ** | ** |
| Non-English Learners | 467 | 98.5 | 82.9 | 86.0 | 60.6 | 82.9 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06

## 2018-2019

Report Key:

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 6
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 479 | 777 | 777 | 754 | * | * | 11\% | 49\% | 34\% | 82\% | 56\% |
| White | 265 | 769 | 769 | 762 | * | * | 15\% | 57\% | 21\% | 77\% | 65\% |
| Hispanic | 20 | 771 | 771 | 743 | * | 0\% | * | * | * | 75\% | 43\% |
| Black or African American | 16 | 742 | 742 | 738 | * | * | * | * | * | 50\% | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | 164 | 794 | 794 | 780 | * | * | * | 35\% | 59\% | 95\% | 83\% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 223 | 780 | 780 | 762 | * | * | 10\% | 42\% | 41\% | 83\% | 64\% |
| Male | 256 | 774 | 774 | 748 | * | * | 13\% | 54\% | 27\% | 81\% | 48\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39\% |
| Non-Economically Disadvantaged Students | * | * | * | 763 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | 83 | 739 | 739 | 722 | * | * | * | * | * | 37\% | 19\% |
| Students without Disabilities | 396 | 785 | 785 | 761 | * | * | * | * | * | 92\% | 64\% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 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\% |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

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## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 480 | 98.4 | 72.1 | 73.4 | 44.5 | 72.1 | 74.2 | Met Targett |
| White | 266 | 97.1 | 63.9 | 66.5 | 54.1 | 63.9 | 68.9 | Not Met |
| Hispanic | 20 | 100.0 | 70.0 | 56.5 | 28.8 | 70.0 | N | N |
| Black or African American | 16 | 100.0 | 37.5 | 46.5 | 23.0 | 37.5 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 164 | 100.0 | 90.2 | 91.6 | 76.5 | 90.2 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 221 | 98.3 | 69.2 | 72.3 | 44.9 | 69.2 |  |  |
| Male | 259 | 98.5 | 74.5 | 74.4 | 44.2 | 74.5 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 88 | 97.8 | 26.1 | 31.4 | 17.4 | 26.1 | 41.2 | Not Met |
| Students without Disabilities | 392 | 98.5 | 82.4 | 81.6 | 50.0 | 82.4 |  |  |
| English Learners | 14 | 100.0 | 57.1 | 72.8 | 25.0 | 57.1 | ** | ** |
| Non-English Learners | 466 | 98.3 | 72.5 | 73.4 | 46.5 | 72.5 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Mount Pleasant Middle School
(13-2730-060)
Grades Offered: 06-06 2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06 2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | 480 | 765 | 765 | 741 | 3\% | 9\% | 16\% | 51\% | 21\% | 72\% | 41\% |
| White | 265 | 756 | 756 | 749 | * | 11\% | 22\% | * | * | 64\% | 51\% |
| Hispanic | 21 | 760 | 760 | 729 | 0\% | * | * | * | * | 67\% | 24\% |
| Black or African American | 16 | 726 | 726 | 722 | * | * | * | * | * | 31\% | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | 164 | 786 | 786 | 769 | * | * | 6\% | 47\% | 44\% | 91\% | 76\% |
| American Indian or Alaska Native | * | * | * | 738 | * | * | * | * | * | - | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 224 | 764 | 764 | 742 | * | * | 18\% | 48\% | 20\% | 68\% | 42\% |
| Male | 256 | 766 | 766 | 740 | * | * | 14\% | 53\% | 22\% | 75\% | 40\% |
| Economically Disadvantaged Students | * | * | * | 726 | * | * | * | * | * | * | 21\% |
| Non-Economically Disadvantaged Students | * | * | * | 750 | * | * | * | * | * | * | 53\% |
| Students with Disabilities | 83 | 731 | 731 | 716 | * | * | 29\% | * | * | 25\% | 12\% |
| Students without Disabilities | 397 | 772 | 772 | 746 | * | * | 14\% | * | * | 82\% | 46\% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 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\% |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 6 | * | ${ }^{*}$ |

## 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | N | N | N |
| 5 or more | N | N | N |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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 Summary

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

| $100 \%$ |  |
| :--- | :--- |
| $80 \%$ | LEVEL 4 |
|  |  |
| $60 \%$ | LEVEL 3 |
| $40 \%$ | LEVEL 1 |

## NJSLA Science Assessment: Grade

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.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06 2018-2019

## Report Key:

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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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 9 | 1.8 | 8.4 | Met |
| White | 8 | 2.9 | 8.4 | Met |
| Hispanic | 0 | 0 | 8.4 | Met |
| Black or African American | 1 | 5.9 | ${ }^{* *}$ | ${ }^{* *}$ |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 8.4 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | ${ }^{* *}$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Female | 5 | 1.7 |  |  |
| Male | ${ }^{*}$ | 1.9 |  |  |
| Economically Disadvantaged Students | 3 | 3.3 | 8.4 | Met |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| English Learners | N | N |  |  |
| Homeless Students | N | N |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | N | N |  |  |
| Migrant Students |  |  |  |  |

## Days Absent

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


Student Growth

## Report Key:

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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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.


## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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 | 1 |
| Weapons | 2 |
| Vandalism | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 5 |
| Total Unique Incidents | 9 |
| Incidents Per 100 Students Enrolled | 1.86 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 2 | 2 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 1 | 1 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 2 | 2 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 |  | 0 |

## 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 | 2 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

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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 | $8: 35$ AM |
| Typical End Time | $3: 23$ PM |
| Length of School Day | 6 Hrs 48 Mins |
| Full Time - Instructional Time | 5 Hrs 48 Mins |
| Shared Time - Instructional Time | 5 Hrs. 48 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 | $1.0: 1$ |

## Mount Pleasant Middle School <br> (13-2730-060)

Grades Offered: 06-06
2018-2019

## Report Key:

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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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 43 | 118,214 |
| Average years experience in <br> public schools | 14.7 | 12.1 |
| Average years experience in <br> district | 12.4 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $76.7 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $11: 1$ | $12: 1$ |
| Students to Administrators | $162: 1$ | $163: 1$ |
| Teachers to Administrators | $14: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

Narrative

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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 districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $46.8 \%$ | $76.7 \%$ | $33.3 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $53.2 \%$ | $23.3 \%$ | $66.7 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $55.9 \%$ | $90.7 \%$ | $66.7 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $4.3 \%$ | $4.7 \%$ | $33.3 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $3.3 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $33.6 \%$ | $4.7 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.7 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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 districtlevel 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

| Teacher | $2 \%$ |
| :--- | ---: |
| Admin | $0 \%$ |

## 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 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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 |
| :---: | :---: |
| $2018-19$ | $97.2 \%$ |

## Mount Pleasant Middle School <br> (13-2730-060)

Grades Offered: 06-06

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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.

## Mount Pleasant Middle School

(13-2730-060)

## Report Key:

Grades Offered: 06-06

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N No Data is available to display
2018-2019
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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

[^18]
## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

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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:
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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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $81.1 \%$ | $85.0 \%$ | $82.3 \%$ |
| Math Proficiency | $72.1 \%$ | $74.1 \%$ | $72.1 \%$ |
| ELA Growth | 58 | 56 | 55 |
| Math Growth | 70 | 66 | 63 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $1.9 \%$ | $1.6 \%$ | $1.8 \%$ |

[^19]
## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.

## 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.

## Report Key:

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$\mathbf{N}$ No Data is available to display
† This indicates a table specific note, see note below table


## 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 <br> 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 Goal | Met Targett | Met Standard | Exceeds Standard | ** | Met | No |
| White | Met Target | Not Met | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | N | N | Not Met | Exceeds Standard | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | 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 | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Targett | Not Met | Not Met | Met Standard | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

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

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ 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.

| Highlights: | - STEAM/Maker Space in Media Center to foster interdisciplinary and transdisciplinary connections <br> - Advisory program promotes character education and a kindness initiative <br> - MPM has launched its first full year 1:1 computer program with all students utilizing Chromebooks. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally. |
| Awards, Recognition, Accomplishments: | Mathematics League Championship, High Notes Festival, Excellent and Superior ratings for String, Band, and Showstoppers, Forensics |

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.

Mt. Pleasant Middle School is designed to meet the academic, social, and emotional needs of our students through a team approach. The faculty teams meet daily to plan instruction, monitor student progress, and create interdisciplinary and transdisciplinary units of instruction. Students enhance social problem-solving and decision-making skills through our advisory program.

Courses, Curriculum, Instruction:

Newspaper, Yearbook, Fall and Spring Productions, Earthkeepers, Chess, Student Council, Literary Magazine, MathCounts, Science Olympiad.

Clubs and Activities:

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.

The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.
$\left.\begin{array}{l|l|l|}\hline \text { Student Supports and } \\ \text { Services: }\end{array} \begin{array}{l}\text { The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related } \\ \text { Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18- } \\ \text { 21 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional } \\ \text { needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. }\end{array}\right\}$

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.


Demographic

## Mount Pleasant Middle School

(13-2730-060)
Grades Offered: 06-06
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.

Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades $6,7, \& 8$. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

## Riker Hill Elementary School

(13-2730-118)
Grades Offered: KG-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 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:

Demographic
Student Academic Growth Achievement

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

Report Key:

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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 | Essex |
| District | Livingston Board of Education School District |
| Principal Name | Mr. Justin Toomey |
| Address | 31 BLACKSTONE DR LIVINGSTON, NJ 07039-1801 |
| Phone Number | $973-535-8000$ |
| Email Address | $\underline{\text { https://www.livingston.org/rikerhill }}$ |
| Website | $\underline{\text { https://www.facebook.com/LivSchools }}$ |
| Facebook | $\underline{\text { https://twitter.com/RikerHillRams }}$ |
| Twitter |  |

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-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

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 | 52 | 60 | 65 |
| 1 | 55 | 57 | 66 |
| 2 | 65 | 60 | 62 |
| 3 | 71 | 72 | 62 |
| 4 | 73 | 76 | 72 |
| 5 | 75 | 76 | 75 |
| Total | 391 | 401 | 402 |

## 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 | 52 | 60 | 65 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $47.8 \%$ | $46.9 \%$ | $48.0 \%$ |
| Male | $52.2 \%$ | $53.1 \%$ | $52.0 \%$ |
| Economically <br> Disadvantaged Students | $1.3 \%$ | $1.7 \%$ | $2.0 \%$ |
| Students with Disabilities | $13.8 \%$ | $14.2 \%$ | $14.7 \%$ |
| English Learners | $2.3 \%$ | $6.2 \%$ | $6.2 \%$ |
| Homeless Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| 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 | $61.9 \%$ | $55.4 \%$ | $51.7 \%$ |
| Hispanic | $3.3 \%$ | $4.2 \%$ | $4.7 \%$ |
| Black or African American | $2.0 \%$ | $3.2 \%$ | $4.7 \%$ |
| Asian | $29.7 \%$ | $34.2 \%$ | $35.6 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.2 \%$ | $0.0 \%$ |
| Two or More Races | $3.1 \%$ | $2.7 \%$ | $3.2 \%$ |

## 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 | $67.2 \%$ |
| Chinese | $11.7 \%$ |
| Hindi | $8.2 \%$ |
| Russian | $3.2 \%$ |
| Spanish | $2.2 \%$ |
| Other Languages | $7.5 \%$ |

NJ SCHOOL
PERFORMANCE
REPORT

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

Report Key:

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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.


## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 50 | 61 | 50 | Met Standard | 38.5 | 52 | 50 | Not Met |
| White | 47.5 | 59 | 50 | Met Standard | 40.5 | 48 | 52 | Met Standard |
| Hispanic | * | 53 | 49 | ** | * | 45 | 47 | ** |
| Black or African American | * | 58 | 45 | ** | * | 33 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 57 | 63 | 59 | Met Standard | 43.5 | 60 | 60 | Met Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 61 | 49 | ** | * | 52 | 52 | ** |
| Female | 55 | 61 | 53 | N | 42.5 | 52 | 50 | N |
| Male | 44 | 60 | 47 | N | 37 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 49 | 48 | ** | * | 39 | 46 | ** |
| Students with Disabilities | 46.5 | 52 | 43 | Met Standard | 27 | 44 | 45 | Not Met |
| English Learners | 69 | 63.5 | 52 | ** | 32 | 45 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

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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.

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

| 100 | $87.9 \%$ | $85.6 \%$ | $82.1 \%$ |
| :--- | :--- | :--- | :--- |
| 80 |  |  |  |

$\begin{array}{lll}60 \\ 40 & \\ 20 & & \\ 0 & 2016-17 & 2018-19\end{array}$

Math Proficiency Rate for Federal Accountability 100

60

40

20

0

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $94.5 \%$ | $98.7 \%$ | $100.0 \%$ | $94.5 \%$ | $98.7 \%$ | $100.0 \%$ |
| Proficiency Rate for Federal Accountability | $87.9 \%$ | $85.6 \%$ | $82.1 \%$ | $76.9 \%$ | $83.1 \%$ | $77.8 \%$ |
| Annual Target | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ | $73.0 \%$ | $73.3 \%$ | $73.7 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Goal | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^20]
## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
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 | 212 | 100.0 | 82.1 | 85.7 | 57.9 | 82.1 | 80 | Met Goal |
| White | 120 | 100.0 | 78.3 | 82.6 | 66.9 | 78.3 | 80 | Met Targett |
| Hispanic | * | * | * | 72.9 | 43.9 | * | ** | ** |
| Black or African American | * | * | * | 69.3 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 73 | 100.0 | 91.8 | 94.9 | 82.9 | 91.8 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 97 | 100.0 | 83.5 | 89.4 | 64.8 | 83.5 |  |  |
| Male | 115 | 100.0 | 80.9 | 82.4 | 51.3 | 80.9 |  |  |
| Economically Disadvantaged Students | * | * | * | 71.4 | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 85.9 | 67.9 | * |  |  |
| Students with Disabilities | 40 | 100.0 | 37.5 | 48.7 | 22.7 | 37.5 | 41 | Met Targett |
| Students without Disabilities | 172 | 100.0 | 92.4 | 92.9 | 65.1 | 92.4 |  |  |
| English Learners | 19 | 100.0 | 73.7 | 75.9 | 29.3 | 73.7 | ** | ** |
| Non-English Learners | 193 | 100.0 | 82.9 | 86.0 | 60.6 | 82.9 |  |  |
| Homeless Students | N | N | N | * | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | * | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Riker Hill Elementary School <br> (13-2730-118)

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Grades Offered: KG-05
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 3
 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 | 63 | 787 | 780 | 748 | * | * | 16\% | 43\% | 38\% | 81\% | 50\% |
| White | 31 | 781 | 773 | 757 | 0\% | * | * | * | * | 77\% | 60\% |
| Hispanic | * | * | 755 | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 766 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 795 | 794 | 773 | * | 0\% | * | 34\% | 52\% | 86\% | 75\% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | N | N | * | 756 | N | N | N | N | N | N | 58\% |
| Female | 30 | 783 | 780 | 753 | * | * | * | 43\% | 37\% | 80\% | 55\% |
| Male | 33 | 790 | 780 | 743 | * | * | * | 42\% | 39\% | 82\% | 46\% |
| Economically Disadvantaged Students | N | N | * | 731 | N | N | N | N | N | N | 33\% |
| Non-Economically Disadvantaged Students | 63 | 787 | * | 759 | * | * | 16\% | 43\% | 38\% | 81\% | 61\% |
| Students with Disabilities | 10 | 749 | 746 | 719 | * | * | * | * | * | 40\% | 24\% |
| Students without Disabilities | 53 | 794 | 785 | 754 | * | * | * | * | * | 89\% | 56\% |
| English Learners | * | * | 740 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 781 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | N | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Riker Hill Elementary School <br> (13-2730-118)

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Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 71 | 786 | 786 | 755 | 0\% | * | * | 39\% | 45\% | 85\% | 57\% |
| White | 36 | 777 | 779 | 763 | 0\% | * | * | 44\% | 33\% | 78\% | 67\% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 44\% |
| Black or African American | * | * | 760 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 804 | 799 | 779 | 0\% | 0\% | 0\% | * | * | 100\% | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 28 | 796 | 790 | 760 | 0\% | * | * | * | * | 86\% | 62\% |
| Male | 43 | 780 | 782 | 750 | 0\% | * | * | * | * | 84\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 13 | 757 | 744 | 725 | 0\% | * | * | * | * | 46\% | 25\% |
| Students without Disabilities | 58 | 793 | 793 | 761 | 0\% | * | * | * | * | 93\% | 64\% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | N | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Riker Hill Elementary School <br> (13-2730-118)

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
Grades Offered: KG-05
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 77 | 783 | 787 | 756 | * | * | * | 51\% | 31\% | 82\% | 58\% |
| White | 52 | 779 | 779 | 764 | * | * | * | 60\% | 21\% | 81\% | 68\% |
| Hispanic | N | N | 756 | 743 | N | N | N | N | N | N | 44\% |
| Black or African American | * | * | 778 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 798 | * | 781 | 0\% | * | * | * | * | 89\% | 83\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | 787 | 762 | * | * | * | * | * | * | 65\% |
| Female | 39 | 789 | 792 | 761 | * | * | * | * | * | 85\% | 64\% |
| Male | 38 | 778 | 782 | 750 | * | * | * | * | * | 79\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39\% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | 16 | 745 | 747 | 724 | * | * | * | * | * | 31\% | 23\% |
| Students without Disabilities | 61 | 793 | 795 | 762 | * | * | * | * | * | 95\% | 65\% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | N | 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\% |

## Report Key:

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 212 | 100.0 | 77.8 | 73.4 | 44.5 | 77.8 | 73.7 | Met Target |
| White | 120 | 100.0 | 69.2 | 66.5 | 54.1 | 69.2 | 70 | Met Targett |
| Hispanic | * | * | * | 56.5 | 28.8 | * | ** | ** |
| Black or African American | * | * | * | 46.5 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 73 | 100.0 | 95.9 | 91.6 | 76.5 | 95.9 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 97 | 100.0 | 75.3 | 72.3 | 44.9 | 75.3 |  |  |
| Male | 115 | 100.0 | 80.0 | 74.4 | 44.2 | 80.0 |  |  |
| Economically Disadvantaged Students | * | * | * | 50.7 | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 73.8 | 54.9 | * |  |  |
| Students with Disabilities | 40 | 100.0 | 32.5 | 31.4 | 17.4 | 32.5 | 27.8 | Met Target |
| Students without Disabilities | 172 | 100.0 | 88.4 | 81.6 | 50.0 | 88.4 |  |  |
| English Learners | 19 | 100.0 | 84.2 | 72.8 | 25.0 | 84.2 | ** | ** |
| Non-English Learners | 193 | 100.0 | 77.2 | 73.4 | 46.5 | 77.2 |  |  |
| Homeless Students | N | N | N | * | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | N | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | * | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Riker Hill Elementary School

(13-2730-118)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | $\%$ of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 63 | 777 | 775 | 752 | * | * | * | 54\% | 30\% | 84\% | 55\% |
| White | 31 | 766 | 768 | 760 | 0\% | * | * | * | * | 74\% | 66\% |
| Hispanic | * | * | 759 | 739 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | 752 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 791 | 791 | 778 | * | 0\% | 0\% | * | * | 97\% | 83\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | N | N | * | 758 | N | N | N | N | N | N | 62\% |
| Female | 30 | 766 | 769 | 751 | * | * | * | * | * | 77\% | 54\% |
| Male | 33 | 787 | 780 | 752 | * | * | * | * | * | 91\% | 56\% |
| Economically Disadvantaged Students | N | N | * | 737 | N | N | N | N | N | N | 37\% |
| Non-Economically Disadvantaged Students | 63 | 777 | * | 761 | * | * | * | 54\% | 30\% | 84\% | 67\% |
| Students with Disabilities | 10 | 756 | 754 | 731 | * | * | * | * | * | 60\% | 31\% |
| Students without Disabilities | 53 | 781 | 779 | 756 | * | * | * | * | * | 89\% | 60\% |
| English Learners | * | * | 751 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 776 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | N | 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 | N | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Riker Hill Elementary School

(13-2730-118)
Report Key:

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** Accountability calculations require 20 or more students
Grades Offered: KG-05
2018-2019

N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 71 | 768 | 770 | 749 | 0\% | * | 23\% | * | * | 73\% | 51\% |
| White | 36 | 760 | 761 | 757 | 0\% | * | 36\% | * | * | 61\% | 62\% |
| Hispanic | * | * | 761 | 737 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 742 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 785 | 787 | 776 | 0\% | 0\% | * | * | * | 96\% | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 28 | 768 | 769 | 749 | 0\% | * | * | * | * | 75\% | 50\% |
| Male | 43 | 768 | 771 | 749 | 0\% | * | * | * | * | 72\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | 13 | 744 | 738 | 726 | 0\% | * | * | * | * | 31\% | 25\% |
| Students without Disabilities | 58 | 773 | 775 | 754 | 0\% | * | * | * | * | 83\% | 56\% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | 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 | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Riker Hill Elementary School

(13-2730-118)
Report Key:

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** Accountability calculations require 20 or more students
Grades Offered: KG-05
2018-2019

N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 77 | 771 | 771 | 747 | * | * | * | 55\% | 23\% | 78\% | 47\% |
| White | 52 | 765 | 764 | 755 | * | * | * | * | * | 73\% | 58\% |
| Hispanic | N | N | 732 | 735 | N | N | N | N | N | N | 30\% |
| Black or African American | * | * | 748 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 791 | * | 775 | 0\% | * | 0\% | * | * | 95\% | 80\% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 770 | 753 | * | * | * | * | * | * | 55\% |
| Female | 39 | 767 | 768 | 747 | * | * | * | * | * | 74\% | 47\% |
| Male | 38 | 774 | 773 | 747 | * | * | * | * | * | 82\% | 47\% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27\% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59\% |
| Students with Disabilities | 16 | 731 | 740 | 725 | * | * | * | * | * | 19\% | 19\% |
| Students without Disabilities | 61 | 781 | 777 | 752 | * | * | * | * | * | 93\% | 52\% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | N | 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\% |

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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: <br> \# Students Tested | Math: <br> \# 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | $87.5 \%$ | $* *$ | $* *$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 11 | $63.6 \%$ | $36.4 \%$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | $*$ | $*$ | $*$ |

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 12 | 21 | 47 | 21 |
| White | 13 | 21 | 50 | 15 |
| Hispanic | N | N | N | N |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 5 | 21 | 37 | 37 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 13 | 23 | 46 | 18 |
| Male | 11 | 18 | 47 | 24 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | 50 | 19 | 25 | 6 |
| Students without Disabilities | 2 | 21 | 52 | 25 |
| 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 |

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? ? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 9 | 2.2 | 8.9 | Met |
| White | 5 | 2.3 | 8.9 | Met |
| Hispanic | 2 | 8.7 | 8.9 | Met |
| Black or African American | 0 | 0 | 8.9 | Met |
| Asian, Native Hawaiian, or Pacific | 2 | 1.4 | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | $* *$ | $* *$ |
| Female | 5 | 2.6 |  |  |
| Male | 4 | 1.8 |  |  |
| Economically Disadvantaged Students | 3 | 25.0 | $* *$ | $* *$ |
| Students with Disabilities | 4 | 5.3 | 8.9 | Met |
| English Learners | 0 | 0 | 8.9 | Met |
| Homeless Students | N | N |  |  |
| 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.


Student Growth

## Riker Hill Elementary School

(13-2730-118)
Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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.


## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note,see note below table

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 | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.75 |

Harassment, Intimidation, and Bullying (HIB) Investigations
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 1 | 0 | 1 |
| Gender | 0 | 1 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 3 | 0 | 3 |
| No Identified Nature | 0 |  | 0 |

## 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 |

## 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



Demographic
Student
Academic Achievement

## Riker Hill Elementary School <br> (13-2730-118)

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
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 | $8: 05$ AM |
| Typical End Time | $2: 40$ PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs 40 Mins |
| Shared Time - Instructional Time | 5 Hrs. 40 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 24 | 118,214 |
| Average years experience in <br> public schools | 14.3 | 12.1 |
| Average years experience in <br> district | 12.8 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> 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 <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 37 | 9,530 |
| Average years experience in public <br> schools | 11.4 | 16.0 |
| Average years experience in district | 9.1 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $62.2 \%$ | $76.9 \%$ |

## 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 | $17: 1$ | $12: 1$ |
| Students to Administrators | $134: 1$ | $163: 1$ |
| Teachers to Administrators | $8: 1$ | $13: 1$ |
| Students to <br> Librarians/Media Specialists |  | $604: 1$ |
| Students to Nurses |  | $671: 1$ |
| Students to Counselors |  | $287: 1$ |
| Students to Child Study <br> Team Members |  | $232: 1$ |

Narrative

## Report Key:

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel administrators

## 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.0 \%$ | $91.7 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $52.0 \%$ | $8.3 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $51.7 \%$ | $100.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $4.7 \%$ | $0.0 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $4.7 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $35.6 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.2 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Narrative

## Report Key:

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## NJ SCHOOL <br> PERFORMANCE

 REPORT
## Riker Hill Elementary School

(13-2730-118)
Grades Offered: KG-05
2018-2019

## 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 districtlevel 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

| Teacher |  | $25 \%$ |
| :--- | :--- | :--- |
| Admin | N/A |  |

Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin |  |


| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $85.6 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $89.5 \%$ | $87.9 \%$ |

## 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).

## 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 |
| :---: | :---: |
| $2018-19$ | $97.2 \%$ |

## Report Key:

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
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.

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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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 | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

[^21]Student Growth

## Report Key:

Riker Hill Elementary School
(13-2730-118)
Grades Offered: KG-05
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.

## 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 Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $87.9 \%$ | $85.6 \%$ | $82.1 \%$ |
| Math Proficiency | $76.9 \%$ | $83.1 \%$ | $77.8 \%$ |
| ELA Growth | 56 | 57 | 50 |
| Math Growth | 47 | 48 | 38 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $87.5 \%$ |
| Chronic Absenteeism | $3.1 \%$ | $1.2 \%$ | $2.2 \%$ |

[^22]Riker Hill Elementary School
(13-2730-118)
Grades Offered: KG-05

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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.

## 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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Goal | Met Target | Met Standard | Not Met | ** | Met | No |
| White | Met Targett | Met Targett | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Met | 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 | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Targett | Met Target | Met Standard | Not Met | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | Met | No |

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

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

## Report Key:

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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: | - Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. <br> - All students receive instruction in world language, physical and computer education, art, media, and music. <br> - Character education lessons and mindfulness activities are incorporated into the school day for each child. |
| :---: | :---: |
| Mission, Vision, Theme: | A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners. |
| Awards, Recognition, Accomplishments: | A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators. |

Demographic

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
2018-2019

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## School Narrative

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We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.

Courses, Curriculum, Instruction:

A variety of clubs and activities are offered at each school through the home school association.

## Riker Hill Elementary School <br> (13-2730-118)

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2018-2019

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The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM,
Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
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.
$\left.\begin{array}{l|l|l|}\hline \text { Student Supports and } \\ \text { Services: }\end{array} \quad \begin{array}{l}\text { The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related } \\ \text { Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18- } \\ \text { 21 Transition Programming, Career Internship Program at LHS, LINKS \& ESS programs for students with social-emotional } \\ \text { needs K-12, \& a vibrant alternative program in our Monmouth Court Campus for LHS students. }\end{array}\right\}$

## Riker Hill Elementary School <br> (13-2730-118) <br> Grades Offered: KG-05

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## School Narrative

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|  | Is a Climate Survey Used: No |
| :--- | :--- |
| Facilities: | Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to <br> ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air <br> conditioning. |

Demographic

## Riker Hill Elementary School <br> (13-2730-118)

Grades Offered: KG-05
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.

|  | Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary <br> schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 <br> computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes <br> using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and <br> analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students <br> participate in a Tech and Business/Computers course in grades 6, 7, \& 8. AP Computer Science A and CS Principles are <br> currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, <br> Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC <br> equipment. |
| :--- | :--- |
| STEM: |  |

## Riker Hill Elementary School <br> (13-2730-118)

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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.

| Onglish Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills |  |
| :--- | :--- |
| Other Information | End <br> necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students <br> develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in <br> the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a <br> democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an <br> instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, <br> and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an <br> integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, <br> twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial <br> and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and <br> supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school <br> has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted \& Talented and Enrichment <br> programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary <br> school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our <br> students. |


[^0]:    $\dagger$ Target was met within a confidence interval.

[^1]:    $\dagger$ 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.

[^2]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^3]:    $\dagger$ Target was met within a confidence interval.

[^4]:    $\dagger$ 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.

[^5]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^6]:    $\dagger$ Target was met within a confidence interval.

[^7]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^8]:    $\dagger$ Target was met within a confidence interval.

[^9]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^10]:    $\dagger$ Target was met within a confidence interval.

[^11]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^12]:    $\dagger$ Target was met within a confidence interval.

[^13]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^14]:    $\dagger$ Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

[^15]:    $\dagger$ Target was met within a confidence interval.

[^16]:    $\dagger$ 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.

[^17]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^18]:    $\dagger$ 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.

[^19]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^20]:    $\dagger$ Target was met within a confidence interval.

[^21]:    $\dagger$ 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.

[^22]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

