NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
Grades Offered: 06-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Margaret Freeman
Address	209 BERGEN AVENUE JERSEY CITY, NJ 07305
Phone Number	201-915-6500
Email Address	gmoriarty@jcboe.org
Website	http://www.jcboe.org/

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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	155	149	150
7	171	169	162
8	175	166	170
Total	501	484	482

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	54.3%	50.8%	49.4%
Male	45.7%	49.2%	50.6%
Economically Disadvantaged Students	53.3%	56.2%	54.1%
Students with Disabilities	11.8%	9.7%	10.0%
English Learners	0.6%	0.4%	0.0%
Homeless Students	0.4%	0.8%	0.0%
Students in Foster Care	0.6%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.2%	12.6%	13.1%
Hispanic	15.8%	17.6%	17.2%
Black or African American	22.8%	21.7%	18.7%
Asian	43.5%	43.8%	46.9%
Native Hawaiian or Pacific Islander	1.2%	0.8%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.6%	3.5%	2.9%

Enrollment by Home Language

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

Home Language	% of Students
English	51.5%
Arabic	8.7%
Spanish	8.5%
Urdu	6.4%
Gujarati	5.0%
Other Languages	19.9%

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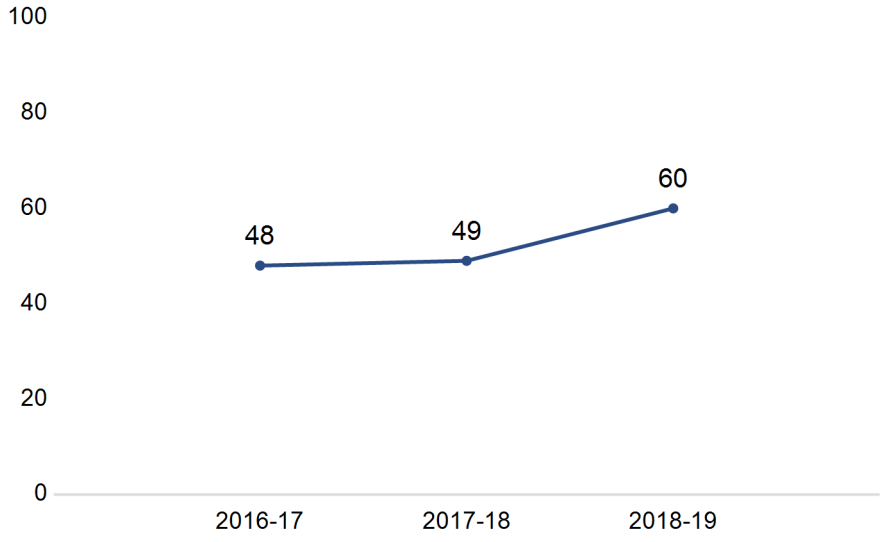
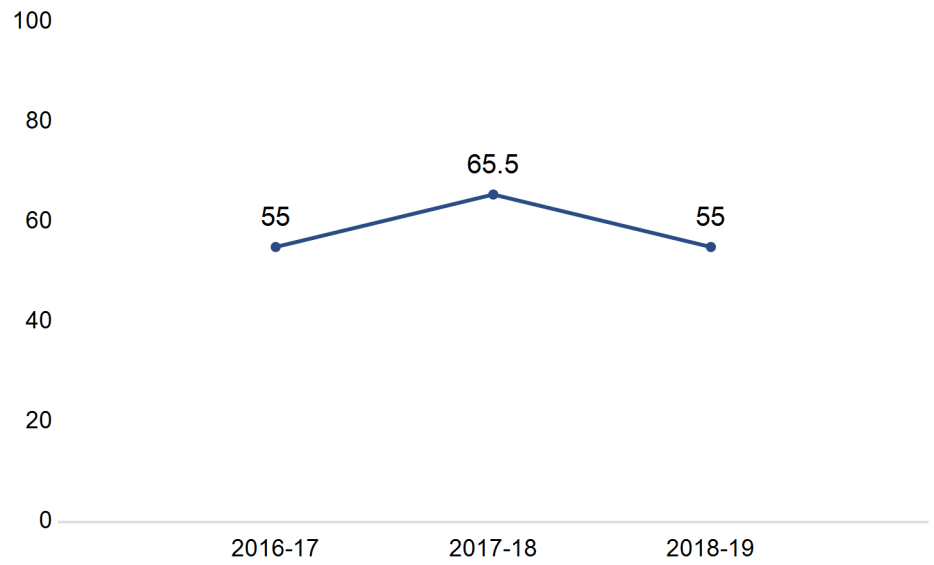
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	49	60	55	65.5	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	52	50	Exceeds Standard	55	46	50	Met Standard
White	64	57	50	Exceeds Standard	66	52	52	Exceeds Standard
Hispanic	50	50	49	Met Standard	37.5	45	47	Not Met
Black or African American	52	48	45	Met Standard	32	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	61	59	Exceeds Standard	60	58	60	Exceeds Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	57.5	55	49	**	*	53	52	**
Female	62.5	55	53	N	49	45	50	N
Male	56	50	47	N	57	48	51	N
Economically Disadvantaged Students	62	52	48	Exceeds Standard	56	45	46	Met Standard
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	N	55	52	**	N	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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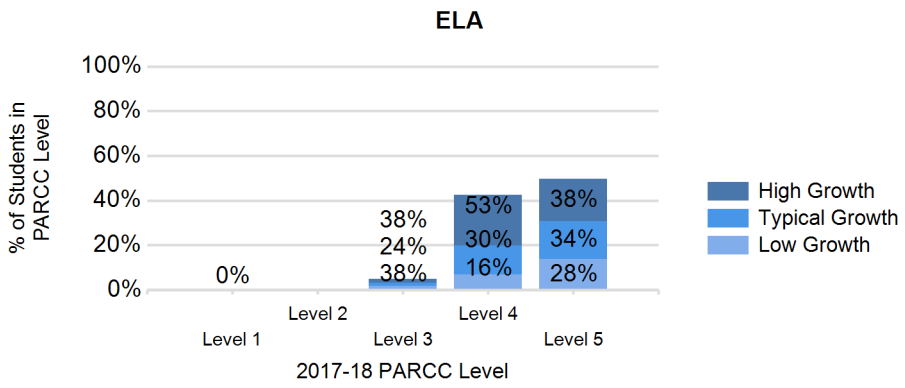
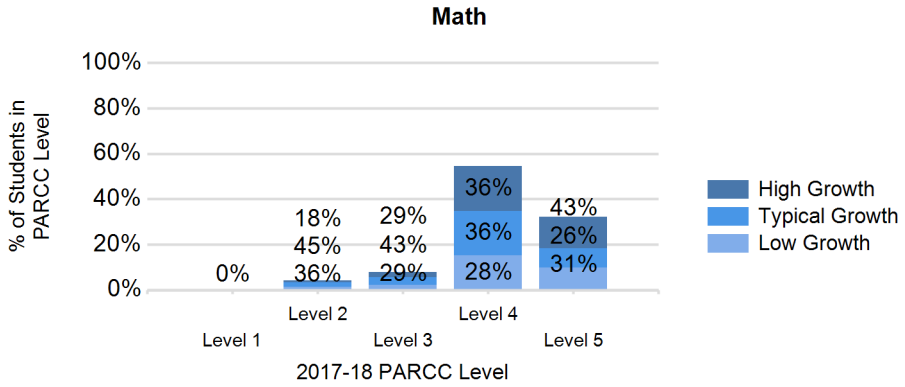
Student Growth by Performance Level

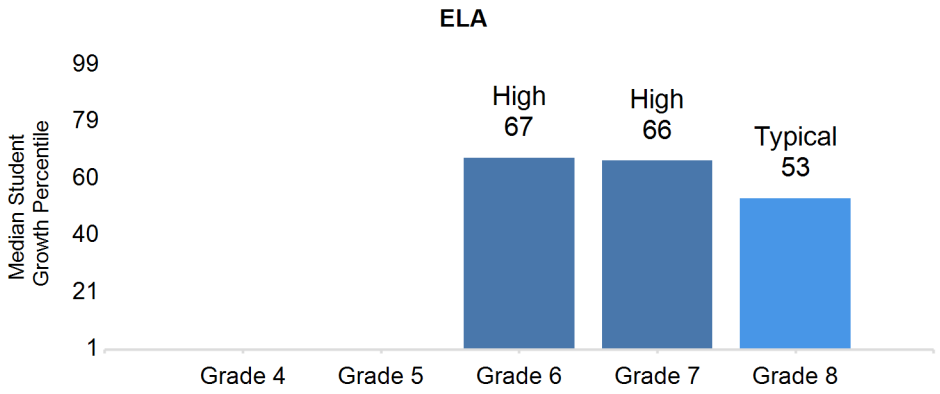
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

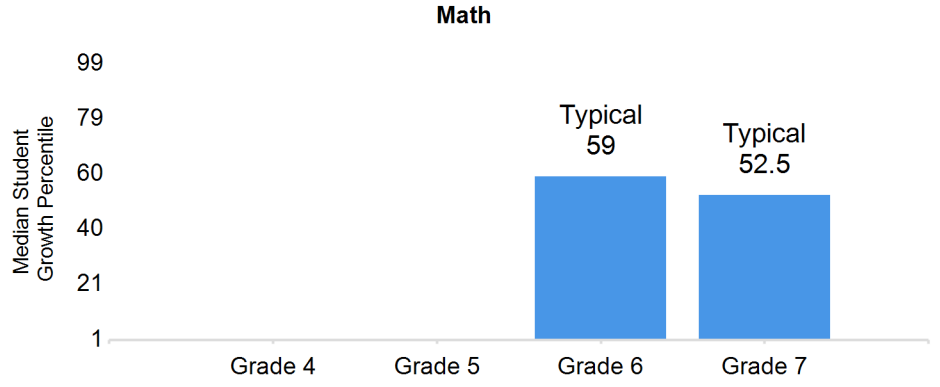




Student Growth by Grade

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





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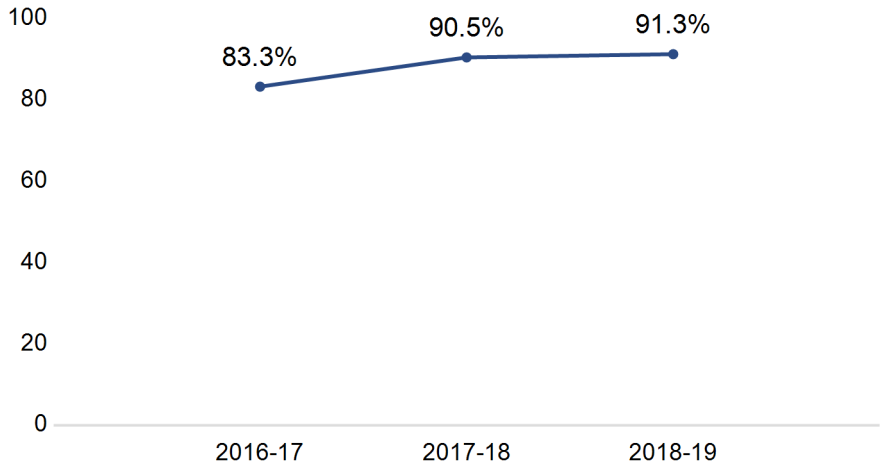
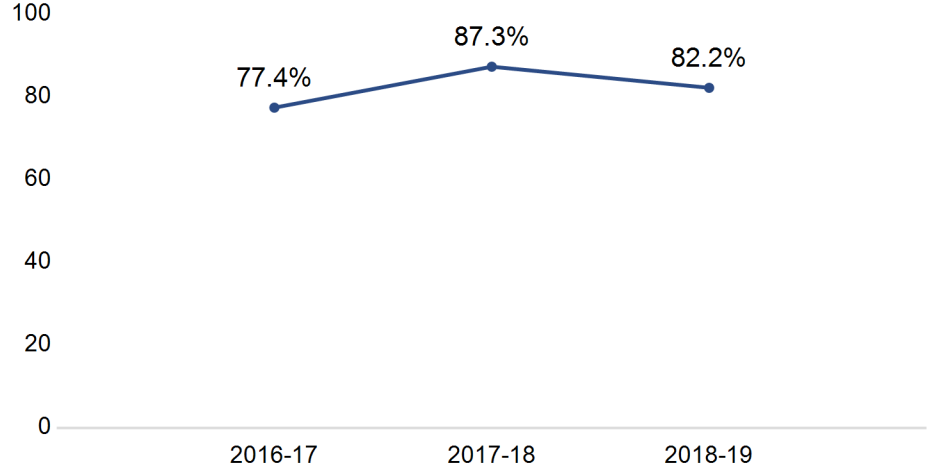
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.1%	100.0%	99.4%	98.9%	100.0%
Proficiency Rate for Federal Accountability	83.3%	90.5%	91.3%	77.4%	87.3%	82.2%
Annual Target	80.0%	80.0%	80.0%	76.7%	76.8%	77.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	438	100.0	91.3	49.7	57.9	91.3	80	Met Goal
White	58	100.0	96.6	55.9	66.9	96.6	80	Met Goal
Hispanic	70	100.0	80.0	46.4	43.9	80.0	80	Met Goal
Black or African American	73	100.0	75.3	34.3	38.5	75.3	66.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	223	100.0	98.2	77.0	82.9	98.2	80	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	14	100.0	100.0	67.7	64.4	100.0	**	**
Female	223	100.0	93.7	55.2	64.8	93.7		
Male	215	100.0	88.8	44.5	51.3	88.8		
Economically Disadvantaged Students	223	100.0	88.3	45.3	40.0	88.3	79.3	Met Goal
Non-Economically Disadvantaged Students	215	100.0	94.4	56.3	67.9	94.4		
Students with Disabilities	*	*	*	14.4	22.7	*	**	**
Students without Disabilities	*	*	*	56.2	65.1	*		
English Learners	N	N	N	16.0	29.3	N	**	**
Non-English Learners	438	100.0	91.3	53.6	60.6	91.3		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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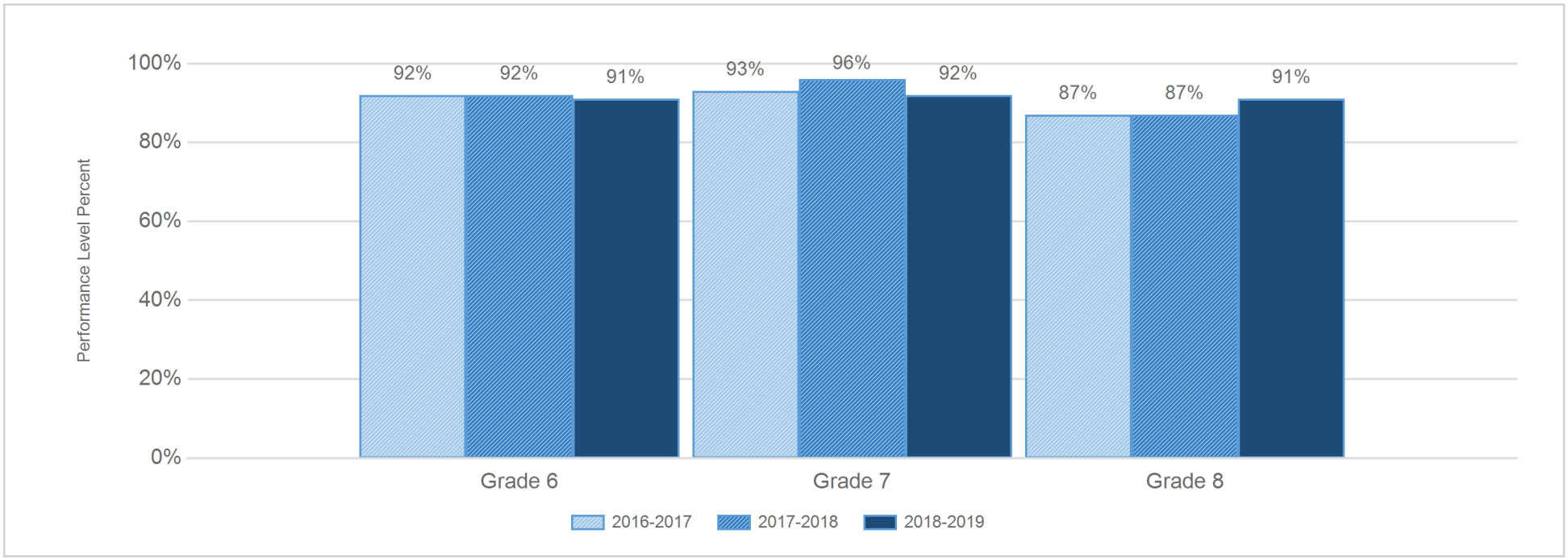
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	790	748	754	*	*	*	35%	56%	91%	56%
White	21	787	756	762	0%	*	0%	*	*	95%	65%
Hispanic	*	*	745	743	*	*	*	*	*	*	43%
Black or African American	20	767	730	738	*	*	*	*	*	80%	36%
Asian, Native Hawaiian, or Pacific Islander	76	801	777	780	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	68	794	*	762	*	*	*	26%	66%	93%	64%
Male	71	785	*	748	*	*	*	42%	46%	89%	48%
Economically Disadvantaged Students	68	781	*	740	*	*	*	44%	43%	87%	39%
Non-Economically Disadvantaged Students	71	798	755	763	*	*	*	25%	69%	94%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	139	790	751	756	*	*	*	35%	56%	91%	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	803	755	761	*	*	*	15%	77%	92%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	20	781	751	747	0%	*	*	*	*	80%	50%
Black or African American	32	779	740	741	*	*	*	*	*	75%	43%
Asian, Native Hawaiian, or Pacific Islander	72	819	785	790	0%	0%	0%	*	*	100%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	73	806	762	769	*	*	*	15%	78%	93%	71%
Male	74	801	748	753	*	*	*	15%	76%	91%	55%
Economically Disadvantaged Students	81	800	*	743	*	*	*	*	*	90%	45%
Non-Economically Disadvantaged Students	66	807	*	771	*	*	*	*	*	94%	73%
Students with Disabilities	N	N	706	720	N	N	N	N	N	N	22%
Students without Disabilities	147	803	763	769	*	*	*	15%	77%	92%	71%
English Learners	N	N	715	706	N	N	N	N	N	N	12%
Non-English Learners	147	803	758	763	*	*	*	15%	77%	92%	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	795	751	762	*	*	*	41%	51%	91%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	30	785	746	747	0%	0%	*	*	*	83%	49%
Black or African American	22	769	739	741	*	*	*	*	*	68%	43%
Asian, Native Hawaiian, or Pacific Islander	75	804	780	794	0%	0%	0%	39%	61%	100%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	79	801	760	771	*	*	*	37%	58%	95%	71%
Male	71	788	*	753	*	*	*	45%	42%	87%	55%
Economically Disadvantaged Students	70	788	747	743	*	*	*	46%	43%	89%	45%
Non-Economically Disadvantaged Students	80	801	758	772	*	*	*	36%	58%	94%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	N	N	706	708	N	N	N	N	N	N	12%
Non-English Learners	150	795	756	764	*	*	*	41%	51%	91%	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
Grades Offered: 06-08
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 - 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	439	100.0	82.2	33.6	44.5	82.2	77	Met Goal
White	58	100.0	87.9	45.3	54.1	87.9	76.1	Met Goal
Hispanic	70	100.0	64.3	27.2	28.8	64.3	74	Not Met
Black or African American	73	100.0	57.5	16.7	23.0	57.5	56.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	224	100.0	93.8	64.6	76.5	93.8	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	14	100.0	92.9	58.5	53.3	92.9	**	**
Female	224	100.0	82.1	34.0	44.9	82.1		
Male	215	100.0	82.3	33.3	44.2	82.3		
Economically Disadvantaged Students	223	100.0	76.7	29.3	26.3	76.7	73.7	Met Target
Non-Economically Disadvantaged Students	216	100.0	88.0	39.8	54.9	88.0		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	N	N	N	16.0	25.0	N	**	**
Non-English Learners	439	100.0	82.2	36.0	46.5	82.2		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
Grades Offered: 06-08
2018-2019

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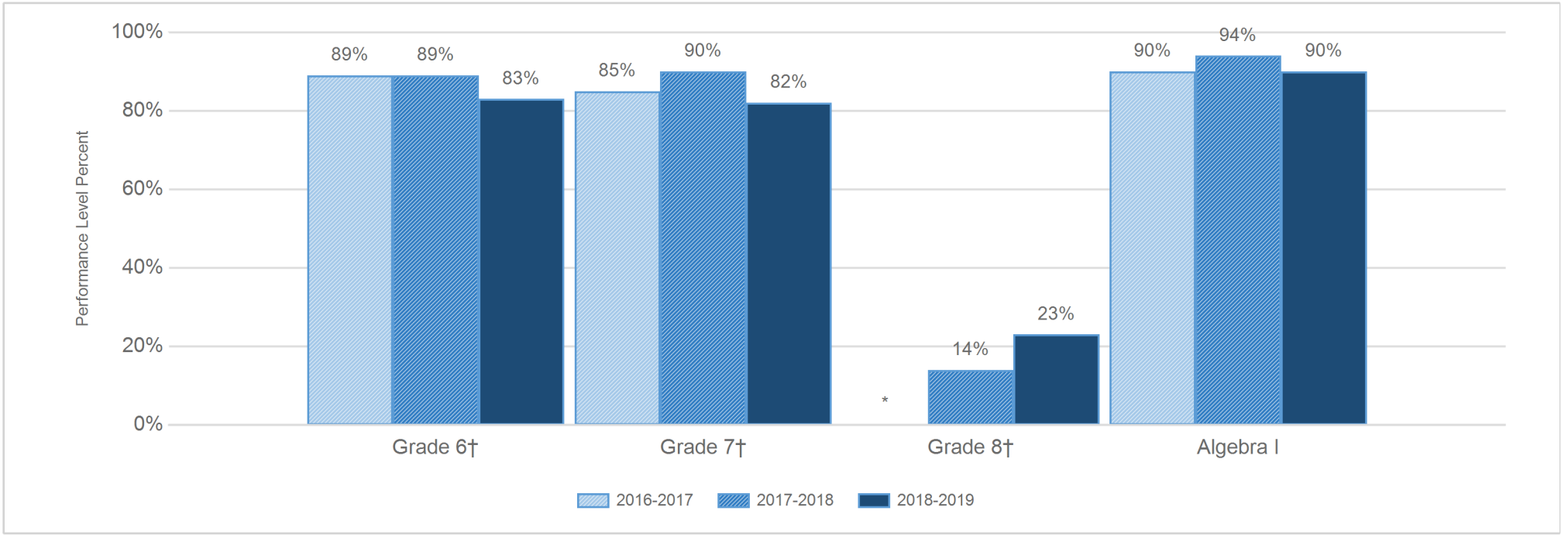
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	773	731	741	*	*	9%	58%	25%	83%	41%
White	21	771	743	749	0%	0%	*	*	*	90%	51%
Hispanic	*	*	726	729	*	*	*	*	*	*	24%
Black or African American	20	749	713	722	*	*	*	55%	0%	55%	19%
Asian, Native Hawaiian, or Pacific Islander	76	784	759	769	*	*	*	57%	36%	92%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	68	773	*	742	*	*	*	62%	22%	84%	42%
Male	71	772	*	740	*	*	*	54%	28%	82%	40%
Economically Disadvantaged Students	68	762	*	726	*	*	*	57%	15%	72%	21%
Non-Economically Disadvantaged Students	71	783	738	750	*	*	*	58%	35%	93%	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	N	N	713	709	N	N	N	N	N	N	*
Non-English Learners	139	773	732	743	*	*	9%	58%	25%	83%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	776	737	744	*	*	10%	46%	37%	82%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	20	750	732	733	0%	*	*	*	*	60%	26%
Black or African American	32	753	722	727	*	*	*	*	*	66%	21%
Asian, Native Hawaiian, or Pacific Islander	72	792	765	768	0%	0%	*	*	*	93%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	73	771	*	744	*	*	*	49%	30%	79%	42%
Male	74	781	736	743	*	*	*	42%	43%	85%	42%
Economically Disadvantaged Students	81	771	734	731	*	*	*	48%	31%	79%	24%
Non-Economically Disadvantaged Students	66	783	*	751	*	*	*	42%	44%	86%	53%
Students with Disabilities	N	N	708	718	N	N	N	N	N	N	13%
Students without Disabilities	147	776	741	749	*	*	10%	46%	37%	82%	48%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	147	776	739	745	*	*	10%	46%	37%	82%	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Academy I
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Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	722	712	728	*	*	*	*	*	23%	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	716	731	*	*	*	*	*	*	31%
Male	*	*	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	N	N	694	707	N	N	N	N	N	N	10%
Students without Disabilities	13	722	717	734	*	*	*	*	*	23%	35%
English Learners	N	N	704	706	N	N	N	N	N	N	10%
Non-English Learners	13	722	714	730	*	*	*	*	*	23%	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	780	729	744	0%	*	*	76%	14%	90%	42%
White	20	784	738	752	0%	0%	*	*	*	80%	53%
Hispanic	25	767	724	728	0%	0%	*	*	*	88%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	75	786	755	775	0%	*	*	77%	20%	97%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	76	776	730	745	0%	*	*	*	*	88%	44%
Male	61	784	729	743	0%	*	*	*	*	92%	41%
Economically Disadvantaged Students	61	776	728	727	0%	*	*	*	*	92%	23%
Non-Economically Disadvantaged Students	76	783	732	752	0%	*	*	*	*	88%	52%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	137	780	734	745	0%	*	*	76%	14%	90%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-095)
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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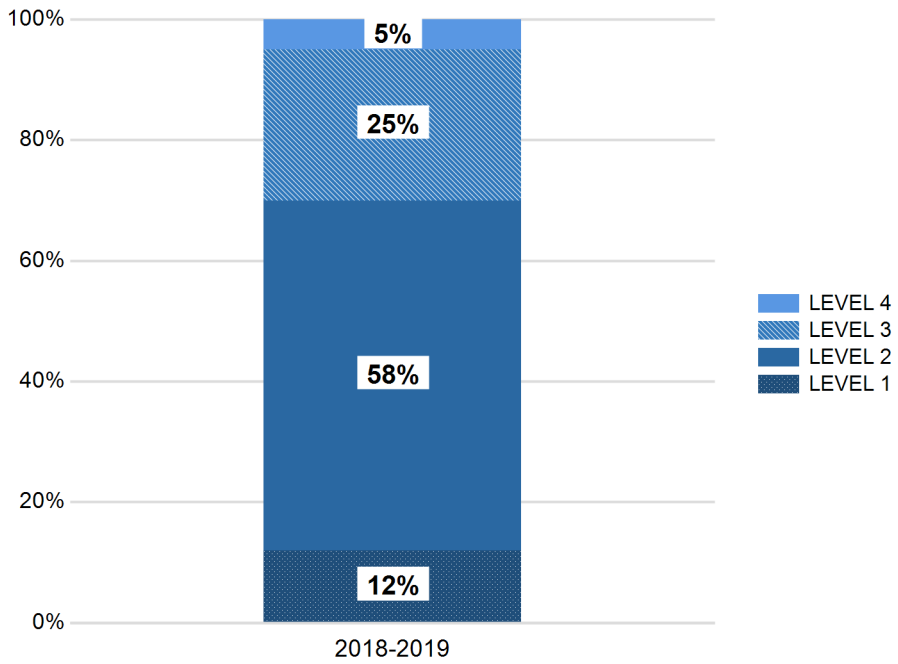
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	12	58	25	5
White	*	*	*	*
Hispanic	20	67	13	0
Black or African American	41	50	9	0
Asian, Native Hawaiian, or Pacific Islander	0	60	32	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	5	70	22	4
Male	20	45	28	7
Economically Disadvantaged Students	19	65	16	0
Non-Economically Disadvantaged Students	5	51	33	11
Students with Disabilities	N	N	N	N
Students without Disabilities	12	58	25	5
English Learners	N	N	N	N
Non-English Learners	12	58	25	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	139
7	0	0	147
8	137	0	13
Total	137	0	299

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	18
7	0	0	0	0	0	0	26
8	0	0	0	0	0	0	32
Total	0	0	0	0	0	0	76

NJ SCHOOL PERFORMANCE REPORT

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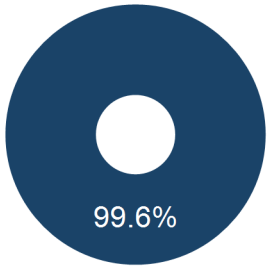
Visual and Performing Arts – Course Participation

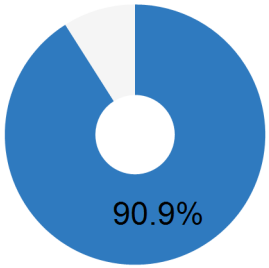
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

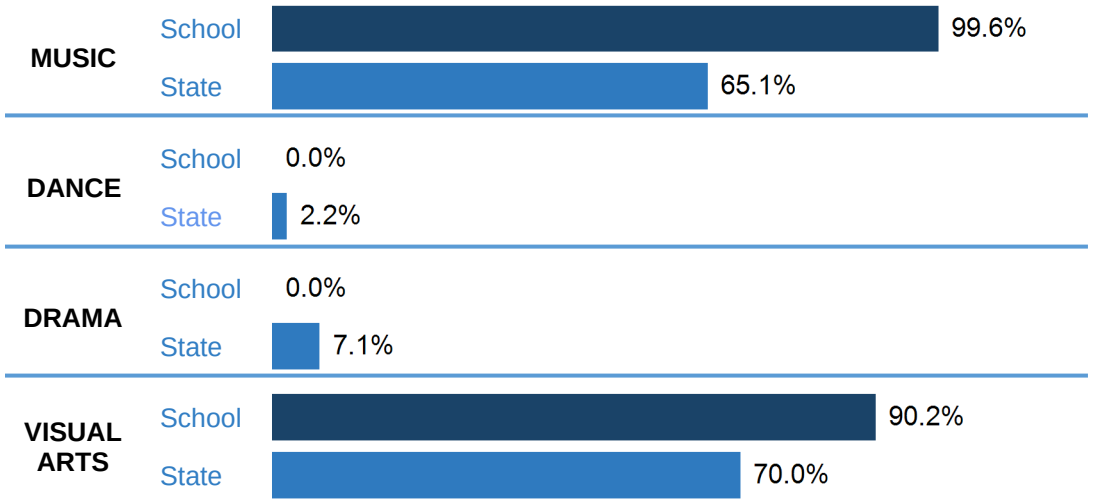


School



State

Students enrolled in one or more classes by discipline:



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

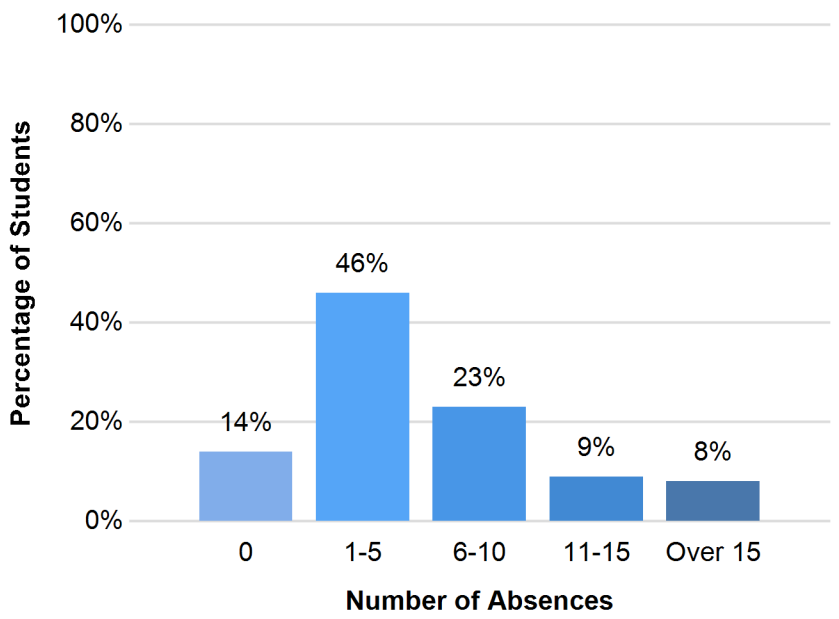
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	4.4	9.1	Met
White	0	0	9.1	Met
Hispanic	11	13.3	9.1	Not Met
Black or African American	8	8.9	9.1	Met
Asian, Native Hawaiian, or Pacific	2	0.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	4.6		
Male	10	4.1		
Economically Disadvantaged Students	18	6.9	9.1	Met
Students with Disabilities	4	8.3	9.1	Met
English Learners	N	N	N	N
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.



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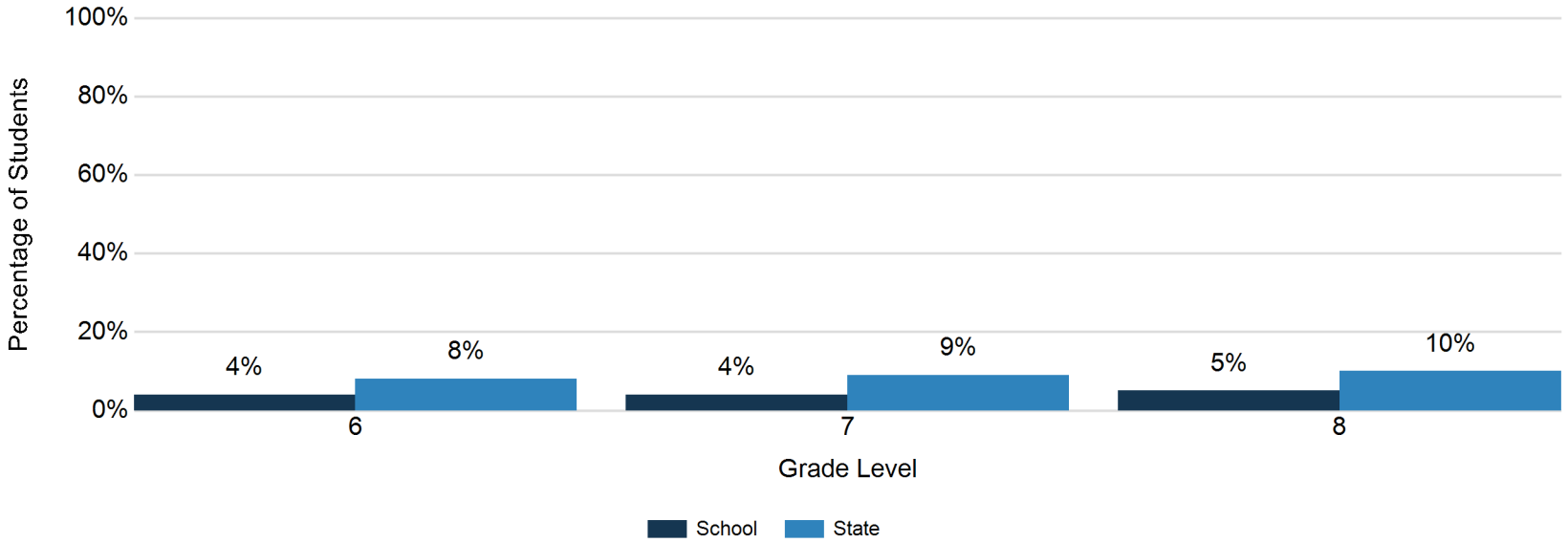
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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.



NJ SCHOOL PERFORMANCE REPORT

Academy I
(17-2390-095)
Grades Offered: 06-08
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	0.41

Police Notifications

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

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		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 Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:45 PM
Length of School Day	7 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.6:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	96.8%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	16:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	54.8%	N	48.4%	77.1%	54.9%
Male	50.6%	45.2%	N	51.6%	22.9%	45.1%
White	13.1%	58.1%	N	42.4%	83.6%	77.4%
Hispanic	17.2%	16.1%	N	29.9%	7.3%	7.2%
Black or African American	18.7%	19.4%	N	15.0%	6.6%	13.9%
Asian	46.9%	6.5%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	N	2.1%	0.2%	0.2%

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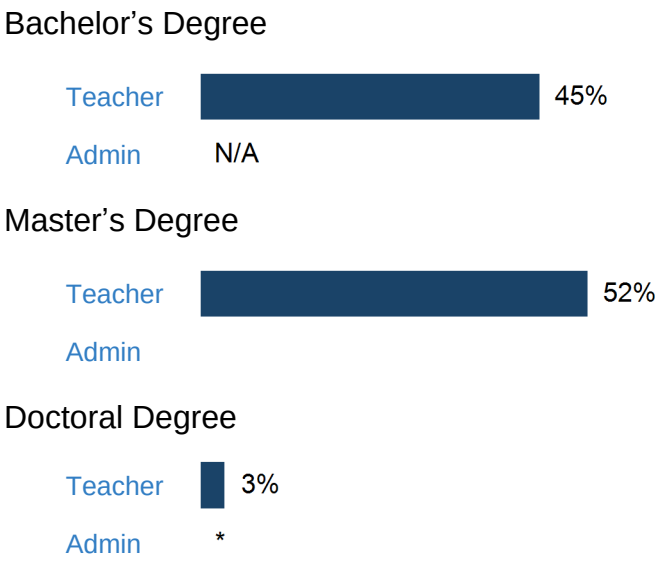
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	83.3%	90.5%	91.3%
Math Proficiency	77.4%	87.3%	82.2%
ELA Growth	48	49	60
Math Growth	55	66	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.6%	5.0%	4.4%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• National Blue Ribbon School • Three unique programs designed to meet specific student needs: AEP, Bridges, and Special Education. • Winners of multiple awards, including the Hudson County Spelling Bee, Cyber Robotocs Coding Competition, and Math Olympics
Mission, Vision, Theme:	The mission of Academy I is to develop the whole child- academically, socially and emotionally by providing meaningful experiences that empower students to be independent thinkers, innovative problem solvers, and conscious participants in their school and future communities. By providing rich learning experiences and a comprehensive curriculum that addresses the needs a diverse student body who we are shaping to become the future leaders of the world.
Awards, Recognition, Accomplishments:	2017 National Blue Ribbon School, 2018 Hudson County STEM Fair: Grade 6-bronze, Grade 7-gold, Grade 8-gold, Hudson County Spelling Bee – National Finalist, Marist grade 6 Math Olympics-1st place, Highest score, Marist grade 7 Olympics-2nd place, NJIT: Academic Excellence in Chemical Engineering, Academic Excellence in Mechanical Engineering, LEGO Robotics– Research Presentation Award, Hudson County Gifted and Talented Academic Bowl– 1st place,

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Courses, Curriculum, Instruction:	The Accelerated and Enrichment Program (AEP) is a gifted and talented program designed for students who desire to learn at an advanced level and pace. marking periods of grade six. The mission of the Bridges Program is to provide a district-wide educational opportunity for students with learning and motivational needs.
Clubs and Activities:	Many extracurricular activities are offered, such as Homework Help, Creative Writing, Robotics Club, the Academic Club, Citywide Student Council, Building Student Council, Art Club, Chess Club, Drones Club, Academic Bowl Club, Table Tennis Club, Music Club, Gardening Club, Sports Club, Poetry Club, School Newspaper, Yearbook, Spelling Bee, Geography Bee, Drama Club and PARCC and SAT Review. Special Education students participate on Saturdays in Special Olympics practice.

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Staff and Professional Learning:	Staff participate in PLC's that focus on data and our school goals. PLC's are organized by grade level and content level and meet weekly. Staff participate in district-initiated professional development around enrichment, curriculum, and district focus strategies.

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Student Supports and Services:	All special education students take Daily Life Skills Courses.
Student Health and Wellness:	All student participate in the free breakfast program.
Parent and Community Involvement:	The Parent Teacher Partnership is actively involved in the school. They meet regularly to inform parents about curricular inititatives and school activities.

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Facilities:	The PTP has provided air conditioning for all classrooms and offices.
School Safety:	Many classrooms have Chromebook carts which enable students to use Google Classroom.

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Technology and STEM:	Students participate in a Robotics Club.

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Other Information	The AEP Program has selective criteria, including an application process including standardized test results. The Bridges program requires an application process with an interview.

NJ SCHOOL PERFORMANCE REPORT

Alexander D. Sullivan School
(17-2390-320)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Alexander D. Sullivan School
(17-2390-320)
Grades Offered: PK-05
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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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	Hudson
District	Jersey City Public Schools
Principal Name	Dr. Martha Osei-Yaw
Address	171 SEAVIEW AVE JERSEY CITY, NJ 07305-2412
Phone Number	201-915-6530
Email Address	moseiyaw@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=412&Itemid=1017
Facebook	https://www.facebook.com/AlexanderDSullivanPs30
Twitter	https://twitter.com/adsullivanps30

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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	162	78	55
KG	116	66	65
1	82	90	58
2	123	61	86
3	116	131	146
4	140	142	129
5	91	166	151
Total	830	734	690

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	48.9%	48.2%	49.6%
Male	51.1%	51.8%	50.4%
Economically Disadvantaged Students	82.8%	52.3%	53.5%
Students with Disabilities	13.0%	12.3%	12.8%
English Learners	22.5%	29.2%	33.3%
Homeless Students	1.2%	1.5%	0.0%
Students in Foster Care	0.8%	0.4%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	0.1%	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	8.1%	6.0%	6.8%
Hispanic	42.5%	47.1%	47.1%
Black or African American	38.8%	35.8%	38.1%
Asian	10.4%	10.8%	7.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	162	78	55
KG - Half Day	0	0	0
KG - Full Day	116	66	65

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%
Spanish	33.2%
Arabic	3.3%
Tagalog	2.0%
Urdu	1.2%
Other Languages	5.4%

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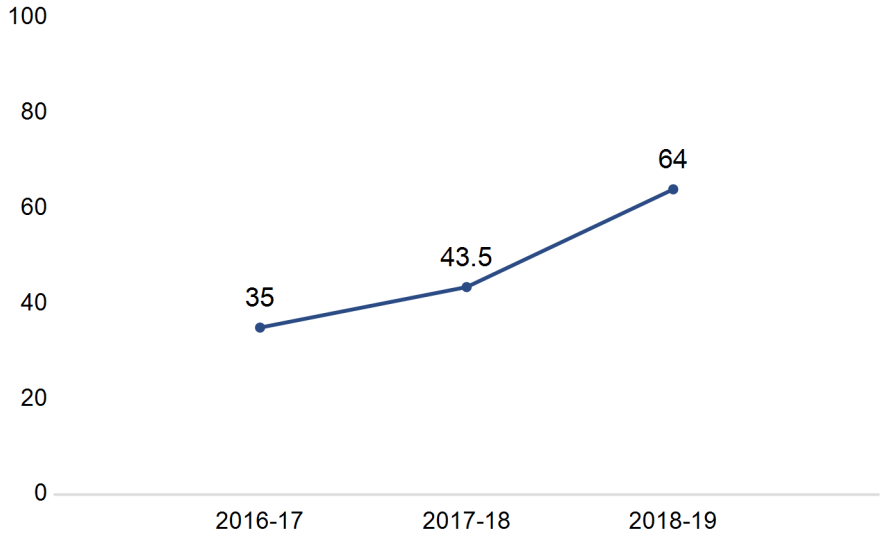
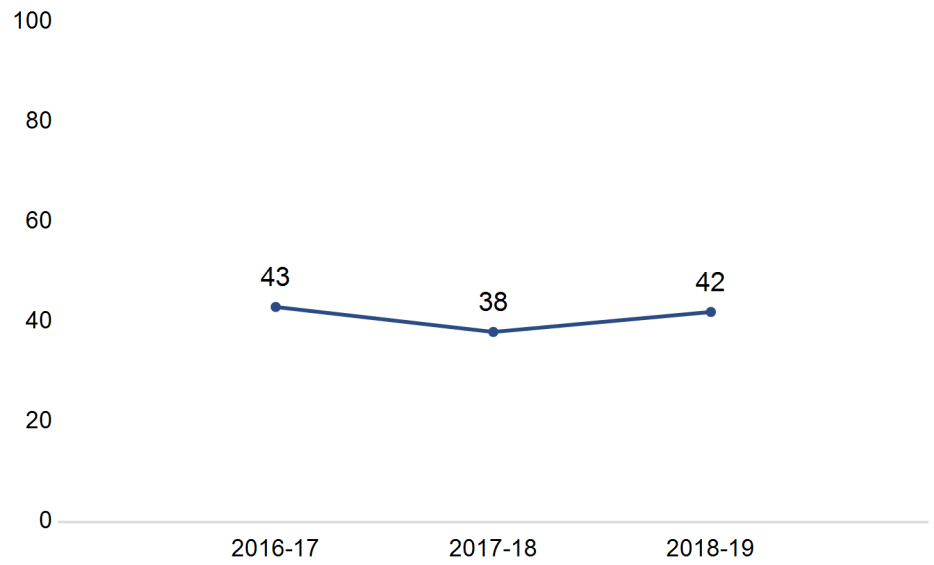
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	43.5	64	43	38	42
Met Standard (40-59.5)?	Not Met	Met Standard	Exceeds Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	64	52	50	Exceeds Standard	42	46	50	Met Standard
White	82	57	50	**	73	52	52	**
Hispanic	69	50	49	Exceeds Standard	43	45	47	Met Standard
Black or African American	45	48	45	Met Standard	34	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	82.5	61	59	**	53.5	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	66	55	53	N	39	45	50	N
Male	64	50	47	N	43.5	48	51	N
Economically Disadvantaged Students	55	52	48	Met Standard	38	45	46	Not Met
Students with Disabilities	26	41	43	Not Met	41	42	45	Met Standard
English Learners	71.5	55	52	**	56	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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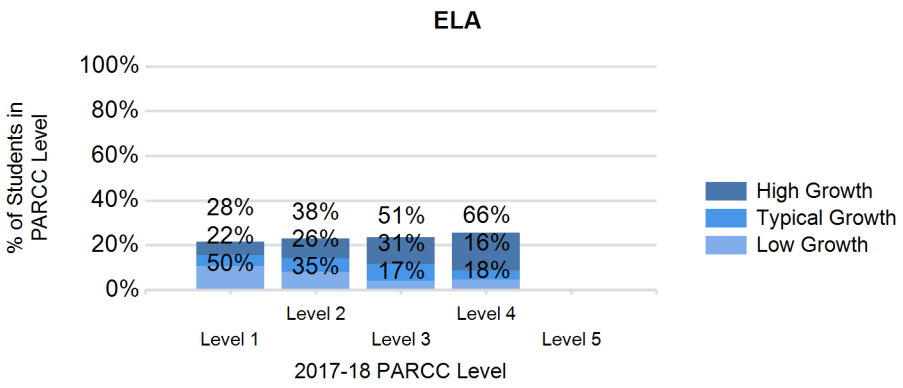
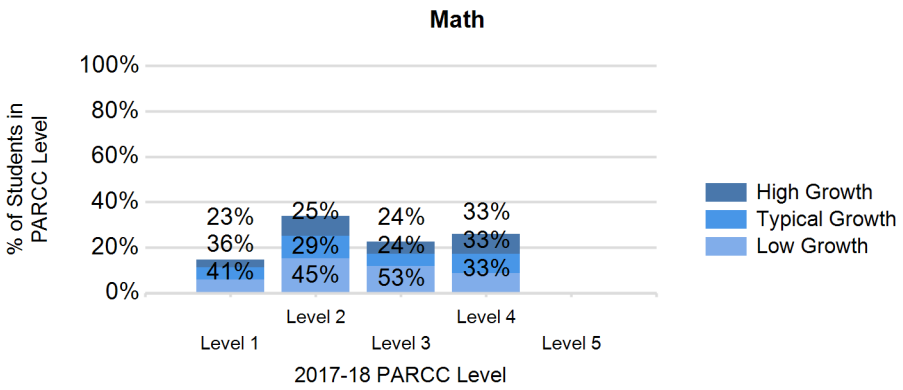
Student Growth by Performance Level

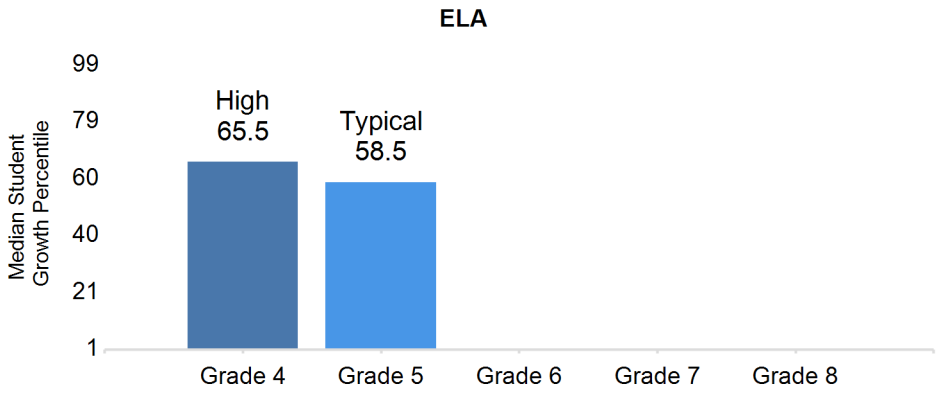
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

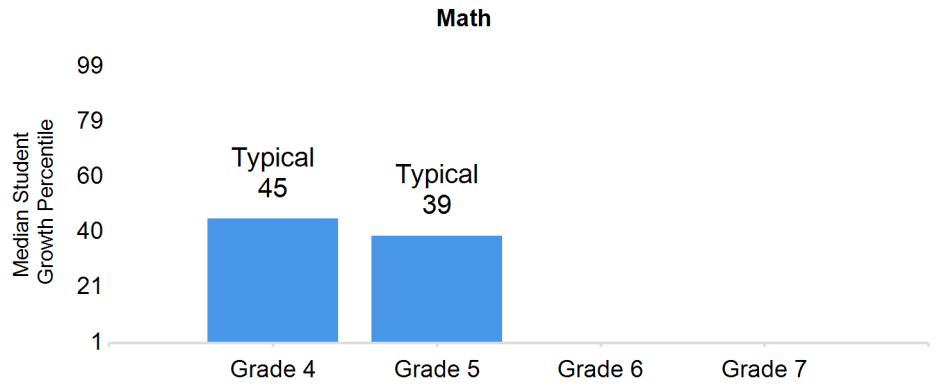




Student Growth by Grade

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





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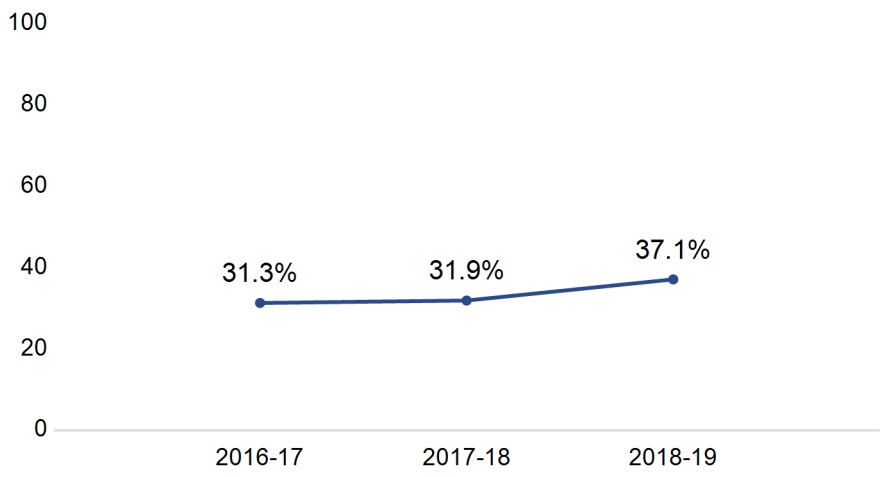
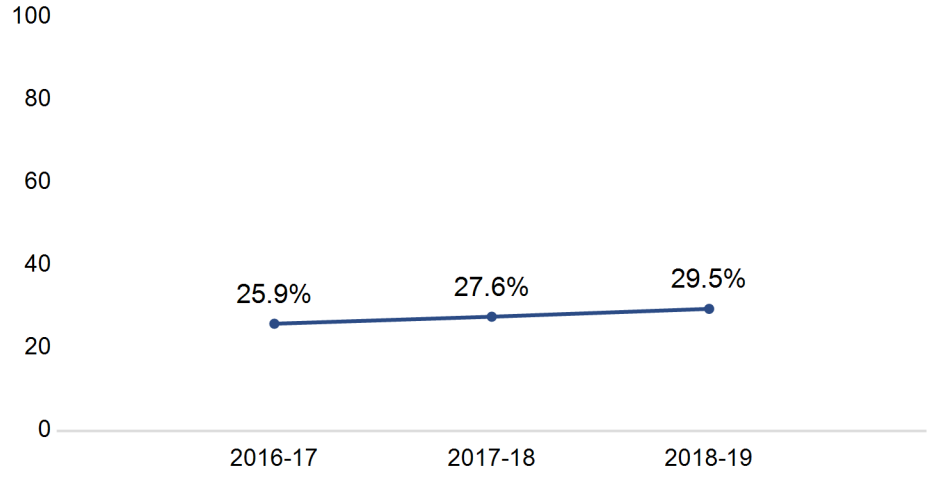
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	97.8%	97.6%	97.4%	97.5%	97.6%
Proficiency Rate for Federal Accountability	31.3%	31.9%	37.1%	25.9%	27.6%	29.5%
Annual Target	27.4%	30.1%	32.9%	20.7%	23.8%	27.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	232	97.6	37.1	49.7	57.9	37.1	32.9	Met Target
White	16	100.0	43.8	55.9	66.9	43.8	**	**
Hispanic	76	100.0	31.6	46.4	43.9	31.6	26.3	Met Target
Black or African American	116	96.0	31.0	34.3	38.5	31.0	29.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	24	96.0	79.2	77.0	82.9	79.2	61.2	Met Target
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	N	N	N	67.7	64.4	N	**	**
Female	116	97.6	40.5	55.2	64.8	40.5		
Male	116	97.5	33.6	44.5	51.3	33.6		
Economically Disadvantaged Students	112	96.7	27.7	45.3	40.0	27.7	27.7	Met Target
Non-Economically Disadvantaged Students	120	98.4	45.8	56.3	67.9	45.8		
Students with Disabilities	43	100.0	*	14.4	22.7	*	9.9	Met Target†
Students without Disabilities	189	97.0	*	56.2	65.1	*		
English Learners	25	100.0	24.0	16.0	29.3	24.0	8.6	Met Target
Non-English Learners	207	97.3	38.6	53.6	60.6	38.6		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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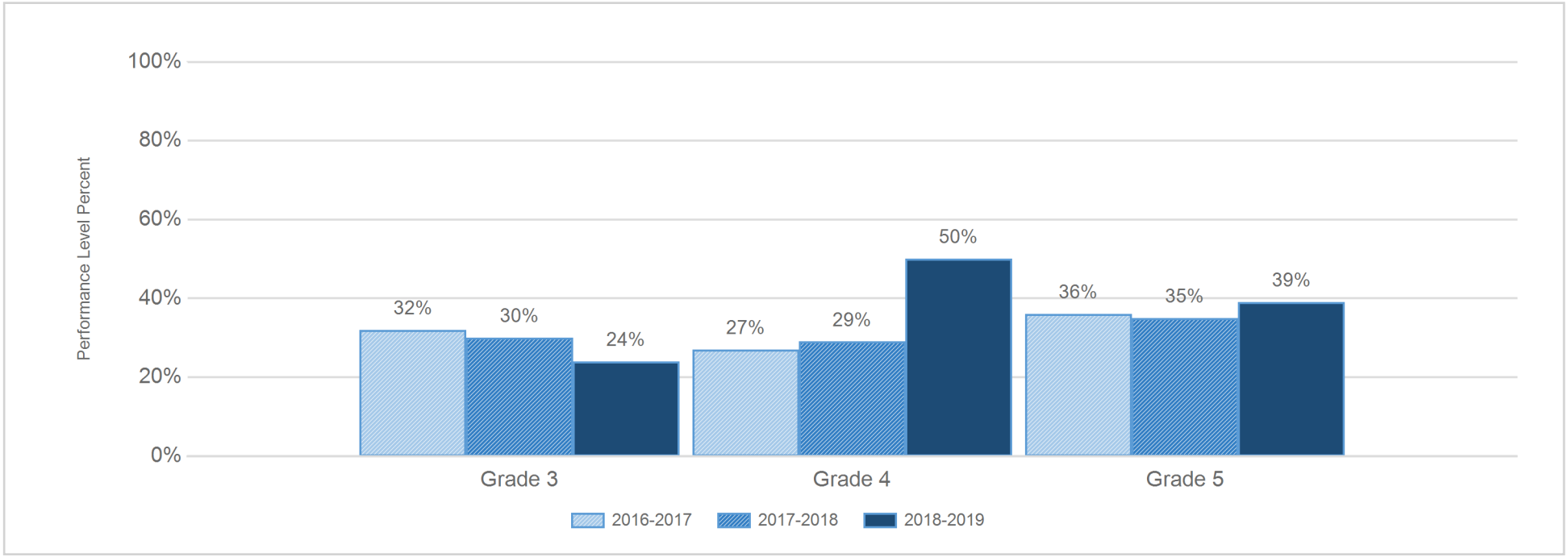
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	725	746	748	32%	14%	30%	*	*	24%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	24	708	739	734	46%	*	*	*	*	13%	36%
Black or African American	36	722	730	731	33%	*	36%	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	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	35	725	*	753	31%	*	*	*	*	23%	55%
Male	36	724	*	743	33%	*	*	*	*	25%	46%
Economically Disadvantaged Students	39	723	735	731	31%	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	32	726	762	759	34%	*	*	*	*	31%	61%
Students with Disabilities	12	691	697	719	*	*	*	*	*	*	24%
Students without Disabilities	59	731	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	744	753	755	19%	15%	15%	31%	19%	50%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	24	742	748	743	*	*	0%	*	*	50%	44%
Black or African American	36	736	740	739	*	*	*	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	37	756	757	760	*	*	*	*	*	57%	62%
Male	35	731	749	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	34	735	*	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	38	752	*	765	*	*	*	*	*	61%	69%
Students with Disabilities	13	703	712	725	*	*	0%	*	*	15%	25%
Students without Disabilities	59	753	759	761	*	*	19%	*	*	58%	64%
English Learners	10	733	727	720	*	*	*	*	*	40%	17%
Non-English Learners	62	746	757	758	*	*	*	*	*	52%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	743	748	756	13%	22%	25%	*	*	39%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	27	748	745	743	*	*	37%	*	*	41%	44%
Black or African American	46	729	733	739	24%	28%	*	*	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	46	747	754	761	*	22%	24%	*	*	43%	64%
Male	43	738	742	750	*	23%	26%	*	*	35%	52%
Economically Disadvantaged Students	40	731	744	740	*	*	28%	*	*	30%	39%
Non-Economically Disadvantaged Students	49	753	755	766	*	*	22%	*	*	47%	69%
Students with Disabilities	13	700	705	724	*	*	*	*	*	15%	23%
Students without Disabilities	76	750	754	762	*	*	*	*	*	43%	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	234	97.6	29.5	33.6	44.5	29.5	27	Met Target
White	16	100.0	56.3	45.3	54.1	56.3	**	**
Hispanic	78	100.0	20.5	27.2	28.8	20.5	23.2	Met Target†
Black or African American	116	96.1	23.3	16.7	23.0	23.3	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	24	96.0	70.8	64.6	76.5	70.8	47.8	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	N	N	N	58.5	53.3	N	**	**
Female	117	97.6	30.8	34.0	44.9	30.8		
Male	117	97.6	28.2	33.3	44.2	28.2		
Economically Disadvantaged Students	113	96.8	23.9	29.3	26.3	23.9	23.2	Met Target
Non-Economically Disadvantaged Students	121	98.4	34.7	39.8	54.9	34.7		
Students with Disabilities	43	100.0	*	*	17.4	*	11.9	Met Target†
Students without Disabilities	191	97.1	*	*	50.0	*		
English Learners	28	100.0	17.9	16.0	25.0	17.9	24.2	Met Target†
Non-English Learners	206	97.3	31.1	36.0	46.5	31.1		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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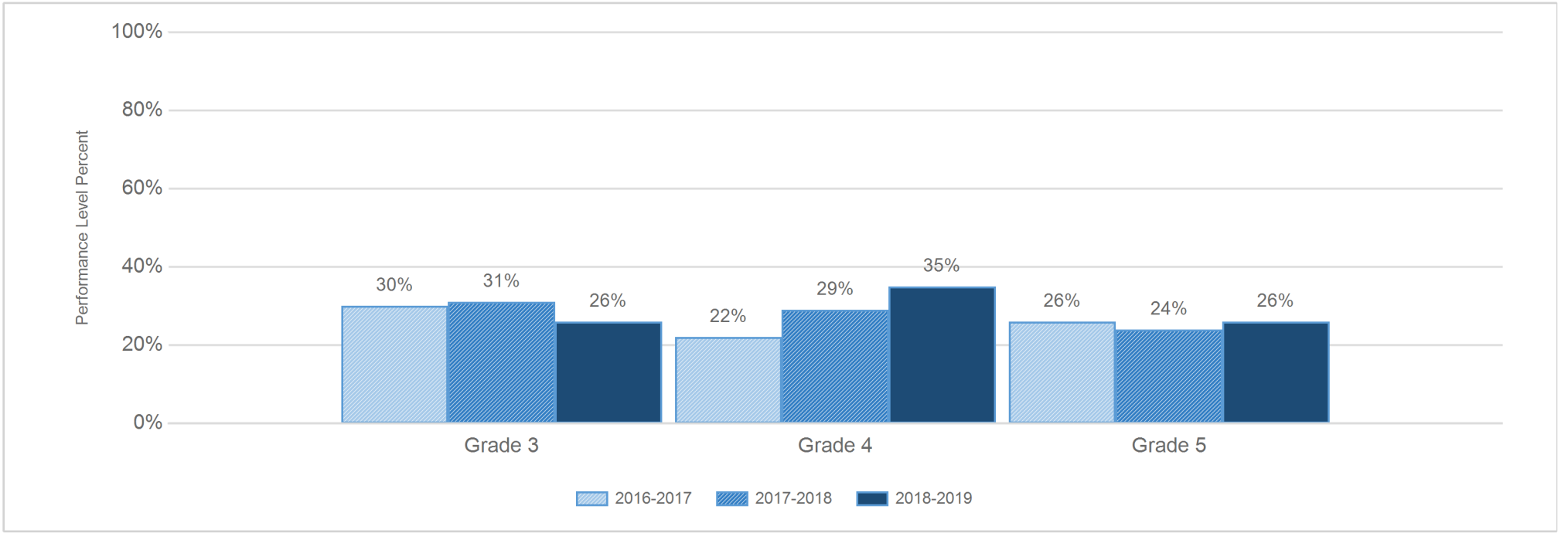
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	728	747	752	23%	21%	30%	*	*	26%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	26	714	740	739	*	*	*	*	*	*	40%
Black or African American	36	728	730	735	*	*	*	31%	0%	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	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	36	730	*	751	*	*	*	*	*	22%	54%
Male	37	726	*	752	*	*	*	*	*	30%	56%
Economically Disadvantaged Students	40	726	738	737	*	*	30%	*	*	23%	37%
Non-Economically Disadvantaged Students	33	730	759	761	*	*	30%	*	*	30%	67%
Students with Disabilities	12	706	714	731	*	*	*	*	*	*	31%
Students without Disabilities	61	732	752	756	*	*	*	*	*	*	60%
English Learners	11	723	732	728	*	*	*	*	*	*	26%
Non-English Learners	62	729	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	734	740	749	19%	26%	20%	*	*	35%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	26	733	735	737	*	*	*	*	*	35%	36%
Black or African American	36	724	723	731	*	28%	28%	*	*	22%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	38	733	739	749	*	*	*	*	*	37%	50%
Male	36	734	741	749	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	35	726	*	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	39	741	*	759	*	*	*	*	*	44%	63%
Students with Disabilities	13	717	714	726	*	*	*	*	*	15%	25%
Students without Disabilities	61	737	744	754	*	*	*	*	*	39%	56%
English Learners	12	728	723	722	*	*	*	*	*	25%	18%
Non-English Learners	62	735	743	751	*	*	*	*	*	37%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	728	736	747	15%	36%	23%	*	*	26%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	28	727	733	735	*	43%	*	*	*	25%	30%
Black or African American	47	721	721	729	21%	38%	26%	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	47	730	737	747	*	40%	*	*	*	30%	47%
Male	45	726	736	747	*	31%	*	*	*	22%	47%
Economically Disadvantaged Students	41	722	732	732	*	37%	*	*	*	20%	27%
Non-Economically Disadvantaged Students	51	733	742	757	*	35%	*	*	*	31%	59%
Students with Disabilities	13	709	713	725	*	*	*	*	*	*	19%
Students without Disabilities	79	731	740	752	*	*	*	*	*	*	52%
English Learners	10	728	720	718	*	*	*	*	*	10%	12%
Non-English Learners	82	728	739	749	*	*	*	*	*	28%	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	51.6%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	120	*	*
3-4	75	84.0%	16.0%
5 or more	37	78.4%	21.6%

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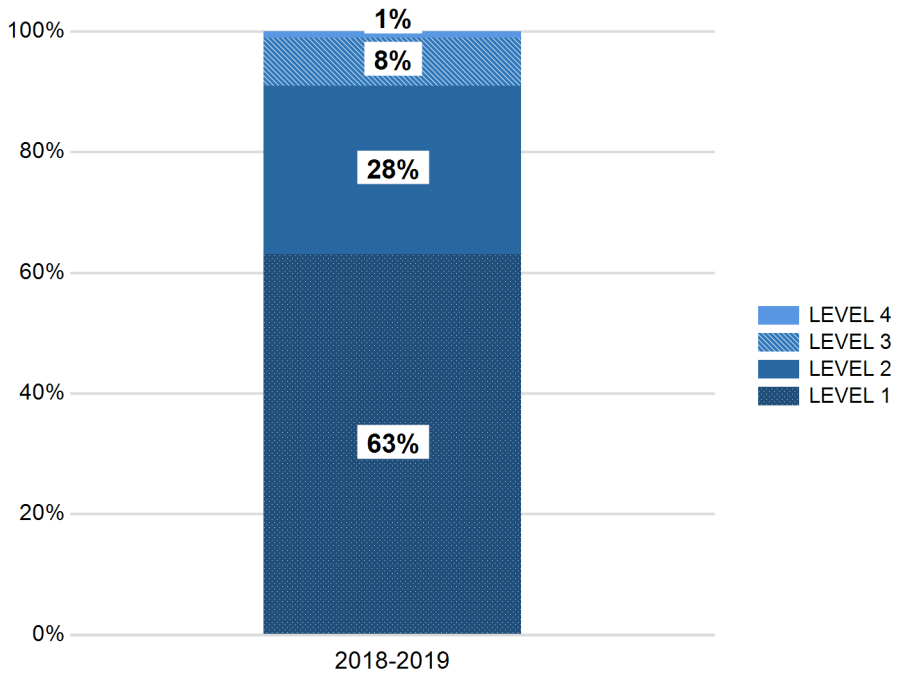
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	63	28	8	1
White	*	*	*	*
Hispanic	67	26	7	0
Black or African American	74	22	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	66	26	6	2
Male	60	30	9	0
Economically Disadvantaged Students	73	22	5	0
Non-Economically Disadvantaged Students	55	33	10	2
Students with Disabilities	90	10	0	0
Students without Disabilities	60	30	9	1
English Learners	80	20	0	0
Non-English Learners	61	29	9	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

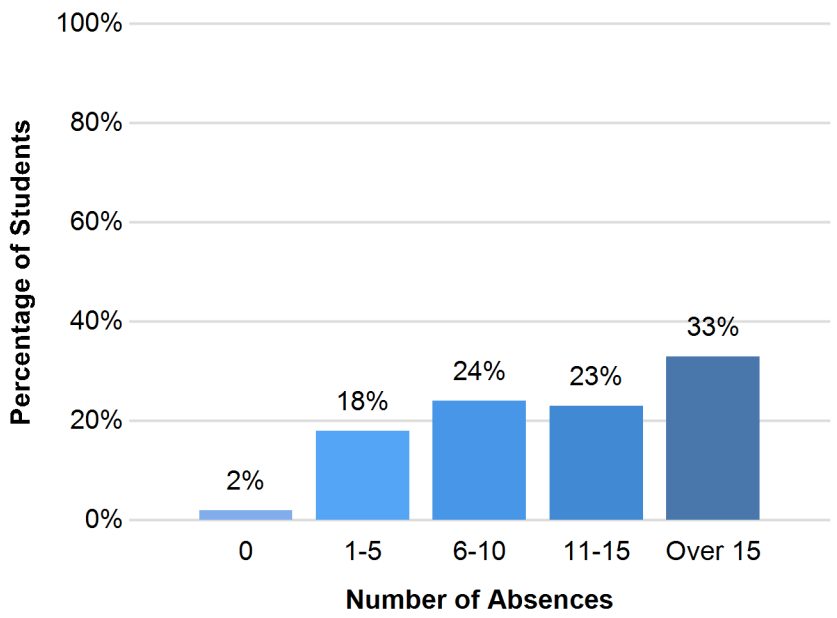
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	102	21.7	8.9	Not Met
White	*	*	8.9	Met
Hispanic	40	23.3	8.9	Not Met
Black or African American	53	23.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	6	14.0	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	50	21.0		
Male	52	22.3		
Economically Disadvantaged Students	72	29.3	8.9	Not Met
Students with Disabilities	19	26.4	8.9	Not Met
English Learners	11	18.6	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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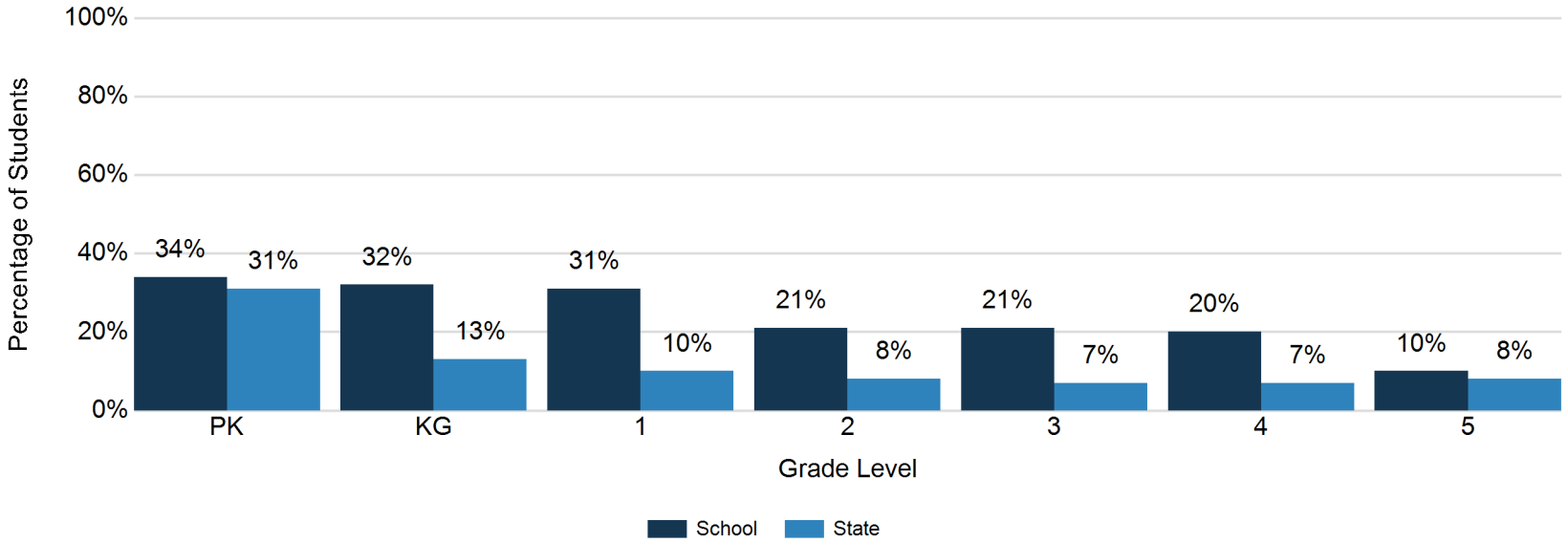
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.16

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	4	5
No Identified Nature	4		4

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	16.1	10.8
Percentage of Teachers with 4 or more years experience in the district	89.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	690:1	226:1
Teachers to Administrators	57:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	89.5%	0.0%	48.4%	77.1%	54.9%
Male	50.4%	10.5%	100.0%	51.6%	22.9%	45.1%
White	6.8%	56.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	47.1%	33.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	38.1%	8.8%	100.0%	15.0%	6.6%	13.9%
Asian	7.7%	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	0.1%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Alexander D. Sullivan School
(17-2390-320)
Grades Offered: PK-05
2018-2019

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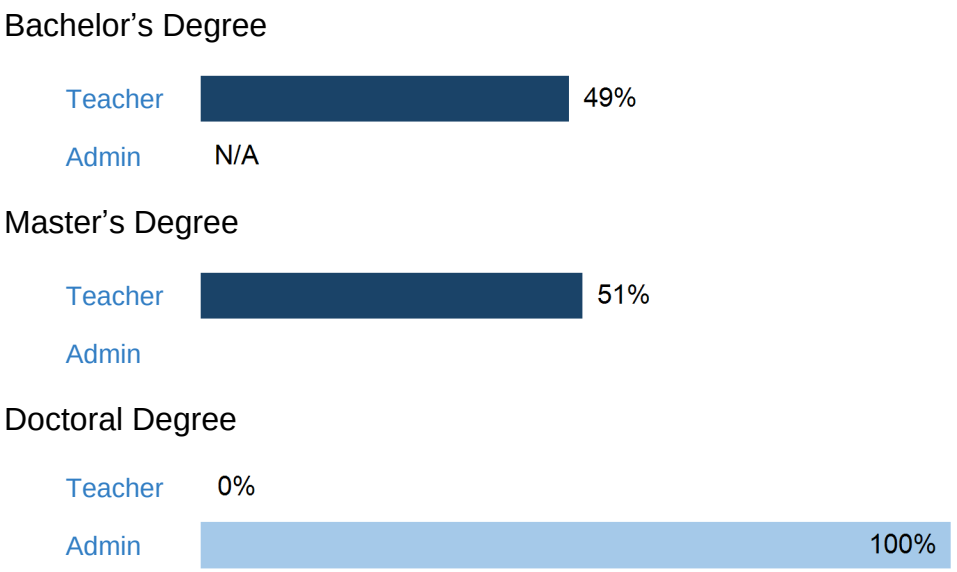
Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%

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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	31.3%	31.9%	37.1%
Math Proficiency	25.9%	27.6%	29.5%
ELA Growth	35	44	64
Math Growth	43	38	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.0%	51.6%
Chronic Absenteeism	14.1%	14.8%	21.7%

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

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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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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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:	• STEM Model School • Our school has several partnerships including: PicoTurbine International, Liberty Science Center, TutorMate and the Society of Hispanic Professional Engineers (NJIT Chapter). • Bilingual Magnet School
Mission, Vision, Theme:	Our vision is to foster a safe environment that enables our diverse student population to thrive academically, physically, emotionally in partnership with our parent community. Our mission is to take a holistic approach in fostering a responsible, respectful and safe school environment where STEM is encouraged through academic-based programs while creating a love of learning and a growing cultural and global awareness in our students. We will establish a community that respects differences and diversity. We will create an environment that utilizes various learning strategies and promotes a passion for learning through partnerships and teamwork.
Awards, Recognition, Accomplishments:	Two winning teams from PS 30 competed statewide for solving real-world problems associated with Science, Technology, Engineering and Math in the STEAM Tank competition sponsored by the US Army and the NJSBA. A.D. Sullivan School was the recipient of the 2016-2017 Community Outreach Award for the Biomedical Engineering Competition sponsored by Pico Turbine international. In 2017-2018, our students received third place in the Braille STEM Competition sponsored by Pico Turbine International.

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Courses, Curriculum, Instruction:	Alexander D. Sullivan is a bilingual magnet school. We offer enrichment opportunites as part of our HOPE Program.
Clubs and Activities:	Our school partners with the Jersey City recreation department who offers a number of programs for our students. We also offer various after school academic and enrichment programs.

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Before and After School Programs:	Our school runs before and after school care programs for students in grades Prek-5. Morning Stars is available from 7:00am - 8:30am and the CASPER program is available from 3:00pm to 6:00pm. These programs ensure that all of our students have safe, quality and affordable options during the day.
Staff and Professional Learning:	Our school participates in Instructional Rounds which focus on the work at the school level to improve student learning. We have also developed grade and subject specific Professional Learning Communities at our school.

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Student Supports and Services:	We offer a full range of services for English Language Learners including bilingual classes and ESL programs. We also provide a full range of support and programs for students with disabilities.
Student Health and Wellness:	Our school takes part in a universal breakfast program. Health and wellness is promoted through recess and physical education classes.
Parent and Community Involvement:	Our school has an active Parent Teacher Organization. We also maintain active social media sites. Parents can access their students grades and attendance through the Infinite Campus portal through the district's website.

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Facilities:	Our school has a library, STEM lab, gymnasium, and wireless Internet access.
School Safety:	Our school maintains a safe environment and has adopted various programs including PBSIS and the Lions Leadership Program. Our school has an Anti-Bullying specialist. This person supports a positive school-wide climate.

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Technology and STEM:	Our school offers a membership to the Society of Hispanic Professional Engineers Junior Chapter(SHPE/NJIT). This chapter is in partnership with NJIT. We also host a STEM 101 Conference sponsored by Latinas in STEM. Our school also provides a Biomedical Engineering Club for students to enhance the use of 3D printing and STEM education.
Early Childhood Education:	Full day Pre K program

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School Narrative

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Other Information	Our school runs from 8:30 am to 2:45pm. We post important information on our school Facebook page. We also have a uniform policy which is posted on our school website.

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
(17-2390-240)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mrs. Blanca Jackson
Address	201 NORTH ST JERSEY CITY, NJ 07307-3336
Phone Number	201-714-4350
Email Address	bjackson@jcboe.org
Website	http://www.jcboe.org/

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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	25	21	0
KG	124	108	82
1	114	117	96
2	115	100	110
3	104	107	96
4	121	106	98
5	134	115	97
6	112	121	113
7	139	108	114
8	112	132	109
Total	1,100	1,035	915

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%	46.6%	48.9%
Male	52.5%	53.4%	51.1%
Economically Disadvantaged Students	68.1%	68.3%	69.1%
Students with Disabilities	11.3%	11.8%	10.8%
English Learners	6.6%	7.1%	7.8%
Homeless Students	0.7%	1.2%	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	8.7%	8.1%	7.7%
Hispanic	62.5%	63.5%	65.0%
Black or African American	7.5%	6.9%	6.8%
Asian	20.6%	20.8%	19.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.6%	0.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	25	21	0
KG - Half Day	0	0	0
KG - Full Day	124	108	82

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	47.8%
Spanish	32.3%
Gujarati	6.3%
Arabic	2.7%
Hindi	2.4%
Other Languages	8.4%

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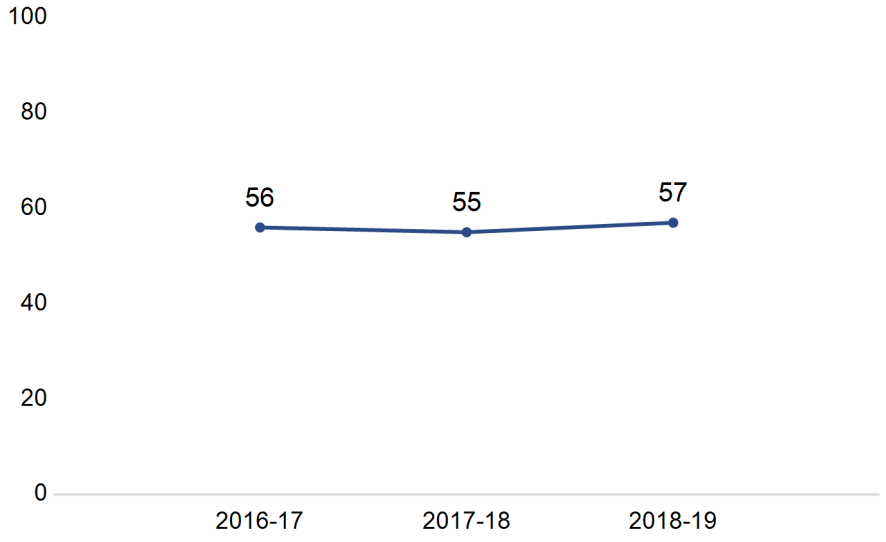
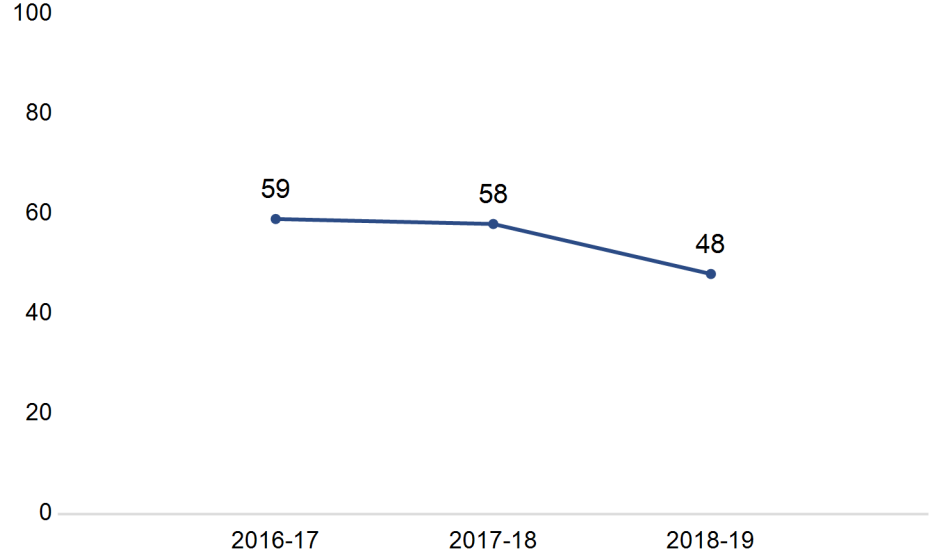
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	55	57	59	58	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	52	50	Met Standard	48	46	50	Met Standard
White	53	57	50	Met Standard	50.5	52	52	Met Standard
Hispanic	57	50	49	Met Standard	44	45	47	Met Standard
Black or African American	41	48	45	Met Standard	36	38	43	**
Asian, Native Hawaiian, or Pacific Islander	60	61	59	Exceeds Standard	55	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	59	55	53	N	48	45	50	N
Male	52	50	47	N	48	48	51	N
Economically Disadvantaged Students	57	52	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	50	41	43	Met Standard	44	42	45	Met Standard
English Learners	59	55	52	Met Standard	57	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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

Alfred Zampella School
(17-2390-240)
Grades Offered: PK-08
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.

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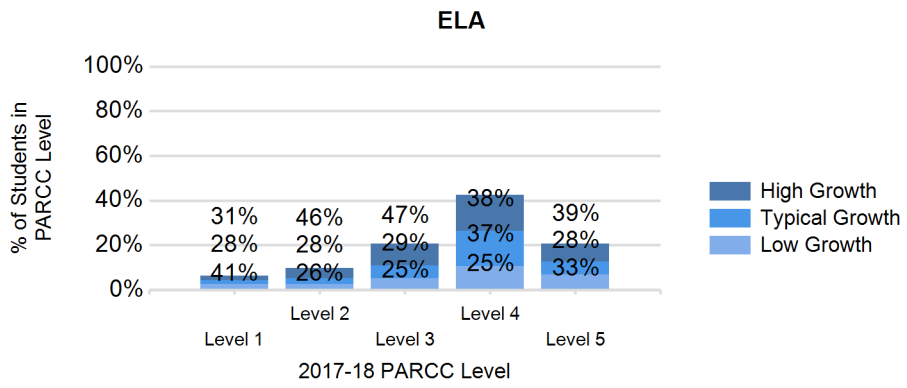
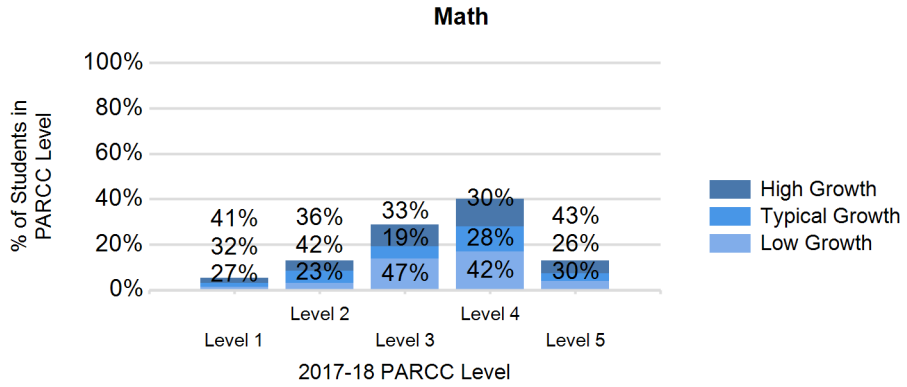
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for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

Student Growth by Performance Level

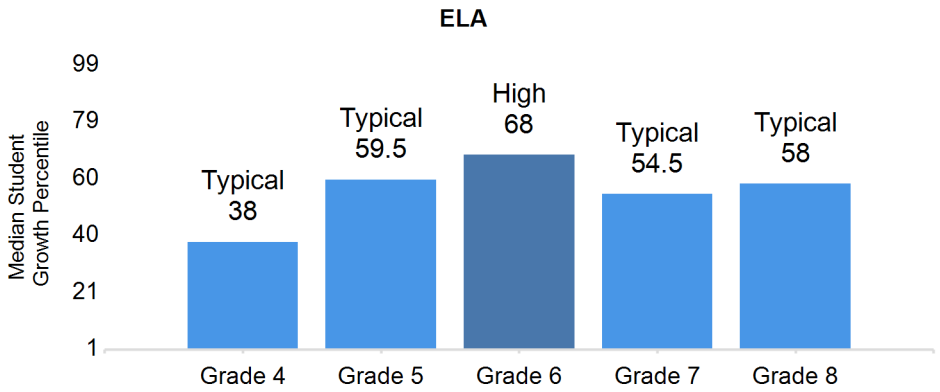
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

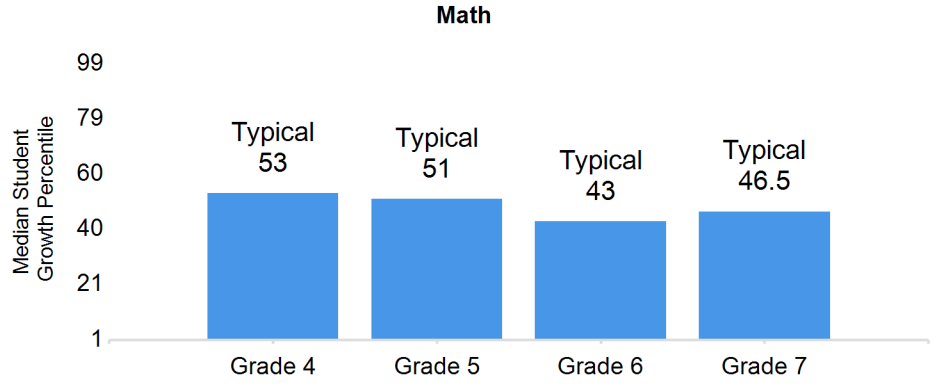




Student Growth by Grade

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





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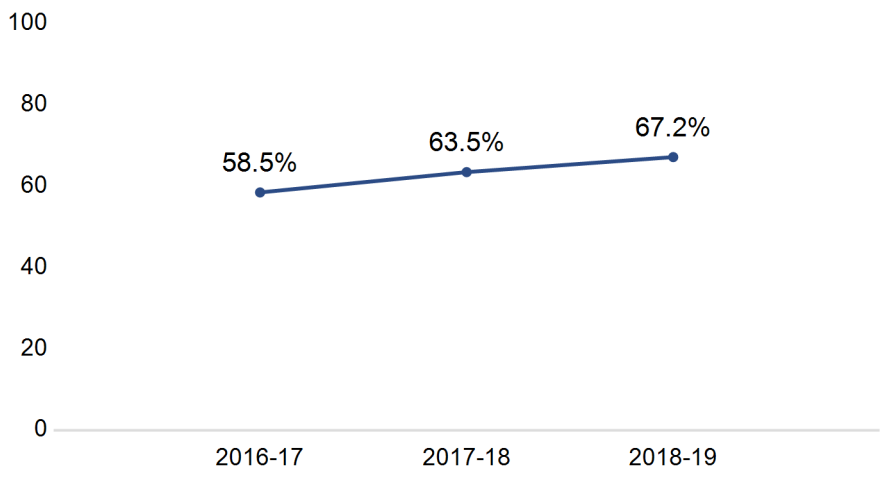
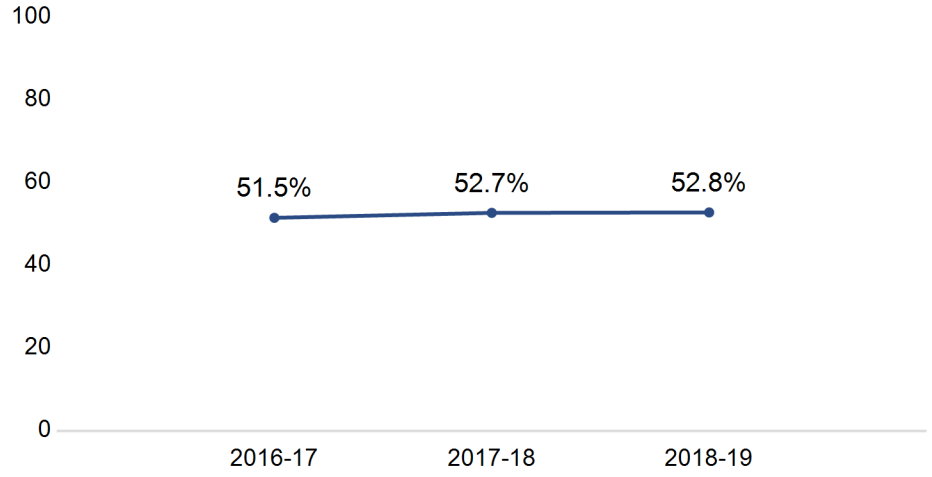
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.3%	98.8%	98.8%	98.6%	98.8%
Proficiency Rate for Federal Accountability	58.5%	63.5%	67.2%	51.5%	52.7%	52.8%
Annual Target	53.2%	54.6%	56.0%	46.9%	48.7%	50.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	637	98.8	67.2	49.7	57.9	67.2	56	Met Target
White	45	93.9	66.7	55.9	66.9	66.7	52.5	Met Target
Hispanic	423	99.1	62.9	46.4	43.9	62.9	52.5	Met Target
Black or African American	41	100.0	73.2	34.3	38.5	73.2	61.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	125	99.2	80.0	77.0	82.9	80.0	69.4	Met Goal
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	318	99.4	73.0	55.2	64.8	73.0		
Male	319	98.2	61.4	44.5	51.3	61.4		
Economically Disadvantaged Students	410	99.0	65.1	45.3	40.0	65.1	54.1	Met Target
Non-Economically Disadvantaged Students	227	98.3	70.9	56.3	67.9	70.9		
Students with Disabilities	72	94.7	20.8	14.4	22.7	20.8	19.8	Met Target
Students without Disabilities	565	99.3	73.1	56.2	65.1	73.1		
English Learners	59	100.0	27.1	16.0	29.3	27.1	22.9	Met Target
Non-English Learners	578	98.7	71.3	53.6	60.6	71.3		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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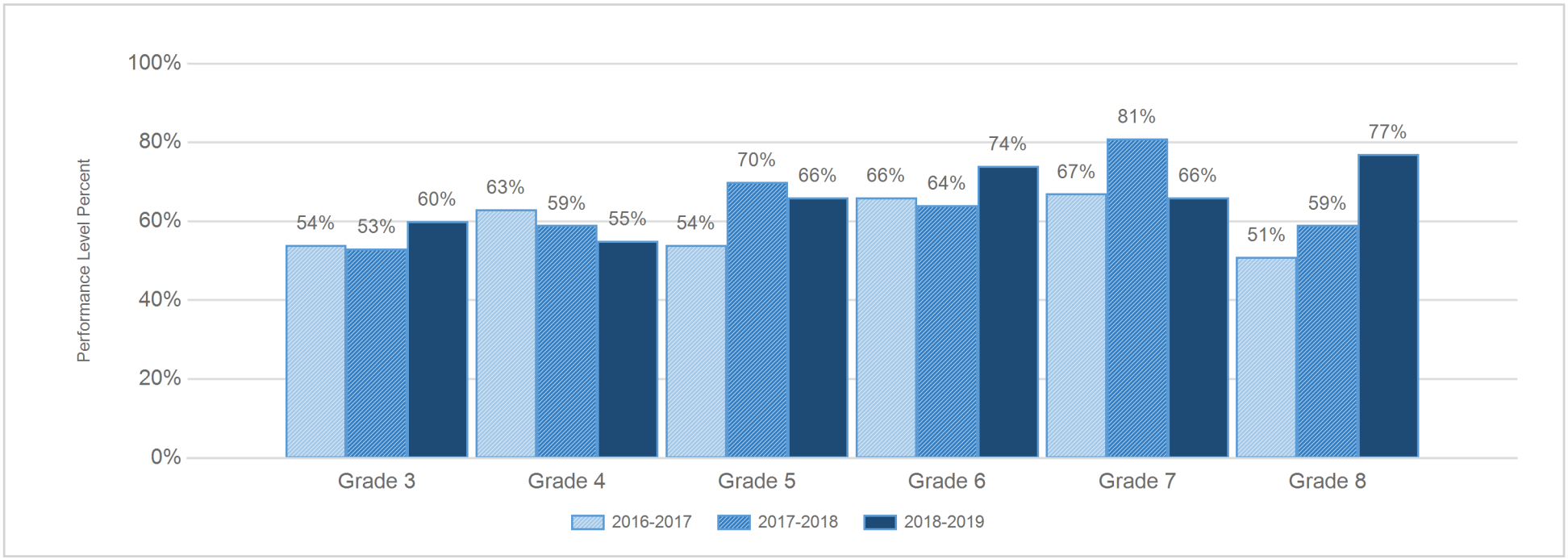
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	761	746	748	13%	14%	14%	39%	22%	60%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	55	749	739	734	*	20%	*	*	*	49%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	29	788	780	773	*	*	*	34%	48%	83%	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	51	770	*	753	*	*	*	*	*	69%	55%
Male	45	752	*	743	*	*	*	*	*	51%	46%
Economically Disadvantaged Students	55	744	735	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	41	784	762	759	*	*	*	*	*	80%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	18	723	718	713	*	*	*	*	*	28%	17%
Non-English Learners	78	770	752	751	*	*	*	*	*	68%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	757	753	755	*	16%	21%	*	*	55%	57%
White	10	774	760	763	*	0%	0%	*	*	90%	67%
Hispanic	67	743	748	743	*	24%	24%	*	*	42%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	796	781	779	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	51	760	757	760	*	*	20%	*	*	55%	62%
Male	52	754	749	750	*	*	23%	*	*	56%	53%
Economically Disadvantaged Students	70	747	*	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	33	778	*	765	*	*	*	*	*	73%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	10	737	727	720	*	*	*	*	*	50%	17%
Non-English Learners	93	759	757	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	765	748	756	*	*	21%	48%	17%	66%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	65	759	745	743	*	*	23%	*	*	62%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	786	776	781	*	*	*	*	*	80%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	56	774	754	761	*	*	*	*	*	80%	64%
Male	43	754	742	750	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	67	763	744	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	32	769	755	766	*	*	*	*	*	69%	69%
Students with Disabilities	10	710	705	724	*	*	*	*	*	*	23%
Students without Disabilities	89	771	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	766	748	754	*	*	17%	53%	21%	74%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	83	764	745	743	*	*	14%	58%	19%	77%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	773	777	780	0%	0%	*	*	*	71%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	51	776	*	762	*	*	*	*	*	84%	64%
Male	62	757	*	748	*	*	*	*	*	66%	48%
Economically Disadvantaged Students	73	766	*	740	*	*	*	60%	18%	78%	39%
Non-Economically Disadvantaged Students	40	767	755	763	*	*	*	40%	28%	68%	67%
Students with Disabilities	14	723	708	722	*	*	*	*	*	21%	19%
Students without Disabilities	99	772	755	761	*	*	*	*	*	82%	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	764	755	761	*	*	16%	35%	32%	66%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	80	762	751	747	*	*	16%	35%	30%	65%	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	17	765	785	790	0%	*	*	*	*	76%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	53	774	762	769	*	*	*	32%	43%	75%	71%
Male	60	755	748	753	*	*	*	37%	22%	58%	55%
Economically Disadvantaged Students	73	765	*	743	*	*	*	33%	36%	68%	45%
Non-Economically Disadvantaged Students	40	761	*	771	*	*	*	38%	25%	63%	73%
Students with Disabilities	14	694	706	720	*	*	*	*	*	*	22%
Students without Disabilities	99	774	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	773	751	762	*	*	16%	52%	25%	77%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	70	772	746	747	*	*	19%	43%	30%	73%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	22	775	780	794	*	0%	*	*	*	82%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	57	776	760	771	*	*	*	*	*	74%	71%
Male	55	769	*	753	*	*	*	*	*	80%	55%
Economically Disadvantaged Students	74	771	747	743	*	*	*	53%	23%	76%	45%
Non-Economically Disadvantaged Students	38	776	758	772	*	*	*	50%	29%	79%	72%
Students with Disabilities	15	746	711	721	*	*	*	*	*	47%	22%
Students without Disabilities	97	777	759	770	*	*	*	*	*	81%	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
(17-2390-240)
Grades Offered: PK-08
2018-2019

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

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	646	98.8	52.8	33.6	44.5	52.8	50.4	Met Target
White	47	96.0	59.6	45.3	54.1	59.6	48.5	Met Target
Hispanic	427	99.1	46.6	27.2	28.8	46.6	47.3	Met Target†
Black or African American	41	100.0	41.5	16.7	23.0	41.5	48.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	128	98.5	75.0	64.6	76.5	75.0	65	Met Target
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	322	99.7	56.2	34.0	44.9	56.2		
Male	324	97.9	49.4	33.3	44.2	49.4		
Economically Disadvantaged Students	414	99.1	51.0	29.3	26.3	51.0	48	Met Target
Non-Economically Disadvantaged Students	232	98.4	56.0	39.8	54.9	56.0		
Students with Disabilities	72	94.7	18.1	*	17.4	18.1	19.8	Met Target†
Students without Disabilities	574	99.3	57.1	*	50.0	57.1		
English Learners	67	98.7	46.3	16.0	25.0	46.3	26.9	Met Target
Non-English Learners	579	98.8	53.5	36.0	46.5	53.5		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
(17-2390-240)
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2018-2019

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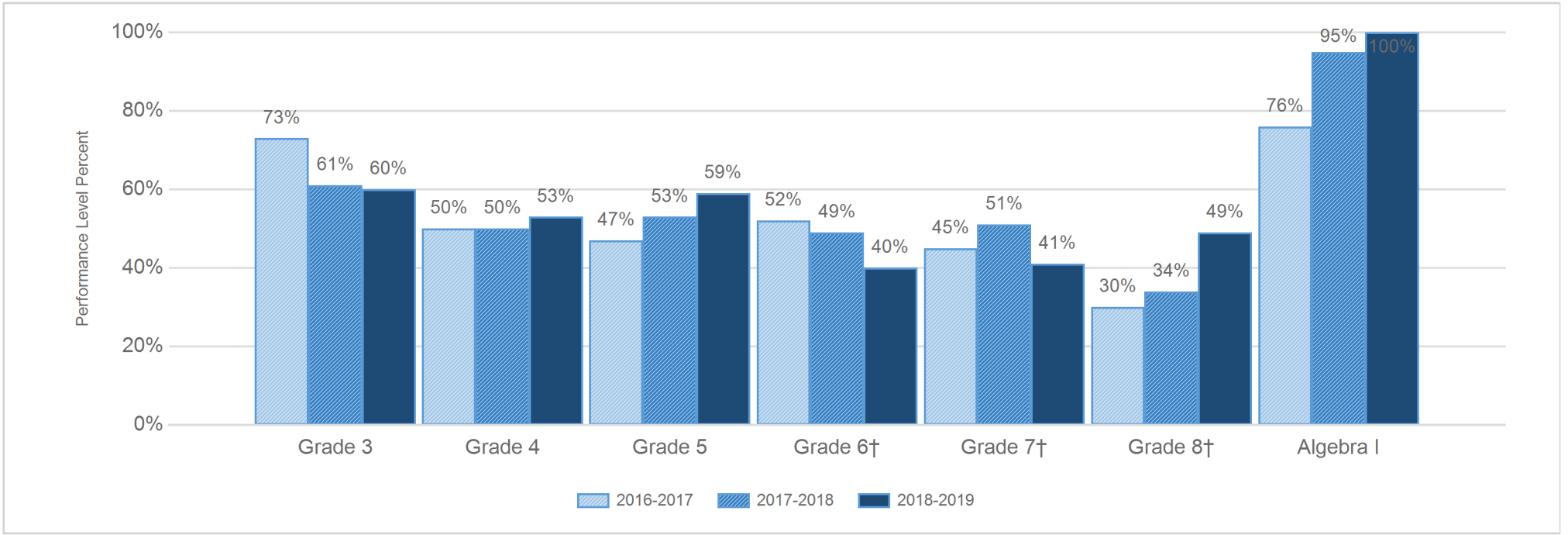
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	762	747	752	*	*	26%	38%	21%	60%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	60	750	740	739	*	*	33%	*	*	50%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	32	785	779	778	0%	*	*	34%	44%	78%	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	55	759	*	751	*	*	27%	*	*	56%	54%
Male	49	764	*	752	*	*	24%	*	*	63%	56%
Economically Disadvantaged Students	56	750	738	737	*	*	*	*	*	52%	37%
Non-Economically Disadvantaged Students	48	775	759	761	*	*	*	*	*	69%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	26	749	732	728	*	*	*	*	*	50%	26%
Non-English Learners	78	766	751	754	*	*	*	*	*	63%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	757	740	749	*	*	28%	36%	17%	53%	51%
White	10	771	748	757	*	*	*	*	*	60%	62%
Hispanic	69	743	735	737	*	22%	35%	*	*	39%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	20	798	773	776	0%	0%	0%	50%	50%	100%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	52	756	739	749	*	*	25%	*	*	50%	50%
Male	53	758	741	749	*	*	30%	*	*	57%	52%
Economically Disadvantaged Students	71	745	*	734	*	*	*	*	*	44%	32%
Non-Economically Disadvantaged Students	34	782	*	759	*	*	*	*	*	74%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	12	740	723	722	*	*	*	*	*	58%	18%
Non-English Learners	93	759	743	751	*	*	*	*	*	53%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	758	736	747	*	*	25%	41%	18%	59%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	66	749	733	735	*	18%	26%	*	*	55%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	21	787	764	775	0%	*	*	*	*	71%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	57	762	737	747	*	*	21%	*	*	61%	47%
Male	45	753	736	747	*	*	29%	*	*	56%	47%
Economically Disadvantaged Students	68	755	732	732	*	*	*	*	*	59%	27%
Non-Economically Disadvantaged Students	34	763	742	757	*	*	*	*	*	59%	59%
Students with Disabilities	11	727	713	725	*	*	*	*	*	*	19%
Students without Disabilities	91	762	740	752	*	*	*	*	*	*	52%
English Learners	11	737	720	718	*	*	*	*	*	45%	12%
Non-English Learners	91	760	739	749	*	*	*	*	*	60%	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	739	731	741	10%	26%	24%	*	*	40%	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	84	738	726	729	*	25%	29%	*	*	36%	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	18	751	759	769	0%	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	52	748	*	742	*	*	25%	*	*	50%	42%
Male	63	732	*	740	*	*	24%	*	*	32%	40%
Economically Disadvantaged Students	75	740	*	726	*	24%	21%	*	*	43%	21%
Non-Economically Disadvantaged Students	40	739	738	750	*	30%	30%	*	*	35%	53%
Students with Disabilities	14	709	703	716	*	*	*	*	*	21%	12%
Students without Disabilities	101	744	735	746	*	*	*	*	*	43%	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Alfred Zampella School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	746	737	744	*	20%	31%	*	*	41%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	81	742	732	733	*	20%	35%	*	*	36%	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	17	755	765	768	0%	*	*	*	*	59%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	53	754	*	744	*	*	26%	*	*	55%	42%
Male	61	740	736	743	*	*	34%	*	*	30%	42%
Economically Disadvantaged Students	74	745	734	731	*	*	30%	*	*	42%	24%
Non-Economically Disadvantaged Students	40	748	*	751	*	*	33%	*	*	40%	53%
Students with Disabilities	14	705	708	718	*	*	*	*	*	*	13%
Students without Disabilities	100	752	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	745	712	728	13%	*	29%	*	*	49%	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	53	747	712	722	*	*	28%	*	*	53%	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	13	742	729	747	*	*	*	*	*	46%	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	44	740	716	731	*	*	23%	*	*	50%	31%
Male	39	751	709	726	*	*	36%	*	*	49%	27%
Economically Disadvantaged Students	60	748	711	719	*	*	*	*	*	55%	20%
Non-Economically Disadvantaged Students	23	739	715	735	*	*	*	*	*	35%	36%
Students with Disabilities	15	727	694	707	*	*	*	*	*	40%	10%
Students without Disabilities	68	749	717	734	*	*	*	*	*	51%	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	783	729	744	0%	0%	0%	*	*	100%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	17	781	724	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	14	786	730	745	0%	0%	0%	*	*	100%	44%
Male	16	780	729	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	14	783	728	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	16	783	732	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	30	783	732	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	30	783	734	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.9%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	*	*
3-4	32	84.4%	15.6%
5 or more	17	88.2%	11.8%

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
(17-2390-240)
Grades Offered: PK-08
2018-2019

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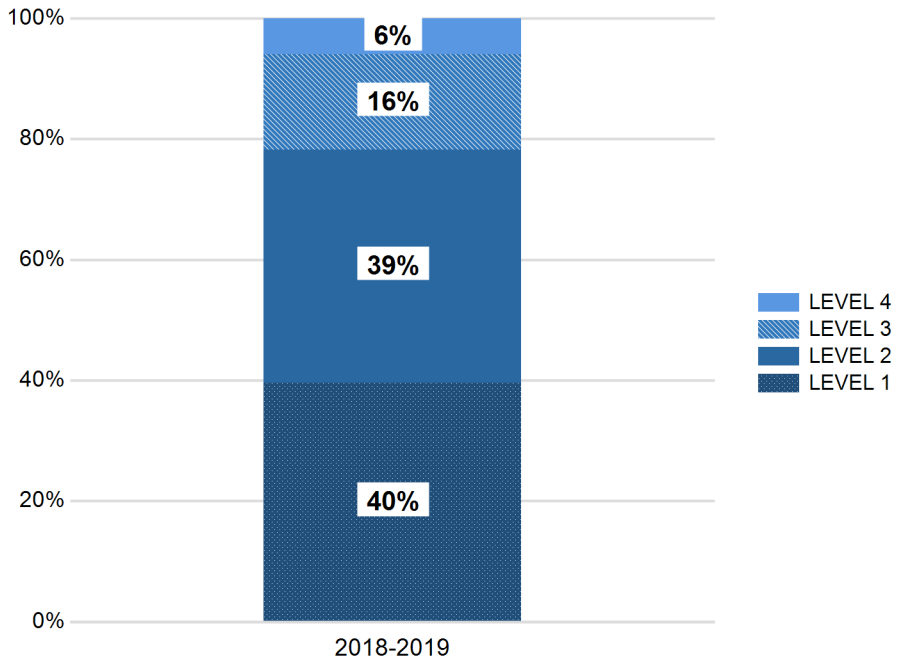
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	40	39	16	6
White	*	*	*	*
Hispanic	45	41	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	20	30	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	32	44	18	7
Male	50	32	14	5
Economically Disadvantaged Students	38	43	15	4
Non-Economically Disadvantaged Students	42	30	18	9
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	73	18	9	0
Non-English Learners	36	41	17	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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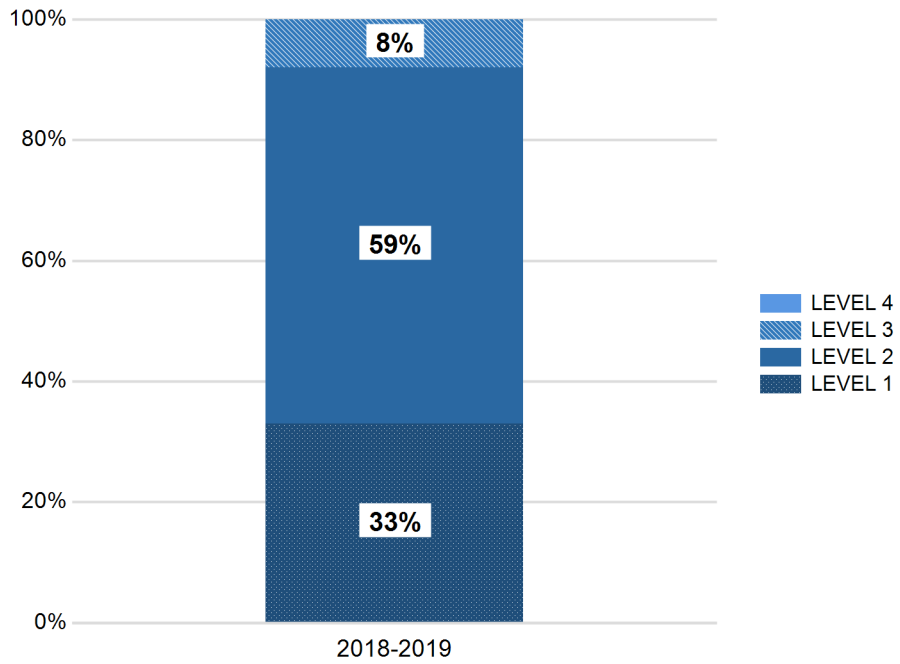
NJSLA Science Assessment: Grade 8 Summary

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	33	59	8	0
White	*	*	*	*
Hispanic	35	58	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26	61	13	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	60	4	0
Male	29	59	12	0
Economically Disadvantaged Students	34	57	9	0
Non-Economically Disadvantaged Students	32	63	5	0
Students with Disabilities	56	44	0	0
Students without Disabilities	29	62	9	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	109
7	0	0	110
8	30	0	78
Total	30	0	297

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	108
7	0	0	0	0	0	0	109
8	0	0	0	0	0	0	108
Total	0	0	0	0	0	0	325

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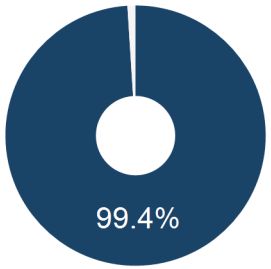
Visual and Performing Arts – Course Participation

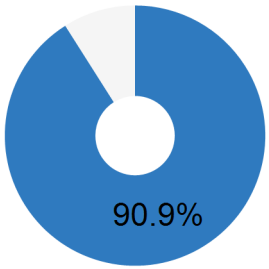
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

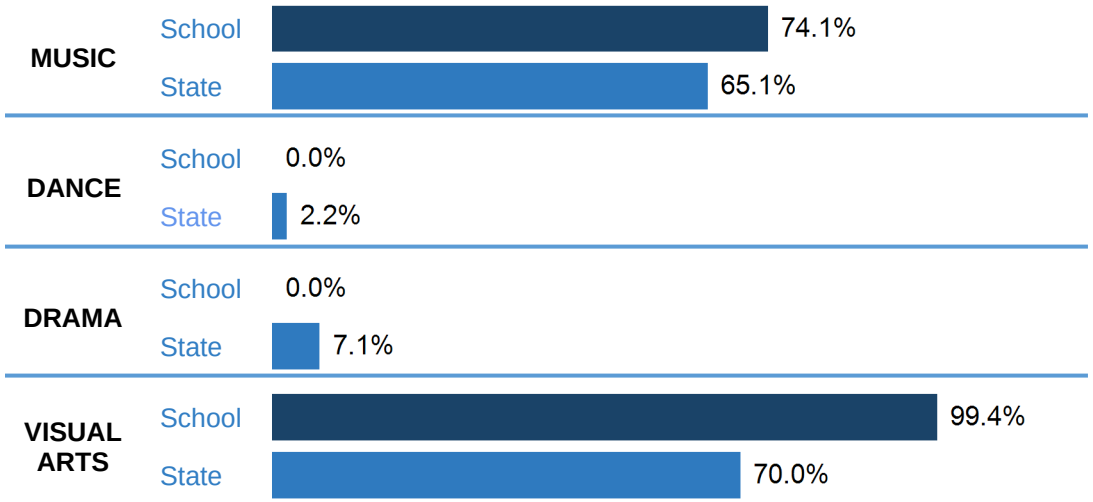


School



State

Students enrolled in one or more classes by discipline:



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

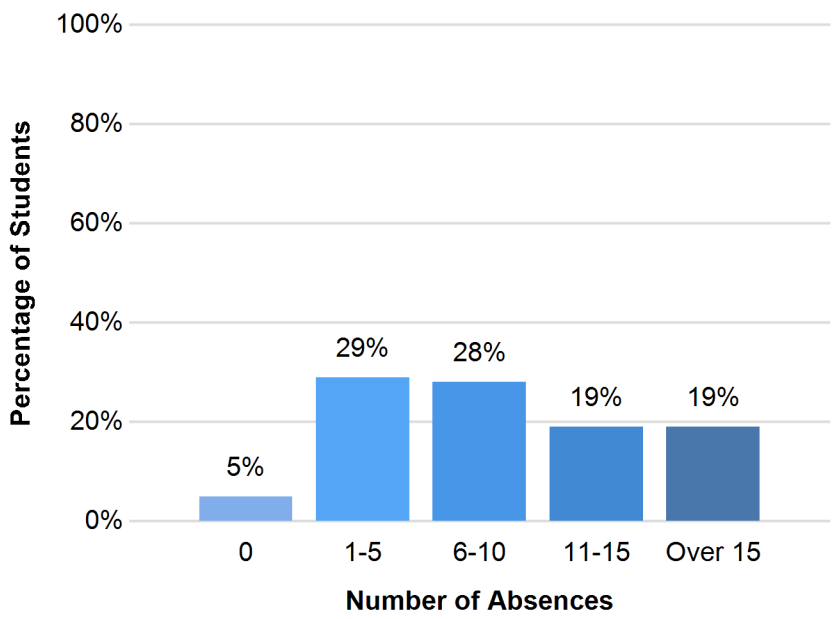
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	121	12.6	9.0	Not Met
White	12	16.7	9.0	Not Met
Hispanic	88	13.9	9.0	Not Met
Black or African American	14	22.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	7	3.8	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	56	11.9		
Male	65	13.3		
Economically Disadvantaged Students	89	13.8	9.0	Not Met
Students with Disabilities	22	19.8	9.0	Not Met
English Learners	13	12.0	9.0	Not 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.



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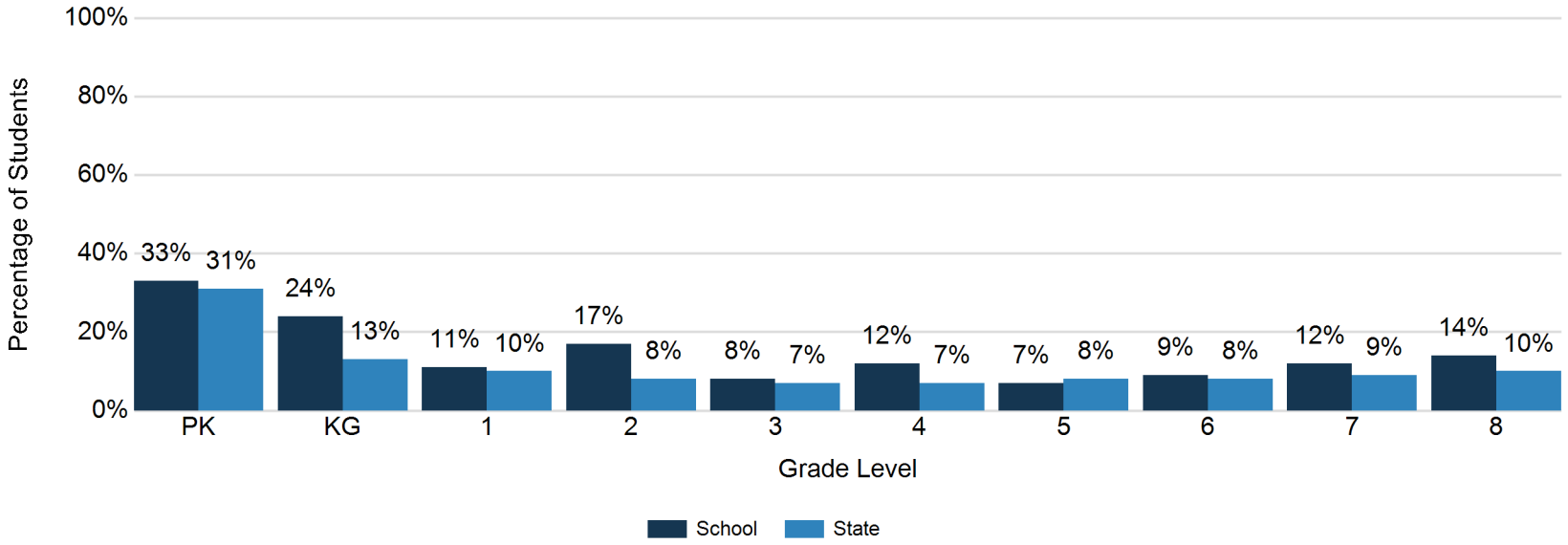
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.87

Police Notifications

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

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	3	3
No Identified Nature	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
22

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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 district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	72	118,214
Average years experience in public schools	16.3	12.1
Average years experience in district	16.3	10.8
Percentage of Teachers with 4 or more years experience in the district	94.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	915:1	226:1
Teachers to Administrators	72:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	80.6%	100.0%	48.4%	77.1%	54.9%
Male	51.1%	19.4%	0.0%	51.6%	22.9%	45.1%
White	7.7%	69.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	65.0%	18.1%	100.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	5.6%	0.0%	15.0%	6.6%	13.9%
Asian	19.6%	6.9%	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	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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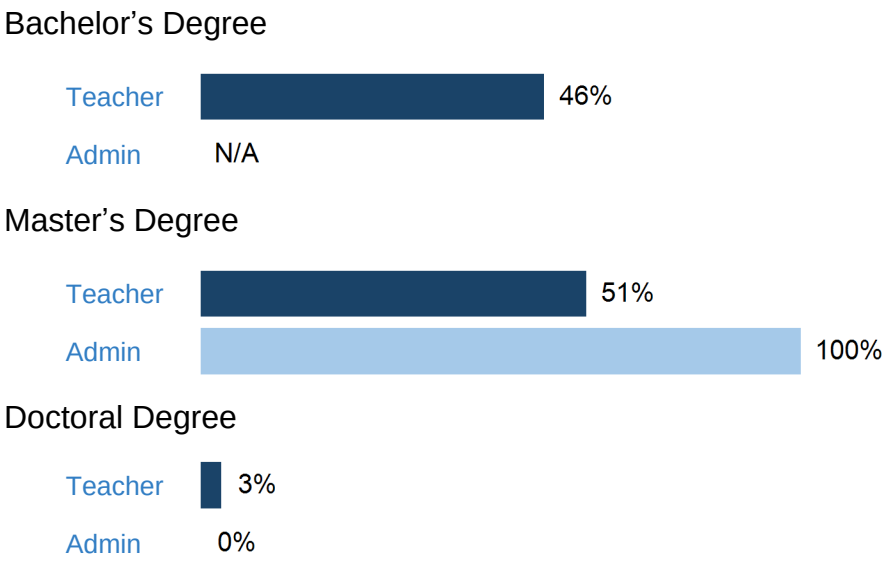
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	58.5%	63.5%	67.2%
Math Proficiency	51.5%	52.7%	52.8%
ELA Growth	56	55	57
Math Growth	59	58	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.9%	50.9%
Chronic Absenteeism	12.1%	13.0%	12.6%

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

NJ SCHOOL PERFORMANCE REPORT

Alfred Zampella School
(17-2390-240)
Grades Offered: PK-08
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.

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Alfred E. Zampella has outperformed the state in PARCC Math proficiency in every grade. • Alfred E Zampella has outperformed the state in PARCC ELA proficiency in 5 out of 6 grade levels. • Our students get accepted to the best high schools in the area and are well prepared to excel.
Mission, Vision, Theme:	Alfred E. Zampella School (P.S. 27) has a proud tradition of excellence and solid achievement. Our goal is to provide each child in our care with the best available educational environment and personal growth experience. We have implemented programs and activities to prepare our students for this century?s competitive workplace. Our dedicated, caring, and concerned faculty has high expectations for all students, with objectives culled from careful test analyses, informal assessments, and daily administrative observations. Our staff demonstrates their dedication to students on a daily basis exhibited through professionalism and empathy toward our student body regardless of student classification.
Awards, Recognition, Accomplishments:	First Lego League (FLL) 1st place 2017 , FLL 3rd Place 2018; Pico Turbine Project Enable 3rd Place 2017, Pico Turbine Project Enable 1st Place 2018; 2017-2018 Boys Volleyball and Track Champions

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Courses, Curriculum, Instruction:	Alfred E. Zampella offers an opportunity for all students in grades 3-8 to test into HOPE which is an enrichment program for higher performing students.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)

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Before and After School Programs:	Alfred E. Zampella offers Morning Stars, Casper, and Extended Day. Our Extended Day program is offered free of charge for students needing enrichment and/or remedial help pertaining to math and language arts. Extended Day is offered to students from grades 3-8.
Staff and Professional Learning:	PLCs are scheduled for Monday through Thursday. The Monday and Wednesday PLCs are content specific and the PLCs offered on Tuesday and Thursday are grade level specific.

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Student Supports and Services:	Our school offers SWD students three placement opportunities by classification: Inclusion, resource and self contained BD. I&RS is also a program for students who are deemed "at risk." Our school is a magnet site for ESL grades k-8. We also offer a part time Bilingual program for Hindi/Gujarati speakers.
Parent and Community Involvement:	Our PTA offers holiday bizarres throughout the year and hold informative community meetings to inform parents of upcoming events that effect our students and their community.

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Technology and STEM:	We have two computer labs, one being a brand new Apple Lab located on the second floor for students use. Additionally, we have computer carts creating an almost one-to-one laptop to student ratio.

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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Chaplain Charles Watters School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Rosalyn Barnes
Address	220 VIRGINIA AVE JERSEY CITY, NJ 07304-1424
Phone Number	201-915-6510
Email Address	rbarnes@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=407&Itemid=1027
Twitter	http://twitter.com/CJWatters24

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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	0	0	30
KG	70	58	63
1	62	68	58
2	79	47	63
3	94	68	47
4	82	105	57
5	125	129	144
6	95	107	122
7	105	76	94
8	104	112	85
Total	816	770	763

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	47.2%	48.4%	47.4%
Male	52.8%	51.6%	52.6%
Economically Disadvantaged Students	76.1%	58.2%	58.1%
Students with Disabilities	12.5%	12.6%	12.5%
English Learners	7.6%	10.5%	8.5%
Homeless Students	0.7%	1.3%	0.0%
Students in Foster Care	0.6%	0.4%	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	12.5%	12.3%	11.9%
Hispanic	27.3%	30.6%	30.4%
Black or African American	44.9%	41.9%	42.3%
Asian	12.9%	11.8%	11.9%
Native Hawaiian or Pacific Islander	1.2%	1.6%	1.3%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.0%	1.7%	2.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	30
KG - Half Day	0	0	0
KG - Full Day	70	58	63

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	68.3%
Spanish	11.4%
Arabic	6.3%
Tagalog	4.5%
Vietnamese	1.2%
Other Languages	8.4%

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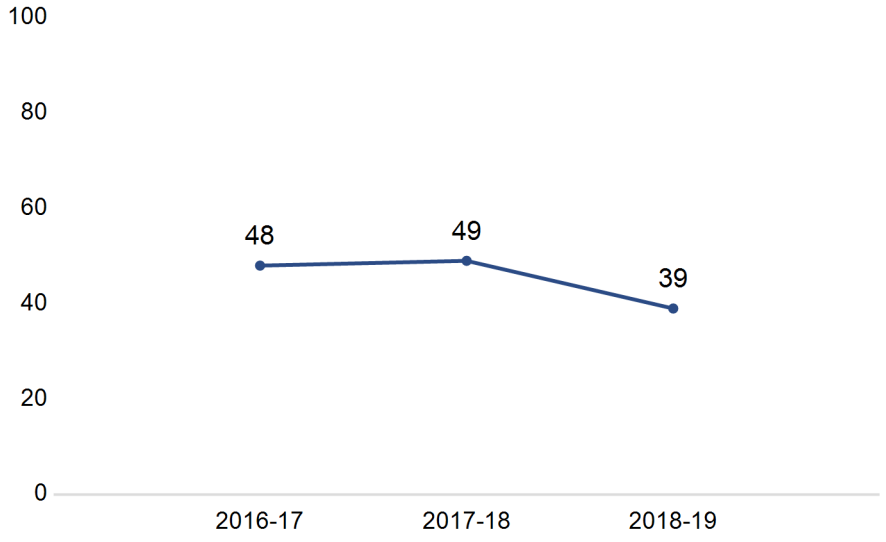
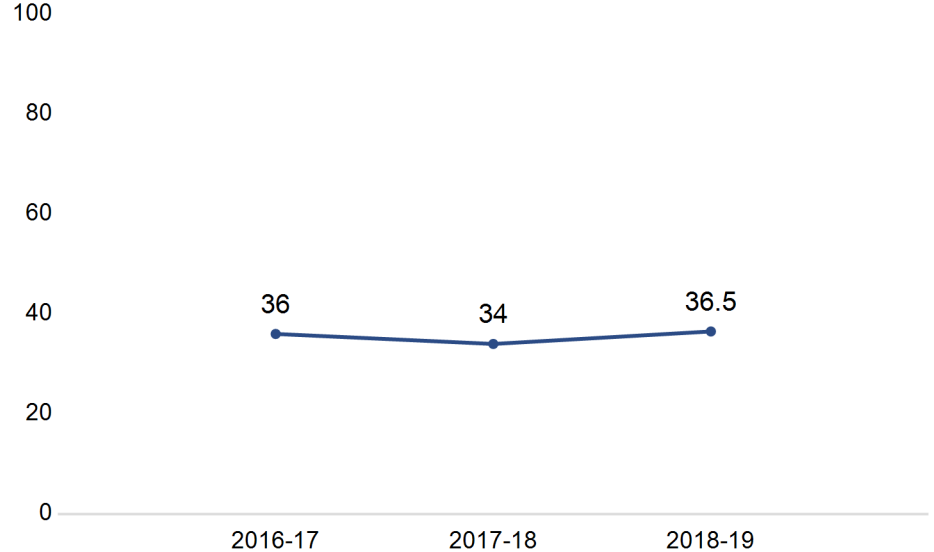
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	49	39	36	34	36.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	52	50	Not Met	36.5	46	50	Not Met
White	51	57	50	Met Standard	44	52	52	Met Standard
Hispanic	38	50	49	Not Met	37	45	47	Not Met
Black or African American	34	48	45	Not Met	31	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	61	59	Met Standard	46	58	60	Met Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	42	55	53	N	33.5	45	50	N
Male	34	50	47	N	40	48	51	N
Economically Disadvantaged Students	39.5	52	48	Not Met	35.5	45	46	Not Met
Students with Disabilities	34	41	43	Not Met	40	42	45	Met Standard
English Learners	41	55	52	Met Standard	46	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	N	45.5	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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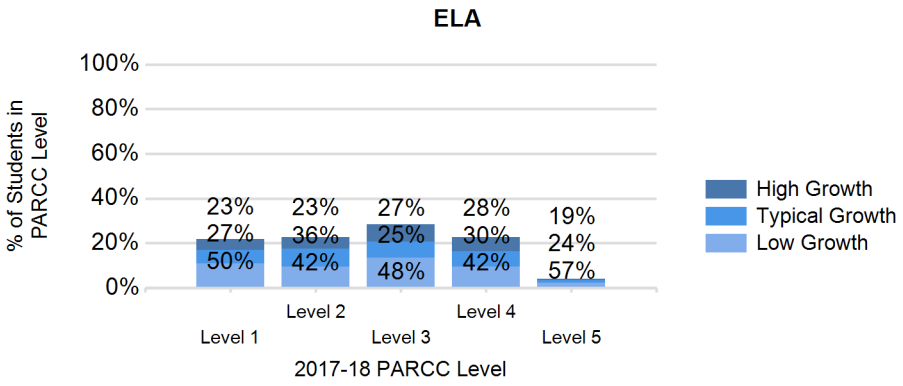
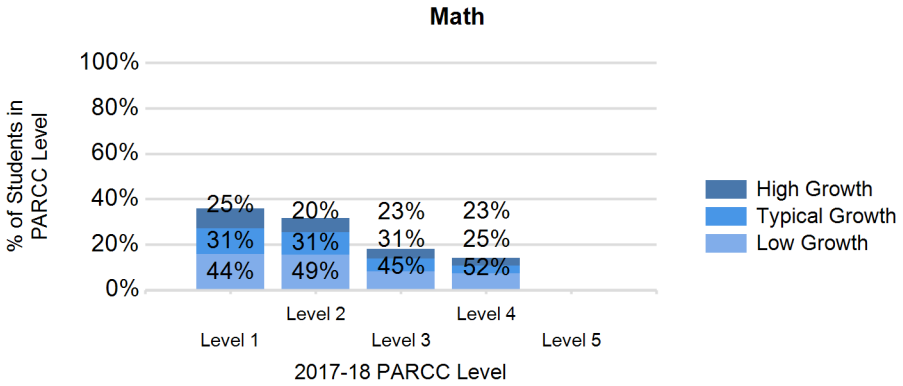
Student Growth by Performance Level

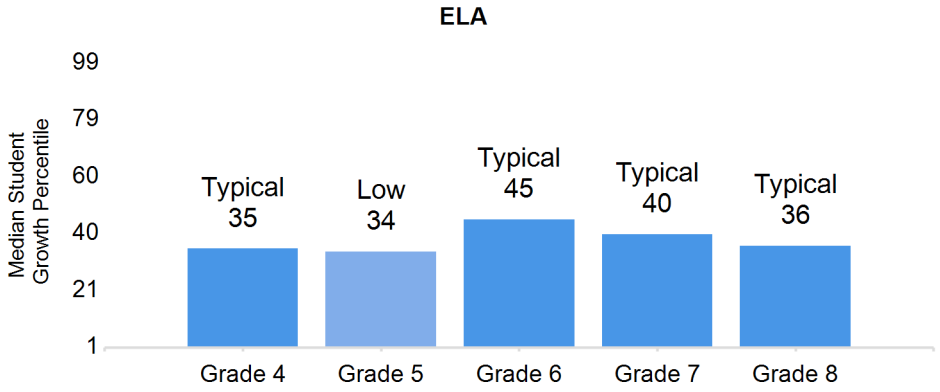
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

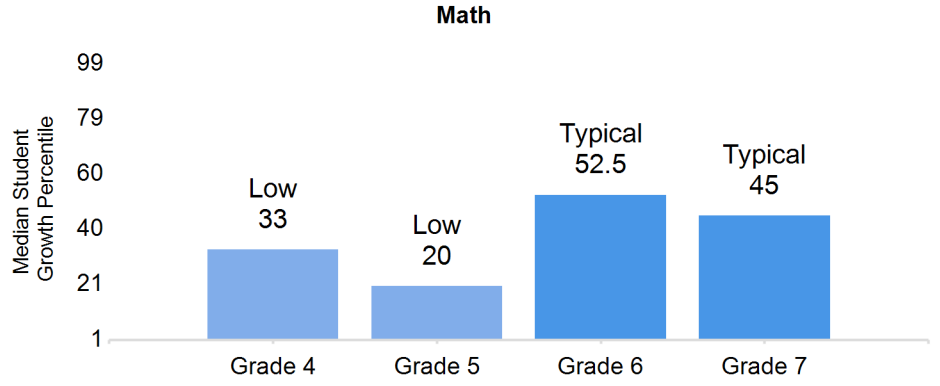




Student Growth by Grade

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





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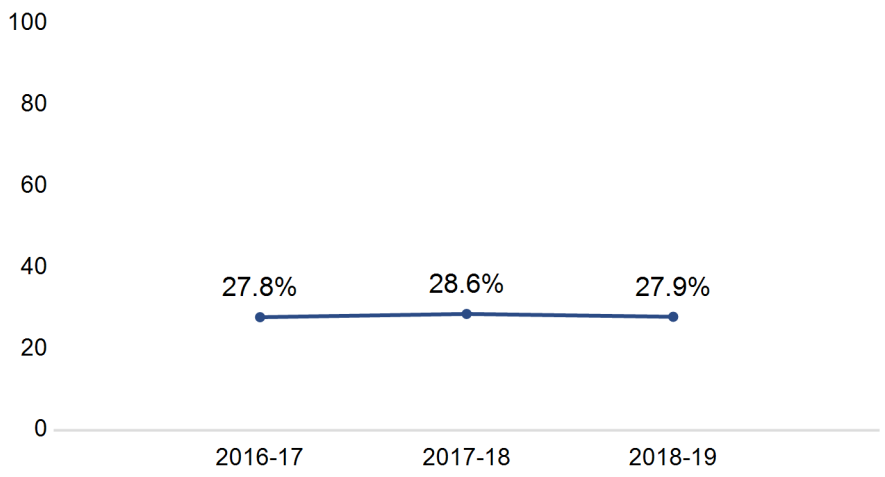
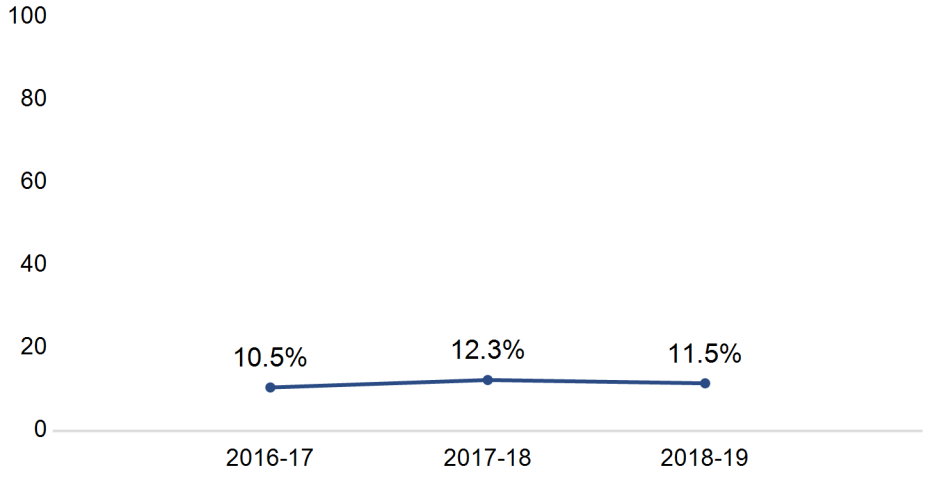
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	98.6%	99.4%	97.0%	98.7%	98.9%
Proficiency Rate for Federal Accountability	27.8%	28.6%	27.9%	10.5%	12.3%	11.5%
Annual Target	26.3%	29.2%	32.0%	14.5%	18.0%	21.4%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	605	99.4	27.9	49.7	57.9	27.9	32	Not Met
White	75	100.0	22.7	55.9	66.9	22.7	39.6	Not Met
Hispanic	189	98.5	23.8	46.4	43.9	23.8	33.1	Not Met
Black or African American	255	99.6	23.5	34.3	38.5	23.5	22.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	75	100.0	58.7	77.0	82.9	58.7	52.9	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	288	100.0	31.9	55.2	64.8	31.9		
Male	317	98.8	24.3	44.5	51.3	24.3		
Economically Disadvantaged Students	337	99.7	20.8	45.3	40.0	20.8	29.1	Not Met
Non-Economically Disadvantaged Students	268	98.9	36.9	56.3	67.9	36.9		
Students with Disabilities	125	98.5	11.2	14.4	22.7	11.2	14.5	Met Target†
Students without Disabilities	480	99.6	32.3	56.2	65.1	32.3		
English Learners	88	100.0	13.6	16.0	29.3	13.6	17.5	Met Target†
Non-English Learners	517	99.3	30.4	53.6	60.6	30.4		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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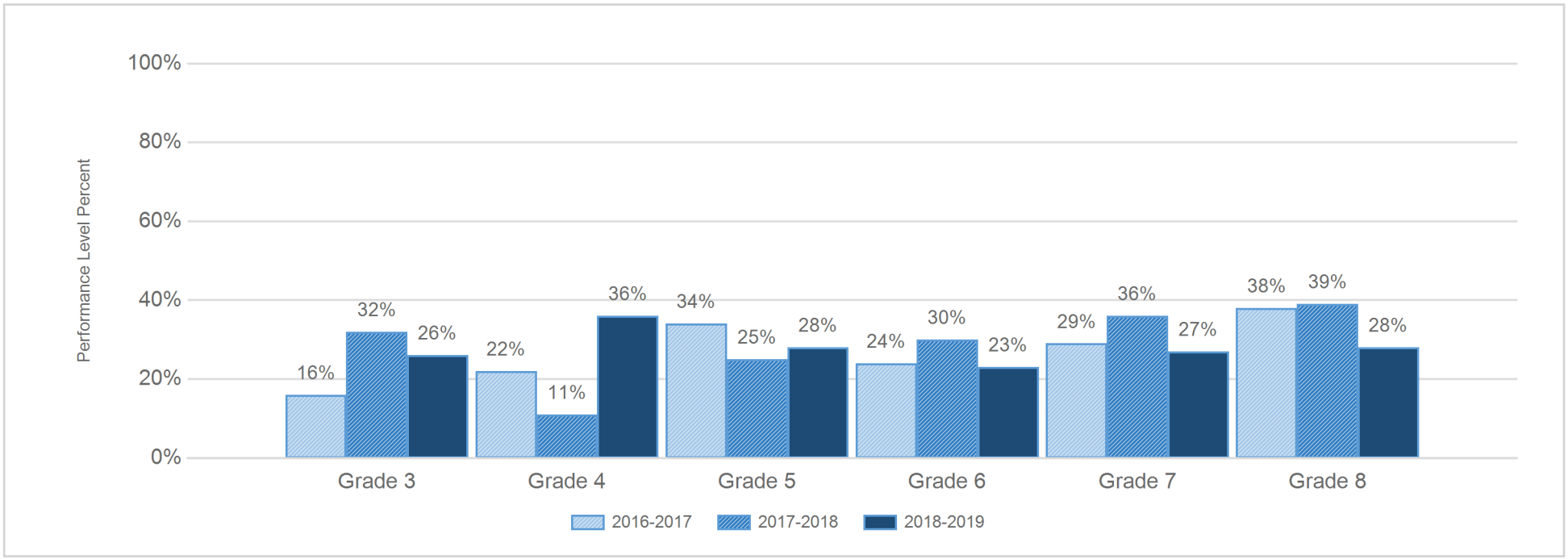
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	725	746	748	36%	*	25%	*	*	26%	50%
White	10	733	749	757	*	0%	*	*	*	30%	60%
Hispanic	19	718	739	734	*	*	*	*	*	21%	36%
Black or African American	19	722	730	731	*	*	*	*	*	26%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	24	716	*	753	*	*	*	*	*	17%	55%
Male	29	733	*	743	*	*	*	*	*	34%	46%
Economically Disadvantaged Students	32	718	735	731	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	21	737	762	759	*	*	*	*	*	33%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	17	718	718	713	*	*	*	*	*	18%	17%
Non-English Learners	36	729	752	751	*	*	*	*	*	31%	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	728	753	755	25%	17%	22%	*	*	36%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	23	719	748	743	*	*	*	*	*	22%	44%
Black or African American	23	726	740	739	*	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	732	757	760	*	*	*	*	*	35%	62%
Male	27	723	749	750	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	36	720	*	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	28	738	*	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	727	748	756	28%	23%	22%	*	*	28%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	46	730	745	743	24%	*	30%	*	*	28%	44%
Black or African American	70	714	733	739	36%	29%	19%	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	21	756	776	781	*	*	*	*	*	57%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	74	731	754	761	24%	16%	28%	*	*	31%	64%
Male	77	723	742	750	31%	29%	16%	*	*	25%	52%
Economically Disadvantaged Students	77	719	744	740	34%	26%	21%	*	*	19%	39%
Non-Economically Disadvantaged Students	74	734	755	766	22%	19%	23%	*	*	36%	69%
Students with Disabilities	26	702	705	724	65%	*	0%	*	*	15%	23%
Students without Disabilities	125	732	754	762	20%	*	26%	*	*	30%	65%
English Learners	19	708	717	713	*	*	*	*	*	16%	11%
Non-English Learners	132	729	752	758	*	*	*	*	*	30%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	724	748	754	27%	22%	28%	*	*	23%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	41	724	745	743	27%	27%	*	*	*	24%	43%
Black or African American	56	715	730	738	36%	25%	23%	*	*	16%	36%
Asian, Native Hawaiian, or Pacific Islander	19	745	777	780	*	*	*	*	*	47%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	66	730	*	762	17%	23%	33%	*	*	27%	64%
Male	69	718	*	748	36%	22%	23%	*	*	19%	48%
Economically Disadvantaged Students	80	718	*	740	*	20%	30%	*	*	16%	39%
Non-Economically Disadvantaged Students	55	732	755	763	*	25%	25%	*	*	33%	67%
Students with Disabilities	32	695	708	722	*	*	*	*	*	*	19%
Students without Disabilities	103	733	755	761	*	*	*	*	*	*	64%
English Learners	19	723	711	710	*	*	*	*	*	21%	*
Non-English Learners	116	724	751	756	*	*	*	*	*	23%	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	728	755	761	19%	27%	27%	*	*	27%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	32	723	751	747	*	31%	*	*	*	25%	50%
Black or African American	42	723	740	741	24%	26%	26%	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	16	756	785	790	*	*	*	*	*	50%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	42	744	762	769	*	*	38%	*	*	40%	71%
Male	62	718	748	753	*	*	19%	*	*	18%	55%
Economically Disadvantaged Students	59	723	*	743	*	*	25%	*	*	22%	45%
Non-Economically Disadvantaged Students	45	734	*	771	*	*	29%	*	*	33%	73%
Students with Disabilities	19	678	706	720	*	*	*	*	*	*	22%
Students without Disabilities	85	739	763	769	*	*	*	*	*	*	71%
English Learners	15	720	715	706	*	*	*	*	*	*	12%
Non-English Learners	89	730	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	726	751	762	27%	19%	25%	*	*	28%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	31	717	746	747	35%	*	32%	*	*	16%	49%
Black or African American	45	727	739	741	27%	*	*	29%	0%	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	46	733	760	771	*	*	*	*	*	33%	71%
Male	49	720	*	753	*	*	*	*	*	24%	55%
Economically Disadvantaged Students	49	718	747	743	*	*	27%	*	*	18%	45%
Non-Economically Disadvantaged Students	46	734	758	772	*	*	24%	*	*	39%	72%
Students with Disabilities	23	707	711	721	*	*	*	*	*	*	22%
Students without Disabilities	72	732	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	N	N	732	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	616	98.9	11.5	33.6	44.5	11.5	21.4	Not Met
White	74	97.4	17.6	45.3	54.1	17.6	25.6	Not Met
Hispanic	194	98.6	*	27.2	28.8	*	18.8	Not Met
Black or African American	256	99.3	*	16.7	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	100.0	28.4	64.6	76.5	28.4	40.3	Not Met
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	20.0	58.5	53.3	20.0	**	**
Female	291	99.3	11.0	34.0	44.9	11.0		
Male	325	98.6	12.0	33.3	44.2	12.0		
Economically Disadvantaged Students	343	99.2	*	29.3	26.3	*	20	Not Met
Non-Economically Disadvantaged Students	273	98.7	*	39.8	54.9	*		
Students with Disabilities	125	98.5	*	*	17.4	*	13.7	Not Met
Students without Disabilities	491	99.0	*	*	50.0	*		
English Learners	101	100.0	14.9	16.0	25.0	14.9	14.1	Met Target
Non-English Learners	515	98.7	10.9	36.0	46.5	10.9		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

Report Key:
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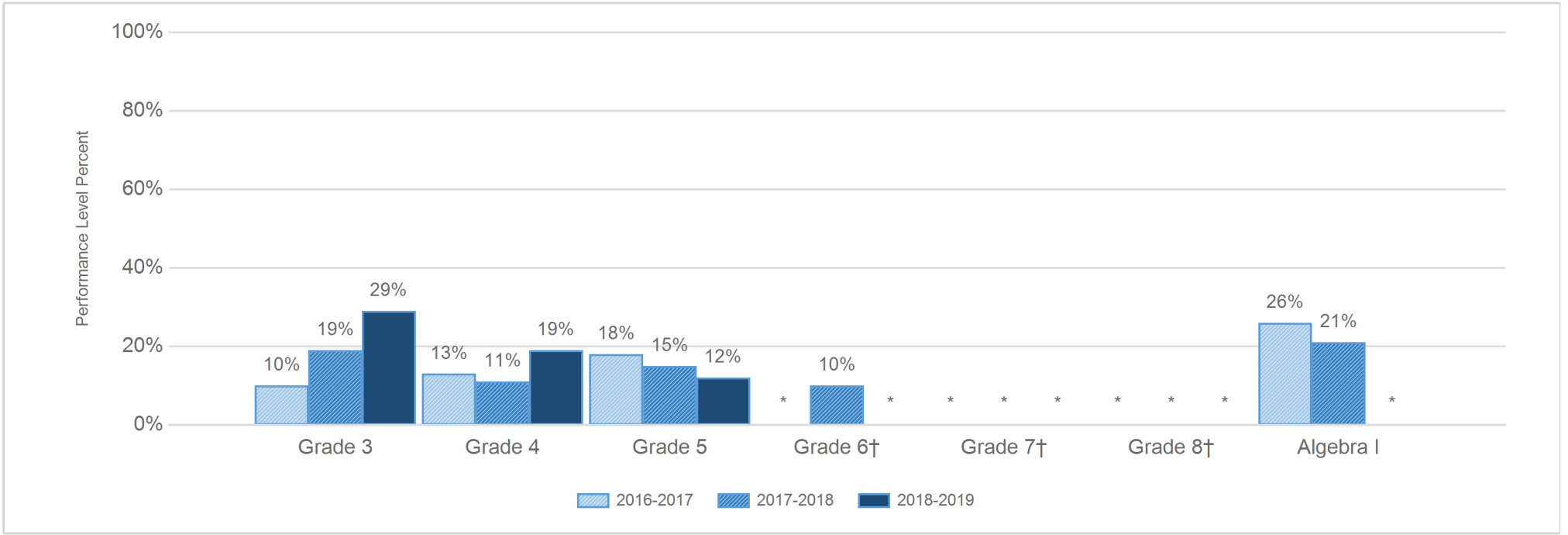
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	724	747	752	24%	28%	19%	*	*	29%	55%
White	11	737	755	760	*	*	*	*	*	45%	66%
Hispanic	21	721	740	739	*	*	*	*	*	24%	40%
Black or African American	20	720	730	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	714	*	751	*	*	*	*	*	21%	54%
Male	30	733	*	752	*	*	*	*	*	37%	56%
Economically Disadvantaged Students	32	722	738	737	*	*	*	*	*	19%	37%
Non-Economically Disadvantaged Students	26	726	759	761	*	*	*	*	*	42%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	21	719	732	728	*	*	*	*	*	29%	26%
Non-English Learners	37	726	751	754	*	*	*	*	*	30%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	715	740	749	40%	21%	21%	19%	0%	19%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	23	707	735	737	52%	*	*	*	*	13%	36%
Black or African American	23	709	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	36	715	739	749	42%	*	*	*	*	25%	50%
Male	27	714	741	749	37%	*	*	*	*	11%	52%
Economically Disadvantaged Students	35	709	*	734	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	28	722	*	759	*	*	*	*	*	21%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	711	736	747	40%	36%	12%	*	*	12%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	51	710	733	735	39%	39%	*	*	*	12%	30%
Black or African American	70	705	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	24	729	764	775	*	*	*	*	*	33%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	76	708	737	747	*	*	*	*	*	*	47%
Male	83	713	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	80	703	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	79	718	742	757	*	*	*	*	*	*	59%
Students with Disabilities	26	704	713	725	*	*	*	*	*	*	19%
Students without Disabilities	133	712	740	752	*	*	*	*	*	*	52%
English Learners	25	702	720	718	*	*	*	*	*	*	12%
Non-English Learners	134	712	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	708	731	741	*	*	*	*	*	*	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	44	710	726	729	*	*	*	*	*	*	24%
Black or African American	56	700	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	715	759	769	*	*	*	*	*	15%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	70	707	*	742	*	*	*	*	*	*	42%
Male	68	710	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	83	706	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	55	713	738	750	*	*	*	*	*	*	53%
Students with Disabilities	32	695	703	716	*	*	*	*	*	*	12%
Students without Disabilities	106	713	735	746	*	*	*	*	*	*	46%
English Learners	25	718	713	709	*	*	*	*	*	*	*
Non-English Learners	113	706	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	714	737	744	*	*	*	*	*	*	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	33	709	732	733	*	*	*	*	*	*	26%
Black or African American	42	708	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	18	732	765	768	*	*	*	*	*	22%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	45	717	*	744	*	*	*	*	*	*	42%
Male	64	712	736	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	60	714	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	49	715	*	751	*	*	*	*	*	*	53%
Students with Disabilities	19	697	708	718	*	*	*	*	*	*	13%
Students without Disabilities	90	718	741	749	*	*	*	*	*	*	48%
English Learners	20	713	715	716	*	*	*	*	*	*	10%
Non-English Learners	89	714	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	692	712	728	*	*	*	*	*	*	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	716	731	*	*	*	*	*	*	31%
Male	*	*	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	N	N	709	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	709	729	744	*	*	*	*	*	*	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	22	707	724	728	*	*	*	*	*	*	24%
Black or African American	43	705	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	38	708	730	745	*	*	*	*	*	*	44%
Male	45	710	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	40	710	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	43	709	732	752	*	*	*	*	*	*	52%
Students with Disabilities	17	698	706	717	*	*	*	*	*	*	12%
Students without Disabilities	66	712	732	748	*	*	*	*	*	*	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.2%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	28	*	*
5 or more	17	70.6%	29.4%

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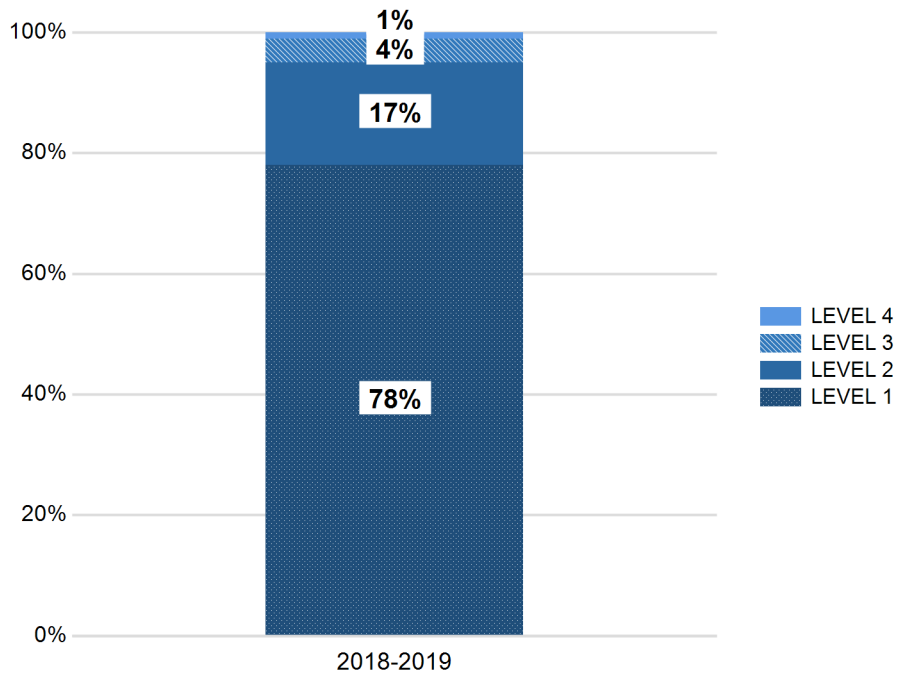
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	78	17	4	1
White	*	*	*	*
Hispanic	76	18	4	2
Black or African American	87	10	3	0
Asian, Native Hawaiian, or Pacific Islander	54	33	8	4
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	82	14	4	0
Male	73	19	5	2
Economically Disadvantaged Students	82	15	1	1
Non-Economically Disadvantaged Students	73	18	8	1
Students with Disabilities	89	4	7	0
Students without Disabilities	75	19	4	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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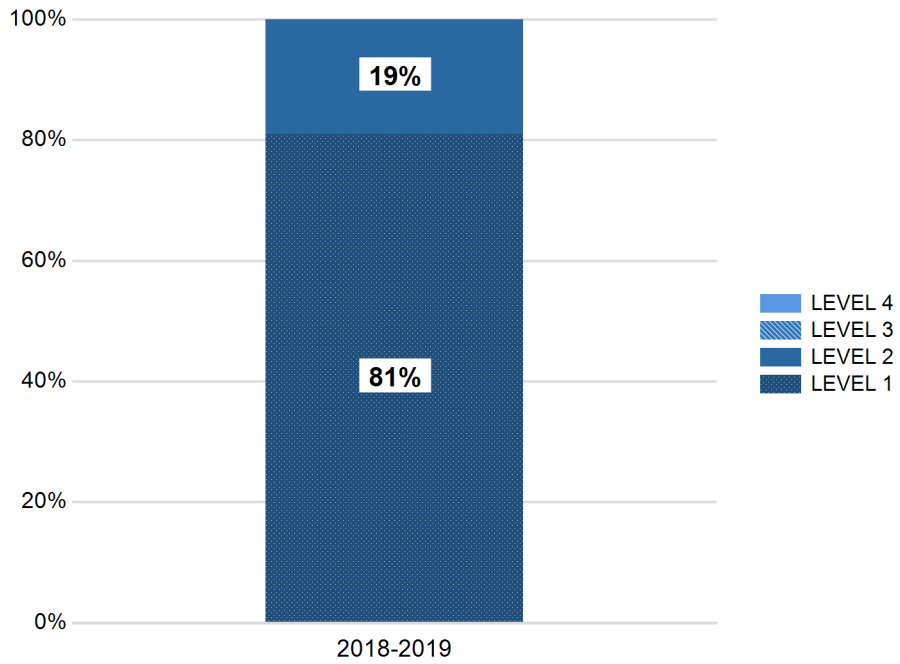
NJSLA Science Assessment: Grade 8 Summary

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	81	19	0	0
White	75	25	0	0
Hispanic	*	*	*	*
Black or African American	79	21	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	21	0	0
Male	83	17	0	0
Economically Disadvantaged Students	85	15	0	0
Non-Economically Disadvantaged Students	76	24	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	75	25	0	0
Non-English Learners	82	18	0	0
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	67
7	0	0	93
8	85	0	0
Total	85	0	160

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	121
7	0	0	0	0	0	0	92
8	0	0	0	0	0	0	85
Total	0	0	0	0	0	0	298

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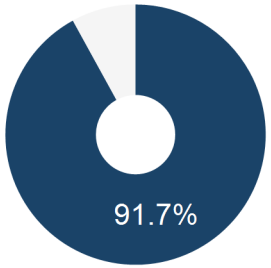
Visual and Performing Arts – Course Participation

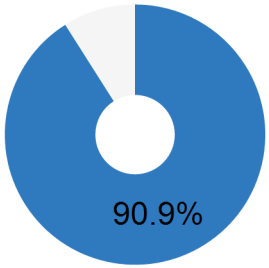
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

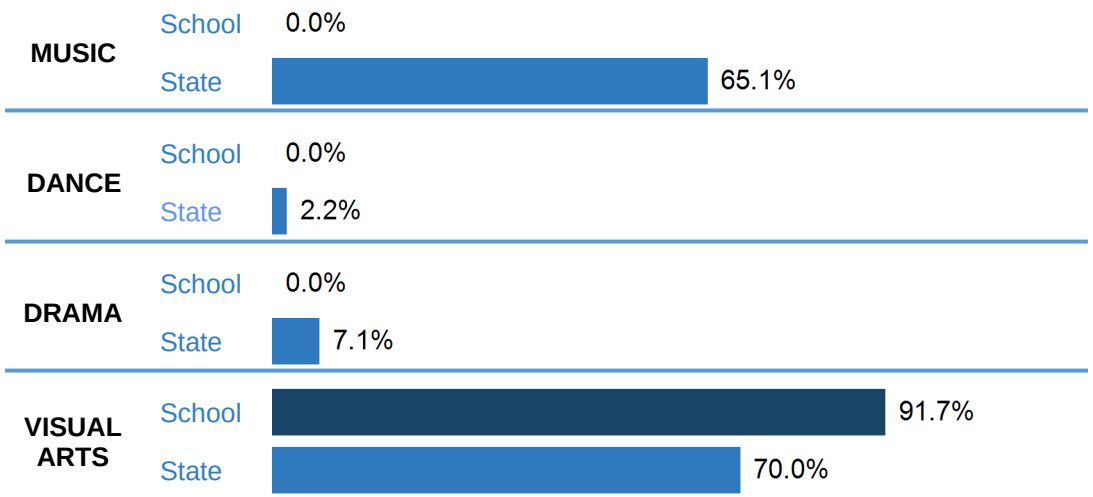


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
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.

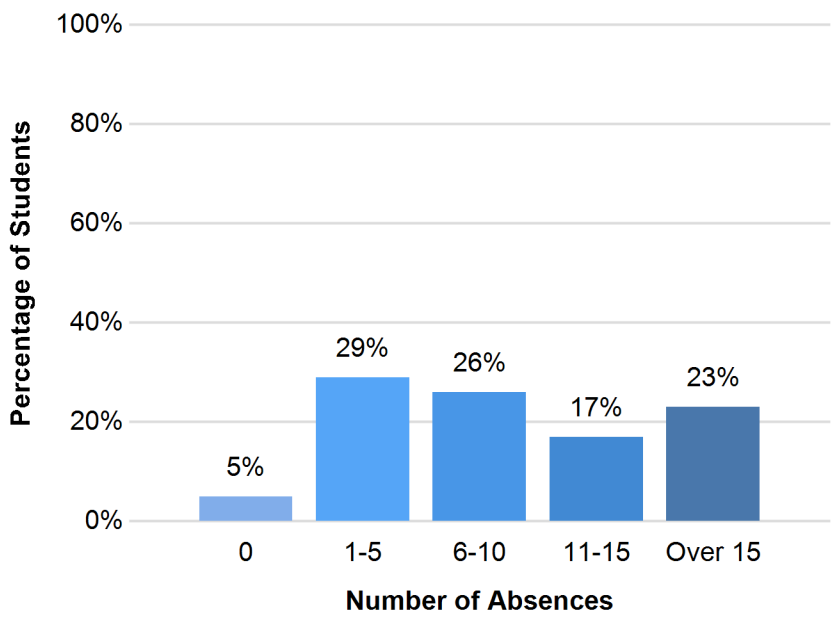
Chronic Absenteeism

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 Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	151	18.4	9.0	Not Met
White	8	7.0	9.0	Met
Hispanic	64	23.4	9.0	Not Met
Black or African American	73	22.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	3	3.2	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	18.8	**	**
Female	68	17.4		
Male	83	19.3		
Economically Disadvantaged Students	107	22.0	9.0	Not Met
Students with Disabilities	30	27.8	9.0	Not Met
English Learners	18	13.0	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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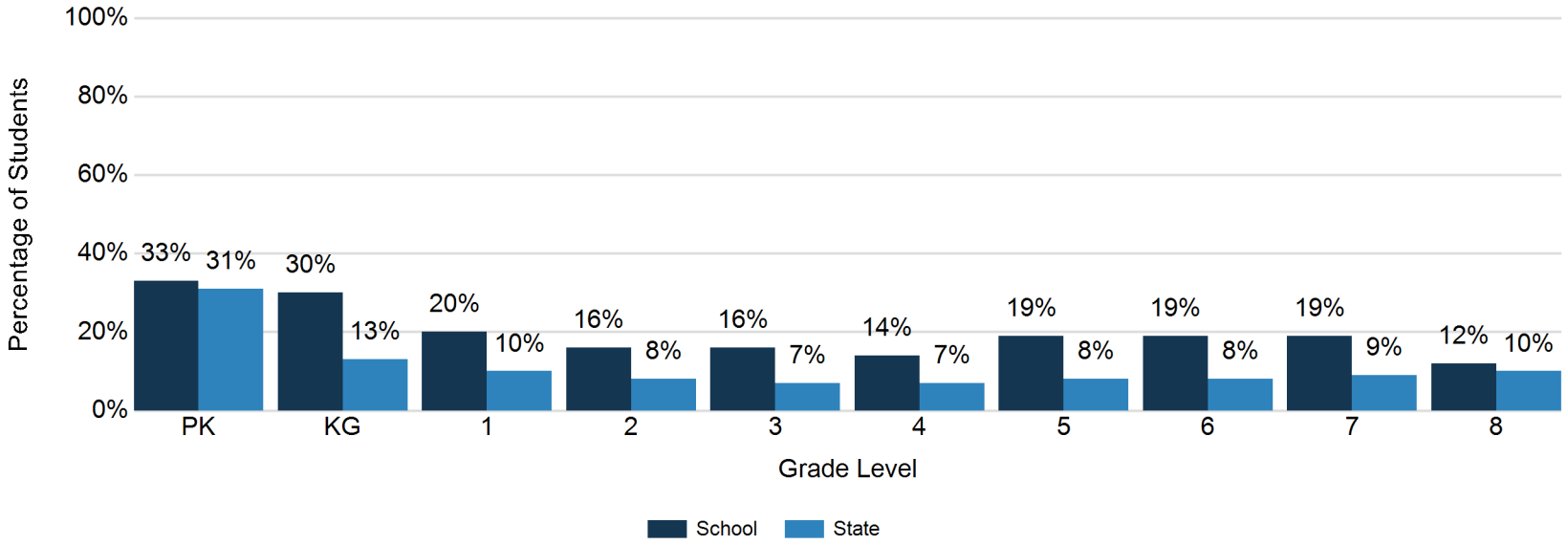
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.31

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

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 Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	5	5
No Identified Nature	9		9

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	763:1	226:1
Teachers to Administrators	64:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	73.4%	0.0%	48.4%	77.1%	54.9%
Male	52.6%	26.6%	100.0%	51.6%	22.9%	45.1%
White	11.9%	60.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.4%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	42.3%	20.3%	0.0%	15.0%	6.6%	13.9%
Asian	11.9%	6.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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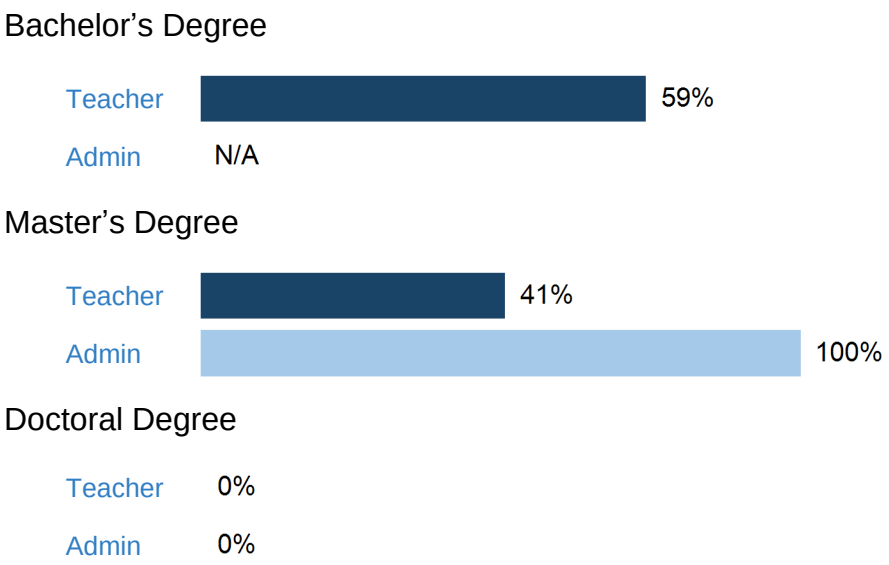
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.8%	28.6%	27.9%
Math Proficiency	10.5%	12.3%	11.5%
ELA Growth	48	49	39
Math Growth	36	34	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	35.2%
Chronic Absenteeism	17.9%	15.7%	18.4%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Not Met	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	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Watters School has received state-wide recongnition in its implementation of the Mosaic Program in partnership with Rutgers University and Dr. Muarice Elias. • Watters School was a two time winner of the "Let's Move" School Award sponsored by Healthy Alliance Organization.
Mission, Vision, Theme:	Our Core Beliefs: At the Chaplain Charles J. Watters School 24, we believe all children can learn in a safe, healthy environment, with a developmentally appropriate curriculum, meaningful parental involvement and high expectations.Vision: At the Chaplain Charles J. Watters School 24, we envision our students as future college graduates, innovative career starters, and global citizens. Mission: At the Chaplain Charles J. Watters School 24, We will work collaboratively to improve student achievement by promoting literacy across the curriculum, teaching math conceptually, implementing project based learning, assessing student performance, and utilizing data to plan instruction that is differentiated and engaging for all learners. Motto: At the Chaplain Charles J. Watters School 24, we are a Community of Learners and Leaders!

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Courses, Curriculum, Instruction:	1 to 1 Chromebook Initiative, Project-Based Learning School, 8th Grade Algebra Program
Sports and Athletics:	Sports Offered: Track and Field - Spring (Coed), Volleyball (Coed) VolleyBall, Flag Football, Department of Recreation Site
Clubs and Activities:	Warriors' Club, Girls Club, Drama Club, Extended Day, SNAP-ED, PTO Events

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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.

Before and After School Programs:	Casper Program, Extended Day Instructional Programing, Clubs
Staff and Professional Learning:	Chaplain Watters School faculty and staff receive continous professional develop in a veriety of ways. Teachers and staff member receive school-wide, departmental, and personalize learning opportunities. Professional develop is offered from the school administration, outside vendors, and web-programming.

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-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.

Student Supports and Services:	Chaplain Watters School offers support to our students and family member through our Guidance Department, Crisis Intervention Teacher, Anti-bullying Specialists, Child Study Team, and Community Aide.
Student Health and Wellness:	SNAP-ED, Truancy Program, Big Brother and Big Sister Program, Champions Circle, CHAMPS Corner
Parent and Community Involvement:	Parent-Teacher Organization, Parent Shadowing Days, Parent workshops, Student celebrations, School Events.

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
(17-2390-220)
Grades Offered: PK-08
2018-2019

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers
Facilities:	Chaplain Watters School features a beautiful auditorium displaying early 20th century craftmanship and a school/community garden offering students places to explore learning outside the classroom.
School Safety:	SNAP-ED, Truancy Program, Big Brother and Big Sister Program, Champions Circle, CHAMPS Corner, School Safety Team

NJ SCHOOL PERFORMANCE REPORT

Chaplain Charles Watters School
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2018-2019

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School Narrative

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Technology and STEM:	1 to 1 Chromebook Initiative, Google Classroom, Personal Math Trainer, IXL Program, SMARTY ANTS Program,
Early Childhood Education:	Watters School offers two (2) full-day Pre-K classes for the community. Students are eligable to enter a lottery for the available seat; other will be bused to another community school.

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Marisa Migliozzi
Address	96 FRANKLIN ST JERSEY CITY, NJ 07307
Phone Number	201-714-4320
Email Address	mmigliozzi@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
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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	110	109	92
KG	97	113	94
1	97	119	116
2	88	124	125
3	125	113	123
4	118	129	110
5	98	111	127
Total	733	818	787

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	48.6%	49.5%	48.5%
Male	51.4%	50.5%	51.5%
Economically Disadvantaged Students	80.9%	54.4%	49.6%
Students with Disabilities	20.3%	20.0%	15.8%
English Learners	19.6%	23.8%	26.3%
Homeless Students	0.5%	0.9%	0.0%
Students in Foster Care	0.1%	0.1%	0.3%
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	9.3%	7.2%	7.6%
Hispanic	74.2%	74.4%	73.4%
Black or African American	4.1%	5.1%	5.1%
Asian	11.2%	12.7%	13.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	0.5%	0.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	110	109	92
KG - Half Day	0	0	0
KG - Full Day	97	113	94

Enrollment by Home Language

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

Home Language	% of Students
English	44.0%
Spanish	43.3%
Hindi	2.7%
Arabic	2.4%
Gujarati	1.8%
Other Languages	5.8%

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
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2018-2019

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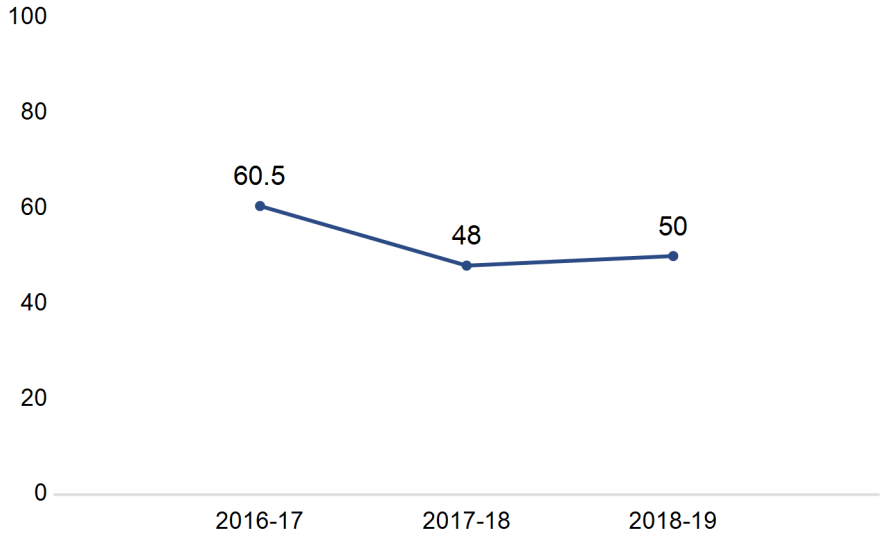
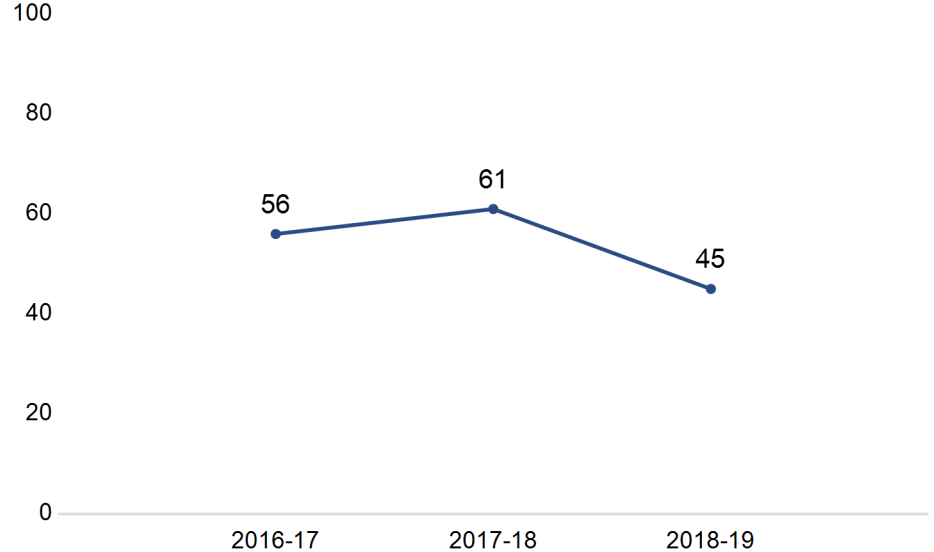
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60.5	48	50	56	61	45
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	52	50	Met Standard	45	46	50	Met Standard
White	44	57	50	**	45	52	52	**
Hispanic	47	50	49	Met Standard	41	45	47	Met Standard
Black or African American	*	48	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	66	61	59	**	75	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	55	55	53	N	41	45	50	N
Male	49	50	47	N	50	48	51	N
Economically Disadvantaged Students	43	52	48	Met Standard	40	45	46	Met Standard
Students with Disabilities	36.5	41	43	**	26	42	45	**
English Learners	55	55	52	**	40	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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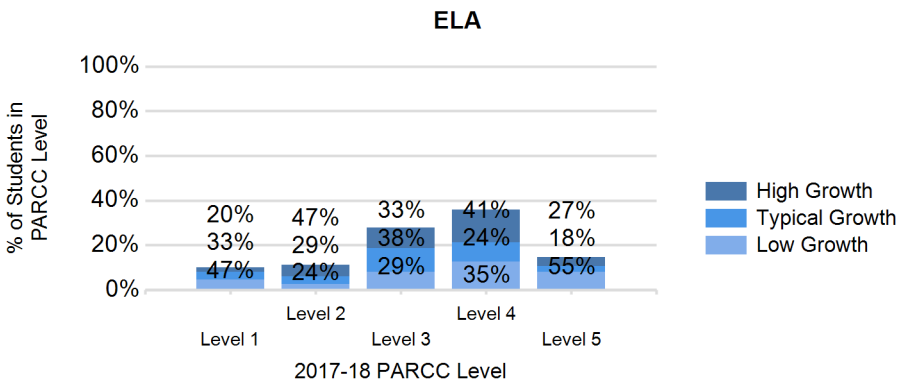
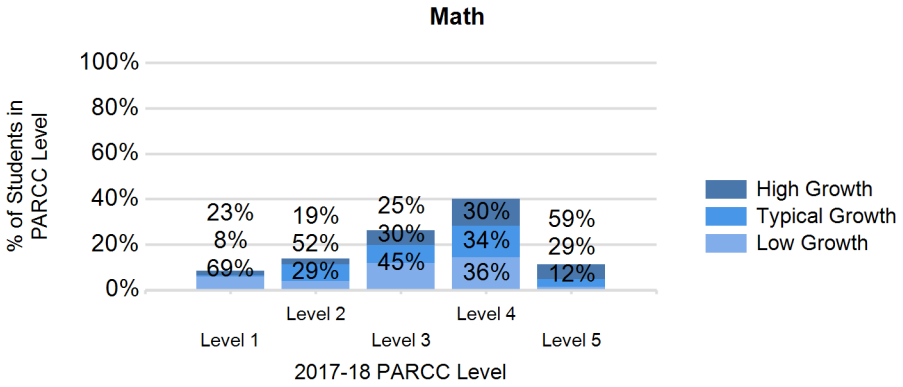
Student Growth by Performance Level

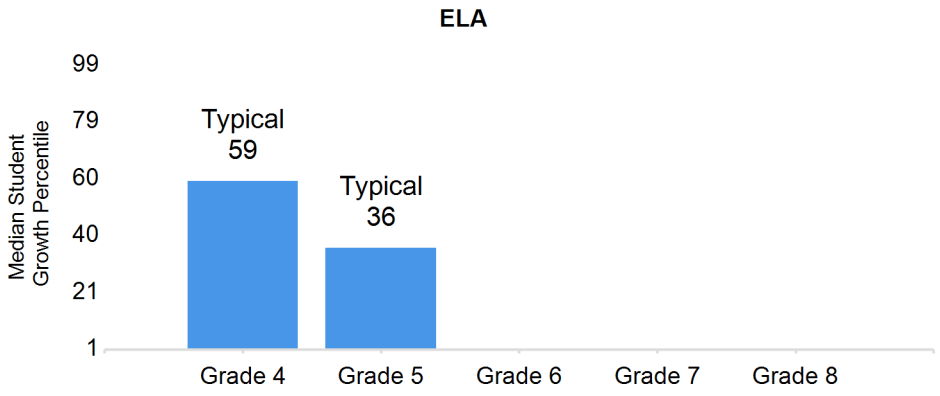
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

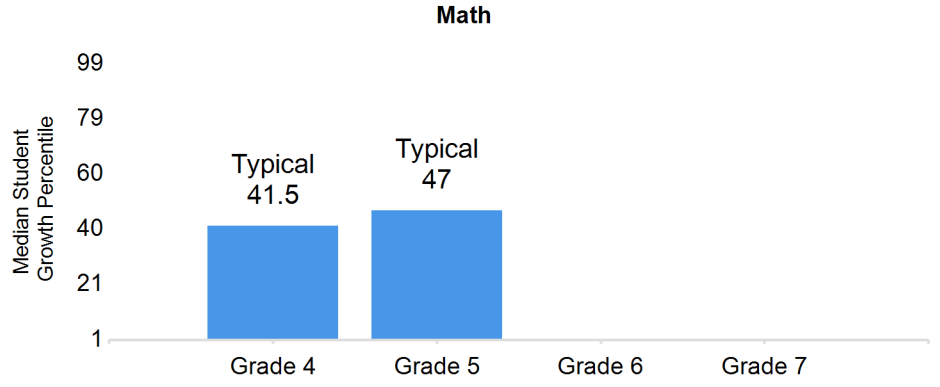




Student Growth by Grade

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





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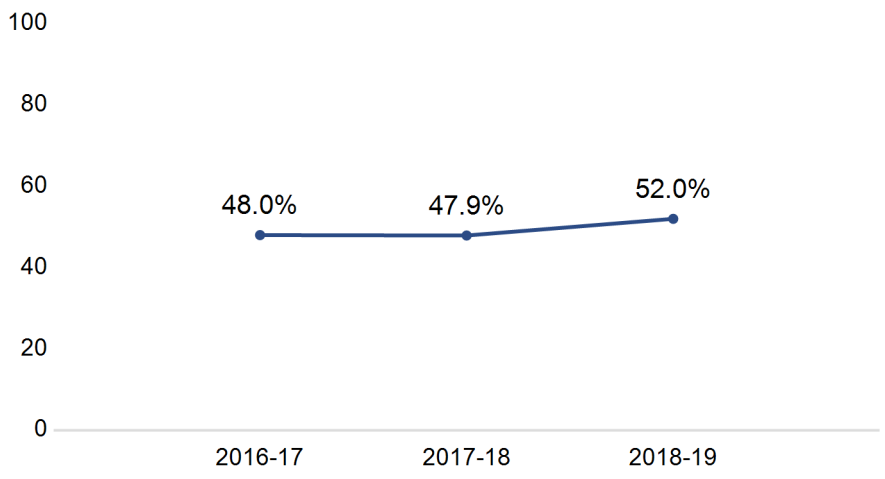
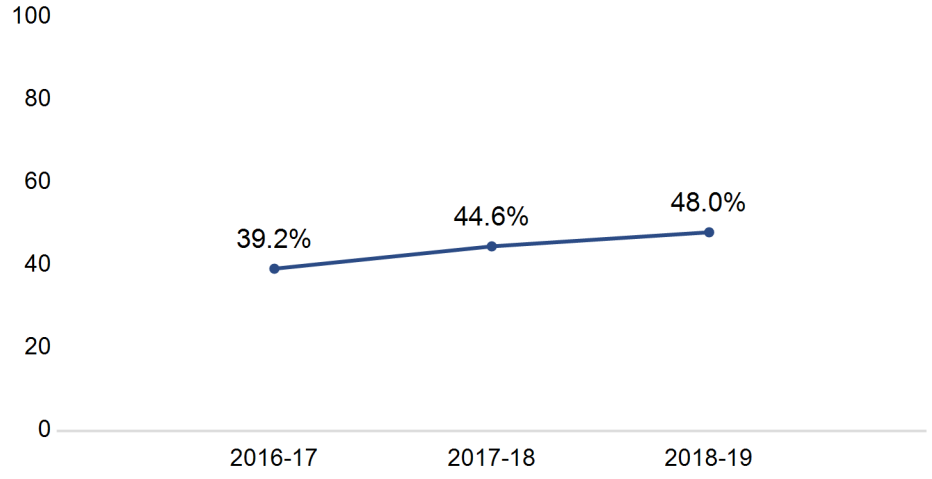
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.8%	95.4%	94.5%	95.3%	95.5%	94.3%
Proficiency Rate for Federal Accountability	48.0%	47.9%	52.0%	39.2%	44.6%	48.0%
Annual Target	39.1%	41.2%	43.4%	34.1%	36.5%	38.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	238	94.5	52.1	49.7	57.9	52.0	43.4	Met Target
White	27	93.1	59.3	55.9	66.9	58.0	36.1	Met Target
Hispanic	169	95.0	46.2	46.4	43.9	46.2	42.9	Met Target
Black or African American	*	*	*	34.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	96.8	79.3	77.0	82.9	79.3	64.6	Met Target
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	109	93.2	56.9	55.2	64.8	56.3		
Male	129	95.7	48.1	44.5	51.3	48.1		
Economically Disadvantaged Students	125	94.8	44.0	45.3	40.0	*	41	Met Target
Non-Economically Disadvantaged Students	113	94.2	61.1	56.3	67.9	*		
Students with Disabilities	38	83.3	15.8	14.4	22.7	13.7	17.1	Met Target†
Students without Disabilities	200	97.1	59.0	56.2	65.1	59.0		
English Learners	35	97.2	20.0	16.0	29.3	20.0	19.7	Met Target
Non-English Learners	203	94.1	57.6	53.6	60.6	57.3		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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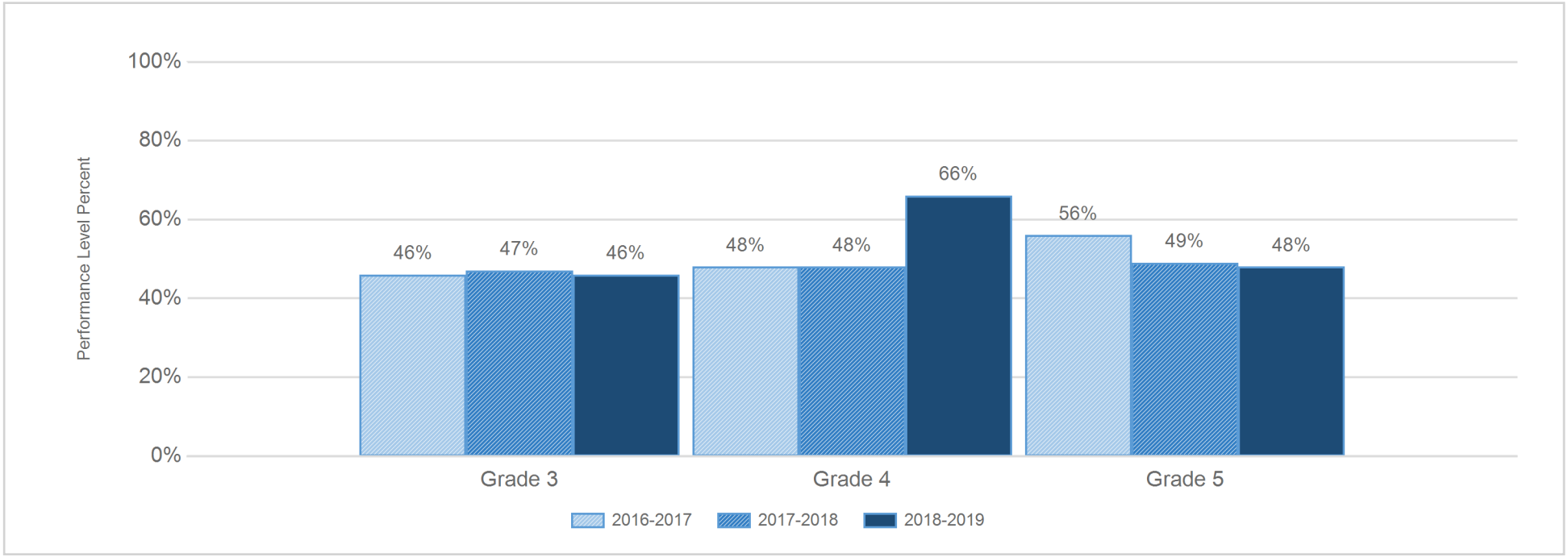
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	745	746	748	16%	18%	20%	*	*	46%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	49	738	739	734	*	20%	22%	*	*	39%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	763	780	773	*	0%	*	*	*	70%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	756	*	753	*	*	*	*	*	57%	55%
Male	46	737	*	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	40	730	735	731	*	33%	*	*	*	35%	33%
Non-Economically Disadvantaged Students	34	761	762	759	*	0%	*	*	*	59%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	18	724	718	713	*	*	*	*	*	28%	17%
Non-English Learners	56	751	752	751	*	*	*	*	*	52%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	761	753	755	*	*	16%	45%	21%	66%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	58	756	748	743	*	*	*	45%	17%	62%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	795	781	779	0%	0%	*	*	*	82%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	42	762	757	760	*	*	*	*	*	69%	62%
Male	34	761	749	750	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	38	754	*	740	*	*	*	*	*	61%	40%
Non-Economically Disadvantaged Students	38	768	*	765	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	11	726	727	720	*	*	*	*	*	*	17%
Non-English Learners	65	767	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	747	748	756	*	20%	25%	*	*	48%	58%
White	11	771	758	764	0%	0%	*	*	*	73%	68%
Hispanic	59	738	745	743	*	25%	27%	*	*	39%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	36	750	754	761	*	*	*	*	*	47%	64%
Male	45	745	742	750	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	41	740	744	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	40	754	755	766	*	*	*	*	*	53%	69%
Students with Disabilities	12	709	705	724	*	*	*	*	*	*	23%
Students without Disabilities	69	754	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	240	94.3	48.3	33.6	44.5	48.0	38.9	Met Target
White	27	93.1	51.9	45.3	54.1	50.8	32.7	Met Target
Hispanic	170	94.7	41.8	27.2	28.8	41.5	37.3	Met Target
Black or African American	*	*	*	16.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	96.9	83.3	64.6	76.5	83.3	60.5	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	109	93.4	40.4	34.0	44.9	39.9		
Male	131	95.1	55.0	33.3	44.2	55.0		
Economically Disadvantaged Students	125	94.8	42.4	29.3	26.3	*	37.8	Met Target
Non-Economically Disadvantaged Students	115	93.8	54.8	39.8	54.9	*		
Students with Disabilities	38	81.6	18.4	*	17.4	15.6	14.6	Met Target
Students without Disabilities	202	97.2	54.0	*	50.0	54.0		
English Learners	36	97.5	36.1	16.0	25.0	36.1	21.7	Met Target
Non-English Learners	204	93.7	50.5	36.0	46.5	50.0		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
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2018-2019

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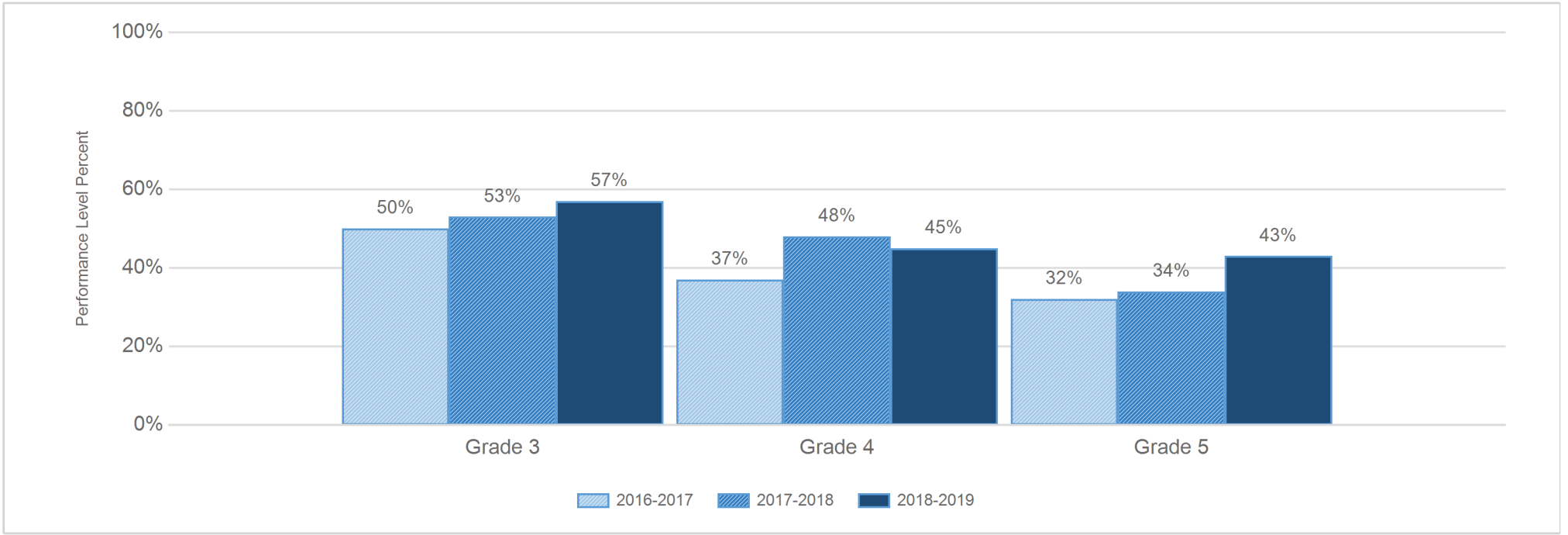
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	754	747	752	*	13%	26%	*	*	57%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	50	750	740	739	*	*	34%	*	*	50%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	779	779	778	0%	0%	*	*	*	82%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	760	*	751	*	*	*	*	*	50%	54%
Male	48	751	*	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	40	745	738	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	36	765	759	761	*	*	*	*	*	64%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	19	745	732	728	*	*	*	*	*	42%	26%
Non-English Learners	57	757	751	754	*	*	*	*	*	61%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	747	740	749	*	16%	29%	*	*	45%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	62	740	735	737	*	19%	27%	*	*	40%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	11	784	773	776	0%	0%	*	*	*	82%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	44	743	739	749	*	*	*	*	*	39%	50%
Male	36	752	741	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	38	746	*	734	*	*	32%	*	*	42%	32%
Non-Economically Disadvantaged Students	42	747	*	759	*	*	26%	*	*	48%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	14	719	723	722	*	*	*	*	*	14%	18%
Non-English Learners	66	753	743	751	*	*	*	*	*	52%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	741	736	747	12%	27%	18%	*	*	43%	47%
White	11	763	745	755	*	*	*	*	*	73%	58%
Hispanic	60	733	733	735	*	30%	23%	*	*	33%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	37	737	737	747	*	32%	*	*	*	32%	47%
Male	45	745	736	747	*	22%	*	*	*	51%	47%
Economically Disadvantaged Students	41	735	732	732	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	41	748	742	757	*	*	*	*	*	46%	59%
Students with Disabilities	12	715	713	725	*	*	*	*	*	17%	19%
Students without Disabilities	70	746	740	752	*	*	*	*	*	47%	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	98	*	*
3-4	74	89.2%	10.8%
5 or more	28	75.0%	25.0%

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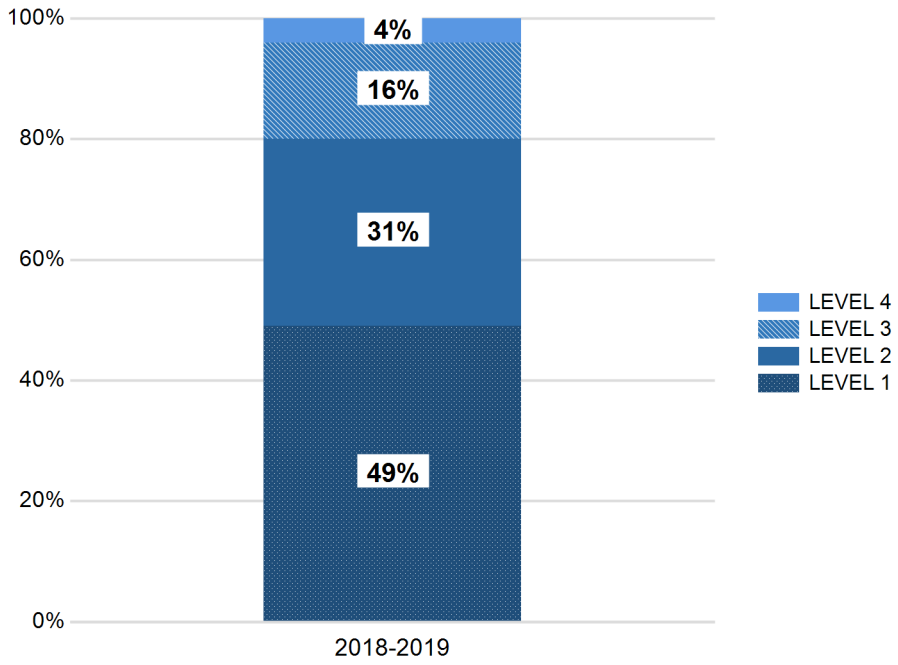
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	49	31	16	4
White	27	36	36	0
Hispanic	56	34	7	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	32	8	3
Male	43	30	22	4
Economically Disadvantaged Students	49	39	7	5
Non-Economically Disadvantaged Students	50	24	24	2
Students with Disabilities	86	7	7	0
Students without Disabilities	42	36	17	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

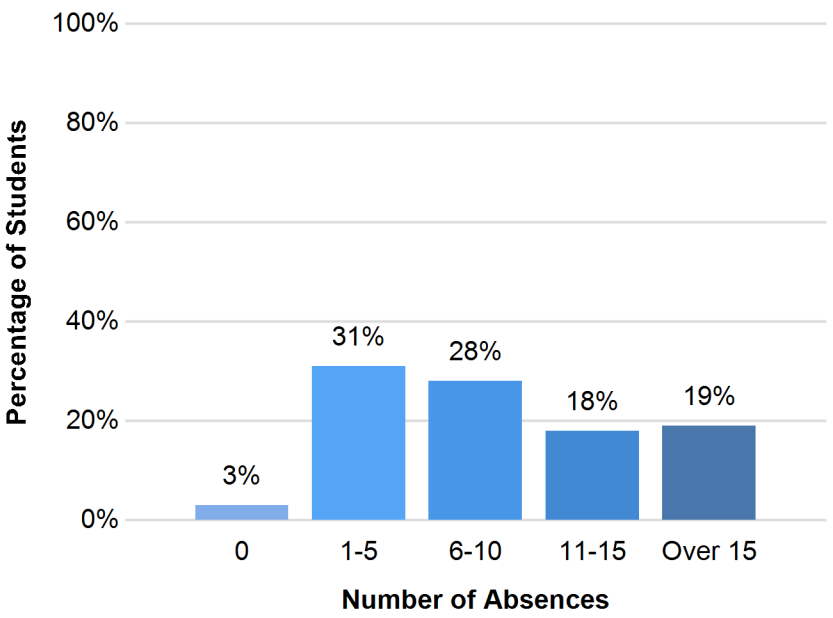
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	80	14.0	8.9	Not Met
White	5	9.8	8.9	Not Met
Hispanic	61	15.0	8.9	Not Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific	10	12.8	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	42	14.6		
Male	38	13.3		
Economically Disadvantaged Students	48	15.8	8.9	Not Met
Students with Disabilities	33	28.2	8.9	Not Met
English Learners	3	4.3	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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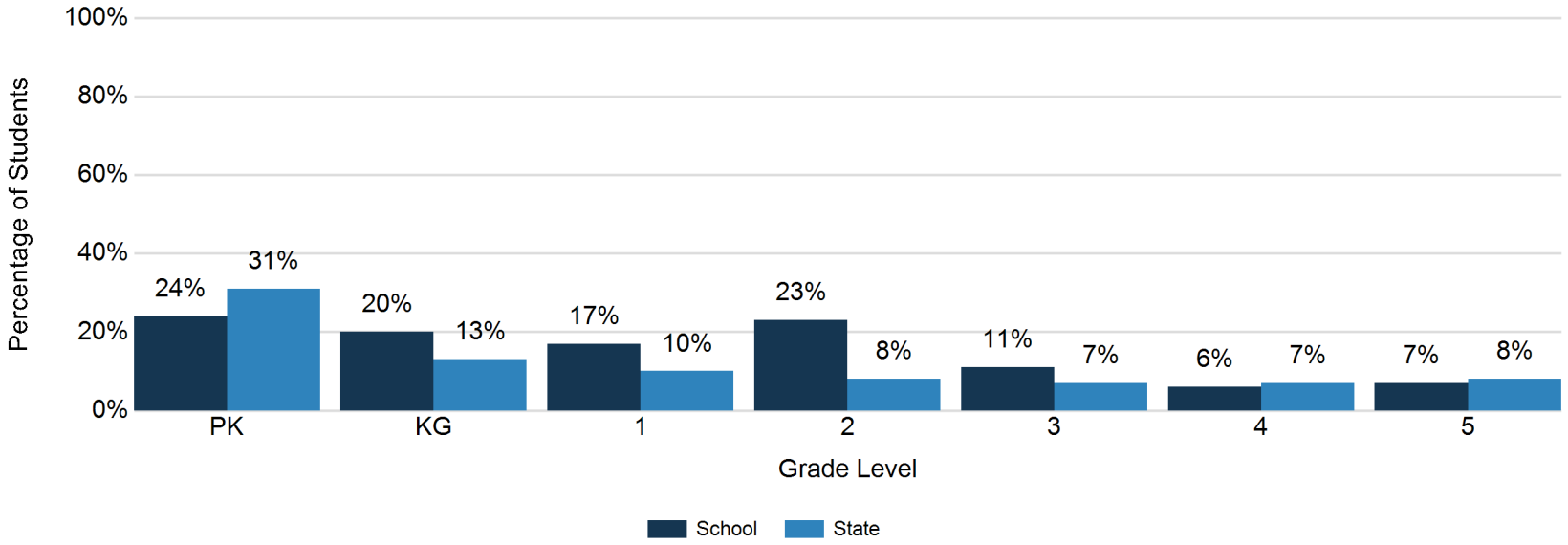
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

Student Disciplinary Removals

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
Grades Offered: PK-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

School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	15.9	10.8
Percentage of Teachers with 4 or more years experience in the district	90.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	787:1	226:1
Teachers to Administrators	73:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

Charles E. Trefurt School
(17-2390-120)
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2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	89.0%	0.0%	48.4%	77.1%	54.9%
Male	51.5%	11.0%	100.0%	51.6%	22.9%	45.1%
White	7.6%	60.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	73.4%	31.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.1%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	13.3%	4.1%	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%	1.4%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	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 district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree

Doctoral Degree

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	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.6%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	48.0%	47.9%	52.0%
Math Proficiency	39.2%	44.6%	48.0%
ELA Growth	60	48	50
Math Growth	56	61	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.5%	48.8%
Chronic Absenteeism	14.0%	13.1%	14.0%

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

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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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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.

Highlights:	• Charles E. Trefurt Elementary School has established a chapter of the National Elementary Honor Society for academically eligible students in Grades 4 and 5. • Over a 3-year period, Charles. E. Trefurt Elementary School has outpaced the State of New Jersey in academic growth. • In June 2018, Charles E. Trefurt Elementary School won the Jersey City School District Best Attendance Award.
Mission, Vision, Theme:	The Jersey City Public Schools equitably educates ALL students to become responsible, fulfilled and successful global citizens. At Charles E. Trefurt School, our mission states that every child will be nurtured to reach his or her full potential. We strive to create a dynamic and socially enriching environment, where academic achievement is not only recognized but rewarded. Charles E. Trefurt School is also committed to fostering a community where diversity and inclusion are celebrated.
Awards, Recognition, Accomplishments:	Charles. E. Trefurt Elementary School has been recognized for outpacing the State of New Jersey in academic growth over a 3-period. In June 2018, Charles E. Trefurt Elementary School won the Jersey City School District Best Attendance Award.

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Courses, Curriculum, Instruction:	Charles E. Trefurt Elementary School offers a HOPE class in Grades 3, 4, and 5. In addition, this school is a Spanish/English Bilingual hub for the district, with Spanish transitional bilingual instruction taking place alongside English in Grades K-5.

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Before and After School Programs:	CASPER (All Grades), Extended Day Program (Grades 3-5), Transitional After-School Sports Program (Grade 5), Morning Learning Academy (Grades 3-5)
Staff and Professional Learning:	The staff at Charles E. Trefurt Elementary School participates regularly in both school-based and district-wide professional development activities including teacher-to-teacher training, workshops, seminars and conferences.

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Student Supports and Services:	Support for ELLs includes pull-out ESL classes and transitional bilingual services. In addition, there is a Bilingual Parent Advisory Council and a Latino Literacy Program for Spanish speaking parents to strengthen reading routines and English vocabulary with their children. For students with learning disabilities or who are referred to the Child Study Team for Special Education, Charles E. Trefurt Elementary School offers inclusion classes, self-contained transitional Special Education classes and Resource instruction for students who may be struggling.
Student Health and Wellness:	Charles E. Trefurt Elementary School participates in the district-wide school breakfast program, providing meals to every student, every day. Students have a 20-minute recess period daily, and attend PE classes twice per week.
Parent and Community Involvement:	Charles E. Trefurt Elementary school encourages parent and community involvement through many channels The school has an active parent council which meets regulary. The school hosts workshops on various topics for parents at least 4 times per year. For students, the school sponsors several community centered events such as charity sports tournaments, "awareness weeks" for multiculturalism/diversity, disabilities, Week of the Young Child and Inclusion. The school participates yearly in "Read Across America," sharing the love of reading with community members who volunteer to read. Recently the school has begun to host "Family STEM Challenge Nights" to foster interest in science, technology, engineering and mathematics.

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Charles E. Trefurt School
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School Narrative

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Facilities:	Charles E. Trefurt Elementary School has a new Sensory room in addition to 3 fully equipped computer labs and a recently renovated library/media center.

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School Narrative

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Technology and STEM:	Charles E. Trefurt Elementary is fully technologially equipped with a 1:1 ratio of Chromebooks to students in Grades 2 through 5. In addition, the majority of classrooms incorporate the use of tablets, iPads and desktop PCs. The majority of classrooms are equipped with SMART or Promethean brand digital blackboards. Elements of STEM education are integrated throughout the curriculum, and recently the school has begun to host "Family STEM Challenge Nights" to foster interest in science, technology, engineering and mathematics.
Early Childhood Education:	Charles E. Trefurt Elementary School offers an on-site full day Pre-K. No Pre-K students have been bussed to alternate locations.

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Frank Borroto
Address	167 HANCOCK AVE JERSEY CITY, NJ 07307-2017
Phone Number	201-714-4360
Email Address	fborroto@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=410&Itemid=1029
Facebook	https://www.facebook.com/ps28jerseycity

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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	86	84	88
KG	105	103	104
1	104	106	95
2	105	106	102
3	108	94	111
4	111	108	95
5	122	114	101
6	94	117	118
7	93	97	113
8	89	93	96
Total	1,017	1,022	1,023

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	50.0%	50.8%	51.1%
Male	50.0%	49.2%	48.9%
Economically Disadvantaged Students	80.1%	78.0%	76.8%
Students with Disabilities	14.6%	13.0%	12.7%
English Learners	8.1%	9.9%	11.5%
Homeless Students	1.3%	0.8%	0.0%
Students in Foster Care	0.0%	0.0%	0.3%
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	10.2%	9.8%	10.6%
Hispanic	76.7%	78.0%	77.1%
Black or African American	4.5%	3.3%	3.3%
Asian	7.3%	7.6%	7.1%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.0%	1.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	86	84	88
KG - Half Day	0	0	0
KG - Full Day	105	103	104

Enrollment by Home Language

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

Home Language	% of Students
English	50.1%
Spanish	42.9%
Arabic	2.2%
Hindi	1.0%
Other Languages	3.8%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
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2018-2019

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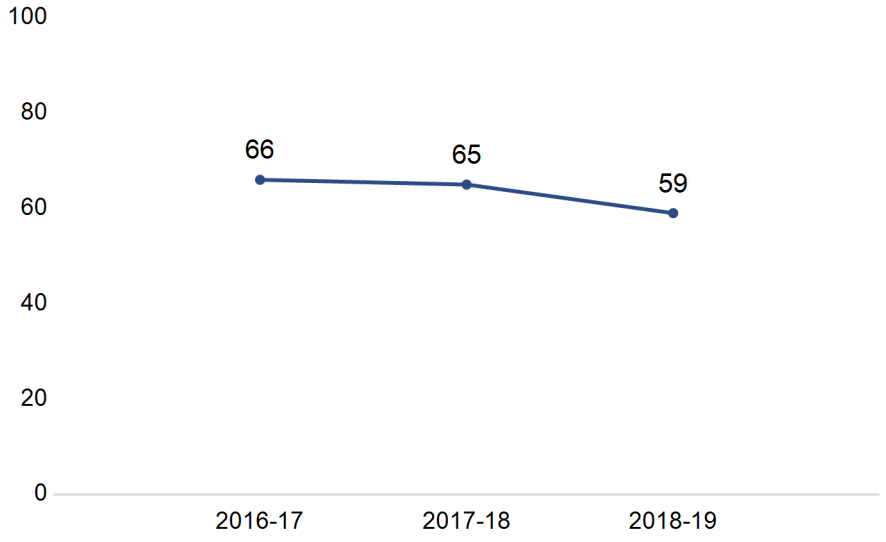
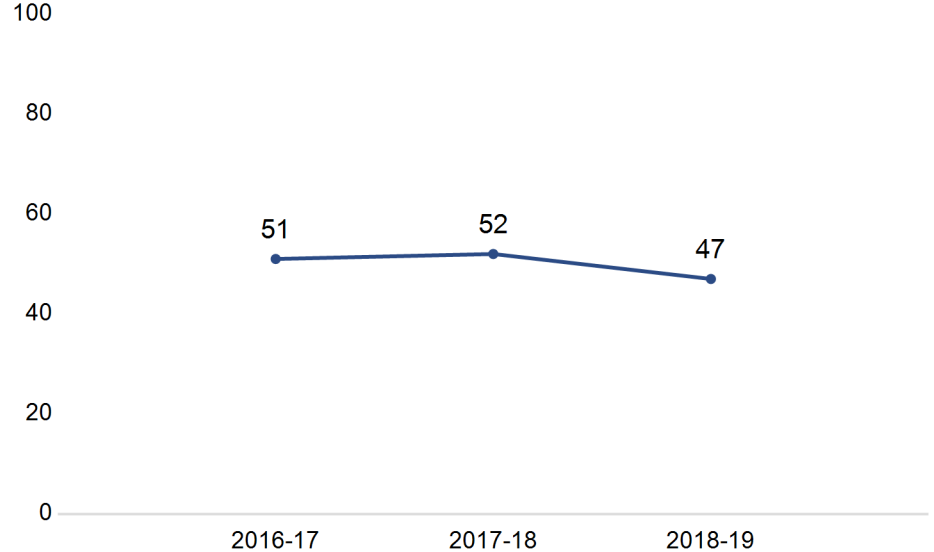
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	66	65	59	51	52	47
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	52	50	Met Standard	47	46	50	Met Standard
White	56.5	57	50	Met Standard	53.5	52	52	Met Standard
Hispanic	61	50	49	Exceeds Standard	46	45	47	Met Standard
Black or African American	52	48	45	Met Standard	28	38	43	**
Asian, Native Hawaiian, or Pacific Islander	55	61	59	Met Standard	66.5	58	60	Exceeds Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	61.5	55	53	N	47.5	45	50	N
Male	57	50	47	N	46	48	51	N
Economically Disadvantaged Students	58.5	52	48	Met Standard	47	45	46	Met Standard
Students with Disabilities	58	41	43	Met Standard	55	42	45	Met Standard
English Learners	54.5	55	52	Met Standard	46	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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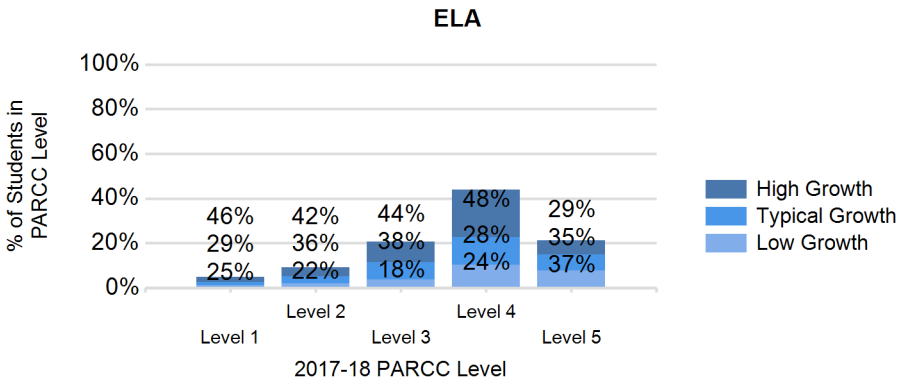
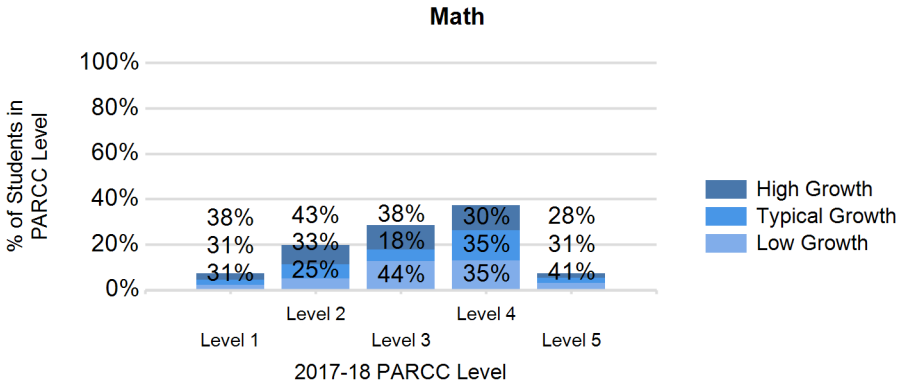
Student Growth by Performance Level

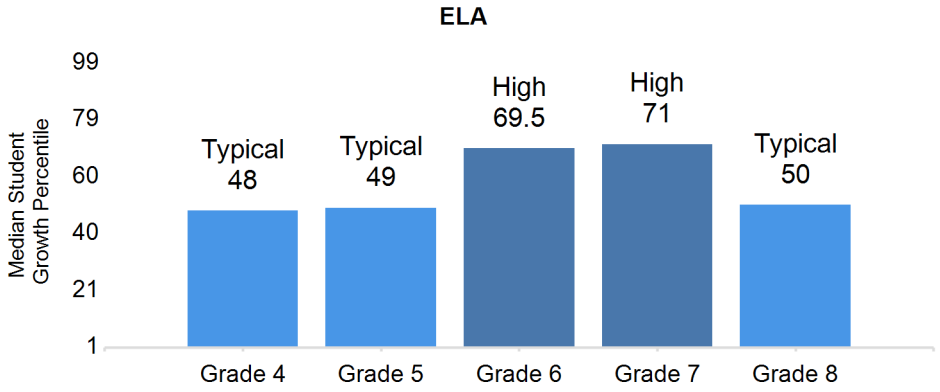
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

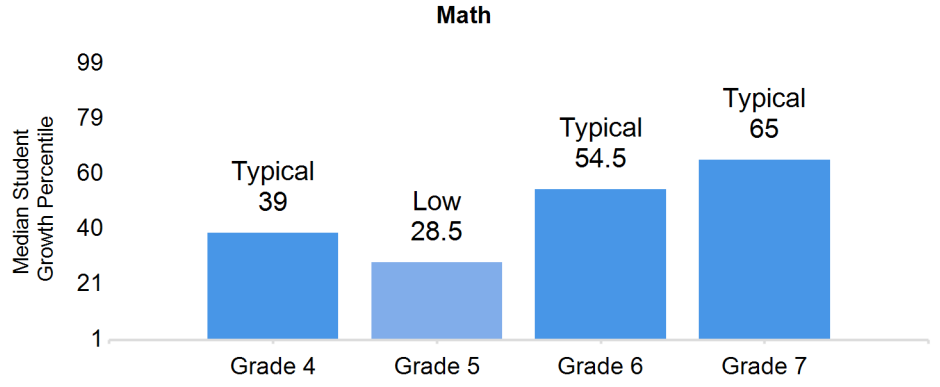




Student Growth by Grade

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





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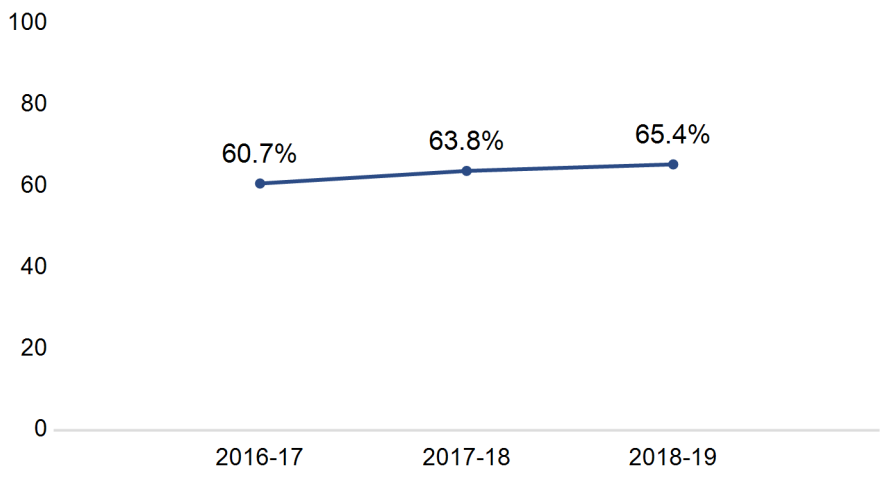
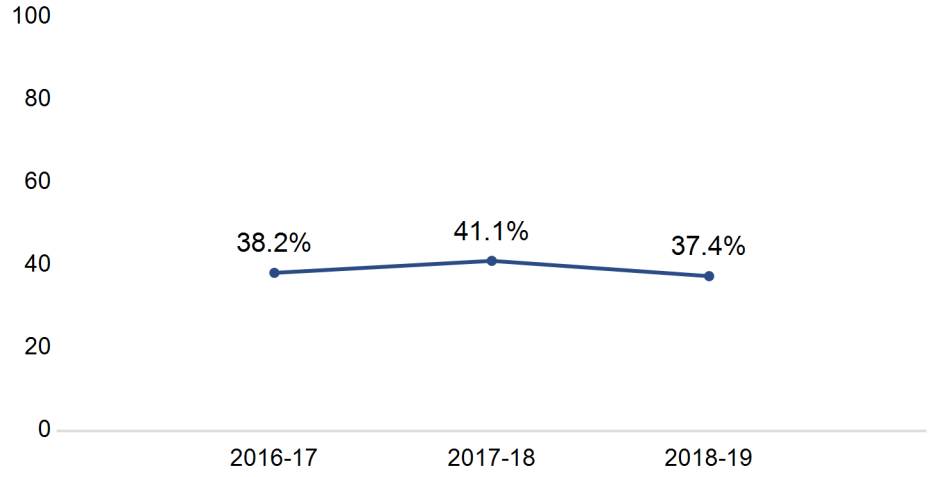
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	97.2%	97.8%	98.1%	97.2%	97.9%
Proficiency Rate for Federal Accountability	60.7%	63.8%	65.4%	38.2%	41.1%	37.4%
Annual Target	55.4%	56.7%	58.0%	39.8%	41.9%	44.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	630	97.8	65.4	49.7	57.9	65.4	58	Met Target
White	62	95.4	72.6	55.9	66.9	72.6	67.9	Met Target
Hispanic	498	98.0	63.5	46.4	43.9	63.5	55.3	Met Target
Black or African American	*	*	*	34.3	38.5	*	65.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	78.4	77.0	82.9	78.4	67	Met Target
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	310	98.4	71.3	55.2	64.8	71.3		
Male	320	97.3	59.7	44.5	51.3	59.7		
Economically Disadvantaged Students	493	97.8	63.1	45.3	40.0	63.1	56.3	Met Target
Non-Economically Disadvantaged Students	137	97.9	73.7	56.3	67.9	73.7		
Students with Disabilities	87	92.6	21.8	14.4	22.7	21.5	21.4	Met Target
Students without Disabilities	543	98.7	72.4	56.2	65.1	72.4		
English Learners	53	100.0	15.1	16.0	29.3	15.1	20.5	Met Target†
Non-English Learners	577	97.6	70.0	53.6	60.6	70.0		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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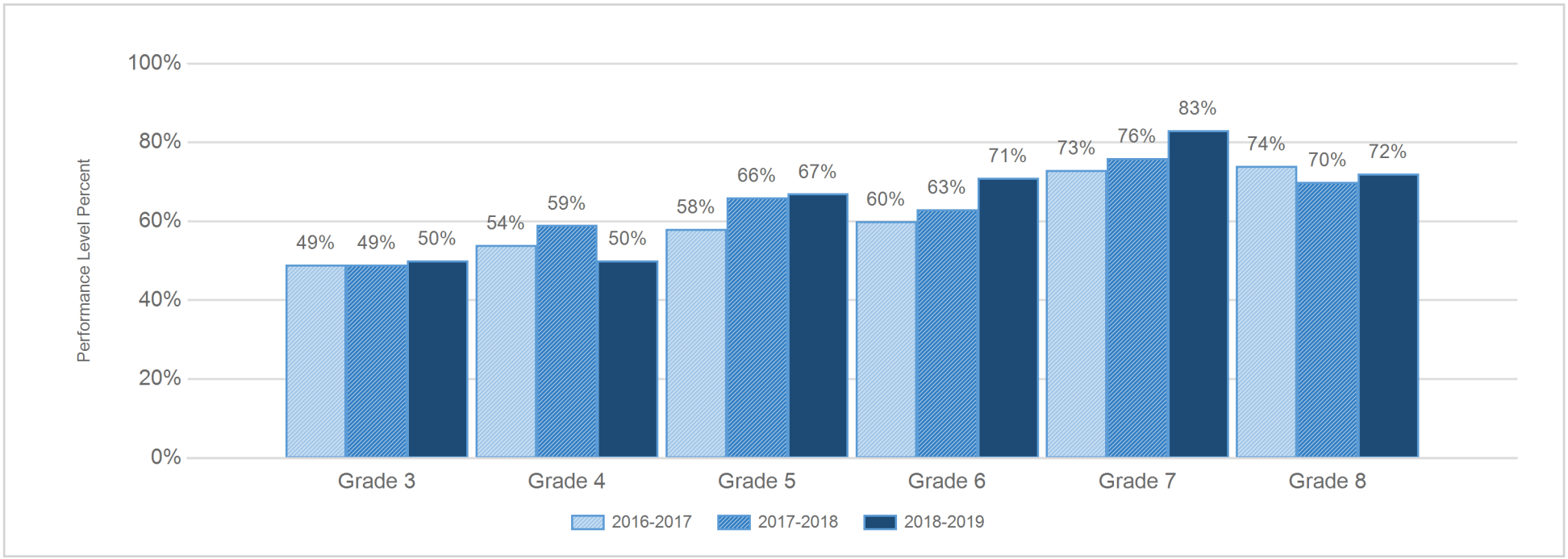
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	742	746	748	21%	14%	16%	*	*	50%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	90	738	739	734	22%	16%	18%	*	*	44%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	58	742	*	753	19%	*	*	*	*	48%	55%
Male	51	742	*	743	24%	*	*	*	*	51%	46%
Economically Disadvantaged Students	85	735	735	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	24	770	762	759	*	*	*	*	*	67%	61%
Students with Disabilities	12	688	697	719	*	*	*	*	*	*	24%
Students without Disabilities	97	749	753	754	*	*	*	*	*	*	56%
English Learners	17	697	718	713	*	*	*	*	*	*	17%
Non-English Learners	92	751	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	751	753	755	*	20%	20%	*	*	50%	57%
White	10	762	760	763	*	*	*	*	*	70%	67%
Hispanic	72	745	748	743	*	25%	24%	*	*	42%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	751	757	760	*	*	*	*	*	50%	62%
Male	52	751	749	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	74	745	*	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	20	773	*	765	*	*	*	*	*	65%	69%
Students with Disabilities	18	711	712	725	*	*	*	*	*	*	25%
Students without Disabilities	76	760	759	761	*	*	*	*	*	*	64%
English Learners	12	713	727	720	*	*	0%	*	*	17%	17%
Non-English Learners	82	756	757	758	*	*	23%	*	*	55%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	760	748	756	*	*	20%	56%	10%	67%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	75	759	745	743	*	*	23%	*	*	65%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	47	767	754	761	*	*	*	*	*	70%	64%
Male	49	753	742	750	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	76	758	744	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	20	768	755	766	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	11	720	717	713	*	*	*	*	*	27%	11%
Non-English Learners	85	765	752	758	*	*	*	*	*	72%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	767	748	754	*	*	21%	47%	24%	71%	56%
White	14	775	756	762	*	0%	*	*	*	71%	65%
Hispanic	91	768	745	743	*	*	18%	51%	23%	74%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	56	774	*	762	*	*	*	*	*	80%	64%
Male	62	761	*	748	*	*	*	*	*	63%	48%
Economically Disadvantaged Students	92	763	*	740	*	*	*	50%	18%	68%	39%
Non-Economically Disadvantaged Students	26	782	755	763	*	*	*	38%	42%	81%	67%
Students with Disabilities	11	738	708	722	*	*	*	*	*	27%	19%
Students without Disabilities	107	770	755	761	*	*	*	*	*	76%	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	N	N	731	729	N	N	N	N	N	N	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	780	755	761	*	*	9%	40%	43%	83%	63%
White	11	786	760	769	*	0%	0%	*	*	91%	72%
Hispanic	92	779	751	747	0%	*	*	41%	40%	82%	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	56	788	762	769	*	*	*	39%	50%	89%	71%
Male	56	772	748	753	*	*	*	41%	36%	77%	55%
Economically Disadvantaged Students	88	777	*	743	*	*	*	*	*	81%	45%
Non-Economically Disadvantaged Students	24	791	*	771	*	*	*	*	*	92%	73%
Students with Disabilities	16	746	706	720	*	*	*	*	*	44%	22%
Students without Disabilities	96	786	763	769	*	*	*	*	*	90%	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	771	751	762	*	*	22%	48%	23%	72%	63%
White	12	773	755	770	*	0%	*	*	*	75%	72%
Hispanic	74	771	746	747	0%	*	*	*	*	72%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	51	785	760	771	*	*	*	*	*	86%	71%
Male	44	756	*	753	*	*	*	*	*	55%	55%
Economically Disadvantaged Students	74	770	747	743	*	*	*	*	*	73%	45%
Non-Economically Disadvantaged Students	21	775	758	772	*	*	*	*	*	67%	72%
Students with Disabilities	14	743	711	721	*	*	*	*	*	29%	22%
Students without Disabilities	81	776	759	770	*	*	*	*	*	79%	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	N	N	732	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	637	97.9	37.4	33.6	44.5	37.4	44	Not Met
White	62	95.4	59.7	45.3	54.1	59.7	58.2	Met Target
Hispanic	502	98.1	33.7	27.2	28.8	33.7	41.7	Not Met
Black or African American	*	*	*	16.7	23.0	*	25.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	40	100.0	47.5	64.6	76.5	47.5	64.5	Not Met
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	314	98.4	34.1	34.0	44.9	34.1		
Male	323	97.3	40.6	33.3	44.2	40.6		
Economically Disadvantaged Students	496	97.8	33.7	29.3	26.3	33.7	41.5	Not Met
Non-Economically Disadvantaged Students	141	97.9	50.4	39.8	54.9	50.4		
Students with Disabilities	87	92.6	*	*	17.4	*	17.1	Not Met
Students without Disabilities	550	98.8	*	*	50.0	*		
English Learners	60	100.0	11.7	16.0	25.0	11.7	24.2	Not Met
Non-English Learners	577	97.6	40.0	36.0	46.5	40.0		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

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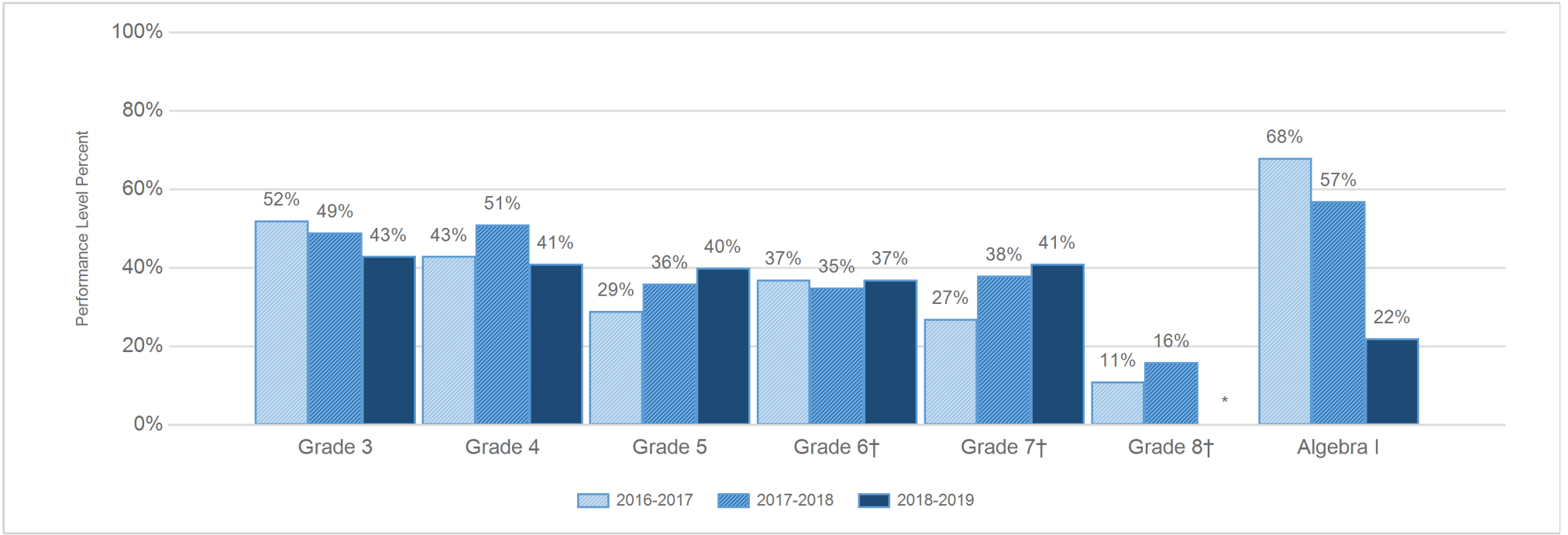
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	746	747	752	*	19%	32%	*	*	43%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	90	742	740	739	*	21%	32%	*	*	40%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	59	740	*	751	*	*	31%	*	*	39%	54%
Male	52	753	*	752	*	*	33%	*	*	48%	56%
Economically Disadvantaged Students	85	741	738	737	*	*	*	*	*	36%	37%
Non-Economically Disadvantaged Students	26	764	759	761	*	*	*	*	*	65%	67%
Students with Disabilities	12	722	714	731	*	*	*	*	*	*	31%
Students without Disabilities	99	749	752	756	*	*	*	*	*	*	60%
English Learners	19	729	732	728	*	*	*	*	*	16%	26%
Non-English Learners	92	750	751	754	*	*	*	*	*	49%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	742	740	749	*	26%	23%	*	*	41%	51%
White	10	759	748	757	0%	*	*	*	*	70%	62%
Hispanic	73	736	735	737	*	29%	27%	*	*	33%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	43	738	739	749	*	33%	28%	*	*	33%	50%
Male	52	745	741	749	*	21%	19%	*	*	48%	52%
Economically Disadvantaged Students	74	736	*	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	21	760	*	759	*	*	*	*	*	62%	63%
Students with Disabilities	18	713	714	726	*	*	*	*	*	*	25%
Students without Disabilities	77	748	744	754	*	*	*	*	*	*	56%
English Learners	13	722	723	722	*	*	*	*	*	*	18%
Non-English Learners	82	745	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	742	736	747	*	30%	25%	*	*	40%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	75	741	733	735	*	32%	28%	*	*	37%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	47	739	737	747	*	30%	*	*	*	32%	47%
Male	49	745	736	747	*	31%	*	*	*	47%	47%
Economically Disadvantaged Students	76	738	732	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	20	756	742	757	*	*	*	*	*	50%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	11	726	720	718	*	*	*	*	*	18%	12%
Non-English Learners	85	744	739	749	*	*	*	*	*	42%	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	741	731	741	*	28%	32%	*	*	37%	41%
White	14	759	743	749	*	*	*	*	*	50%	51%
Hispanic	92	740	726	729	*	29%	30%	*	*	38%	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	743	*	742	*	29%	34%	*	*	36%	42%
Male	62	739	*	740	*	27%	29%	*	*	37%	40%
Economically Disadvantaged Students	93	738	*	726	*	*	*	*	*	33%	21%
Non-Economically Disadvantaged Students	27	751	738	750	*	*	*	*	*	48%	53%
Students with Disabilities	11	722	703	716	*	*	*	*	*	*	12%
Students without Disabilities	109	743	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	743	737	744	*	22%	32%	*	*	41%	42%
White	11	758	747	751	0%	*	0%	*	*	73%	53%
Hispanic	93	741	732	733	*	22%	37%	*	*	35%	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	57	744	*	744	*	21%	35%	*	*	39%	42%
Male	56	743	736	743	*	23%	29%	*	*	43%	42%
Economically Disadvantaged Students	89	741	734	731	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	24	751	*	751	*	*	*	*	*	58%	53%
Students with Disabilities	16	714	708	718	*	*	*	*	*	*	13%
Students without Disabilities	97	748	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	712	728	*	*	*	*	*	*	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	N	N	706	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	N	N	716	731	N	N	N	N	N	N	31%
Male	*	*	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	N	N	694	707	N	N	N	N	N	N	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	N	N	714	730	N	N	N	N	N	N	30%
Homeless Students	N	N	709	709	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	732	729	744	*	33%	38%	*	*	22%	42%
White	12	751	738	752	0%	*	*	*	*	58%	53%
Hispanic	74	728	724	728	*	36%	39%	*	*	15%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	51	734	730	745	*	27%	41%	*	*	24%	44%
Male	44	730	729	743	*	39%	34%	*	*	20%	41%
Economically Disadvantaged Students	74	734	728	727	*	*	*	*	*	23%	23%
Non-Economically Disadvantaged Students	21	724	732	752	*	*	*	*	*	19%	52%
Students with Disabilities	14	712	706	717	*	*	*	*	*	*	12%
Students without Disabilities	81	736	732	748	*	*	*	*	*	*	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	28.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	80.0%	20.0%
3-4	63	*	*
5 or more	26	88.5%	11.5%

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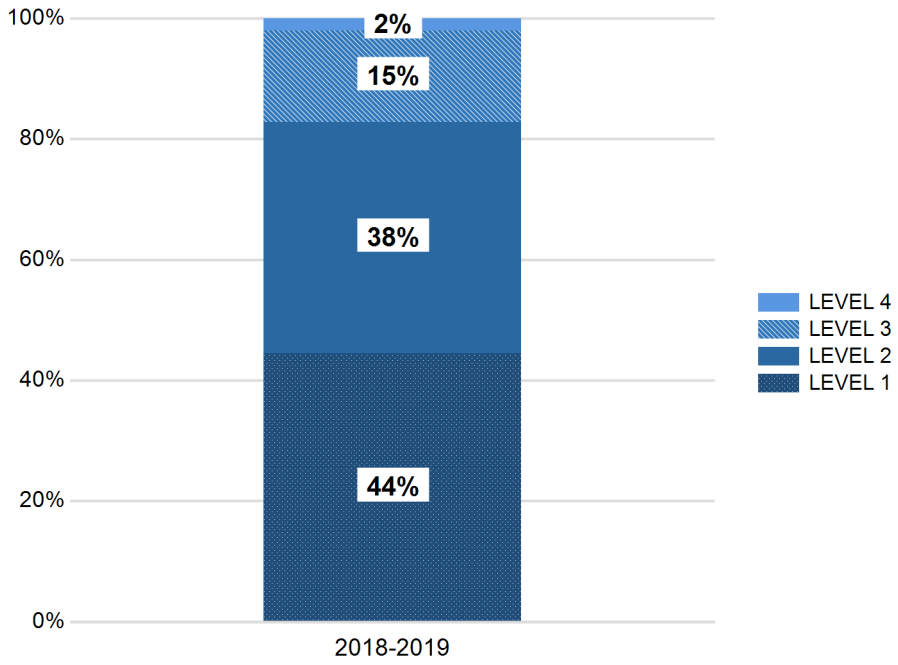
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	44	38	15	2
White	*	*	*	*
Hispanic	47	37	13	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	44	15	0
Male	47	33	16	4
Economically Disadvantaged Students	47	38	13	3
Non-Economically Disadvantaged Students	35	40	25	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	82	18	0	0
Non-English Learners	40	41	17	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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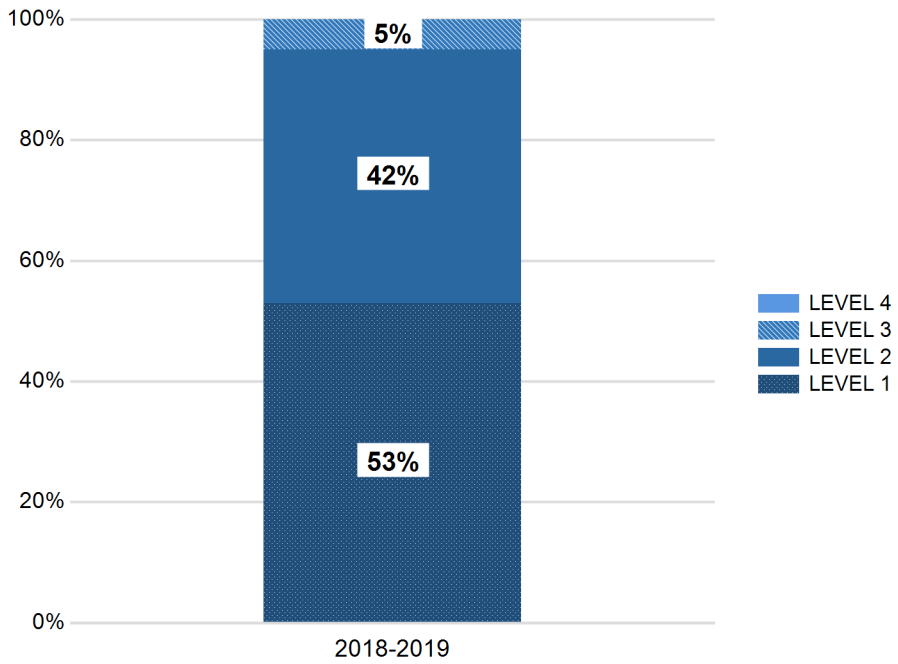
NJSLA Science Assessment: Grade 8 Summary

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	53	42	5	0
White	42	50	8	0
Hispanic	55	40	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	53	6	0
Male	65	31	4	0
Economically Disadvantaged Students	49	46	5	0
Non-Economically Disadvantaged Students	65	30	4	0
Students with Disabilities	86	14	0	0
Students without Disabilities	47	47	6	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	118
7	0	0	113
8	96	0	0
Total	96	0	231

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	118
7	0	0	0	0	0	0	113
8	0	0	0	0	0	0	96
Total	0	0	0	0	0	0	327

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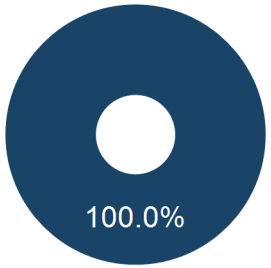
Visual and Performing Arts – Course Participation

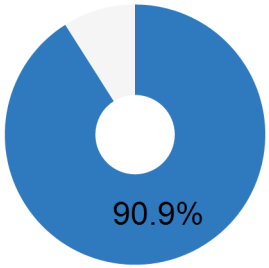
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

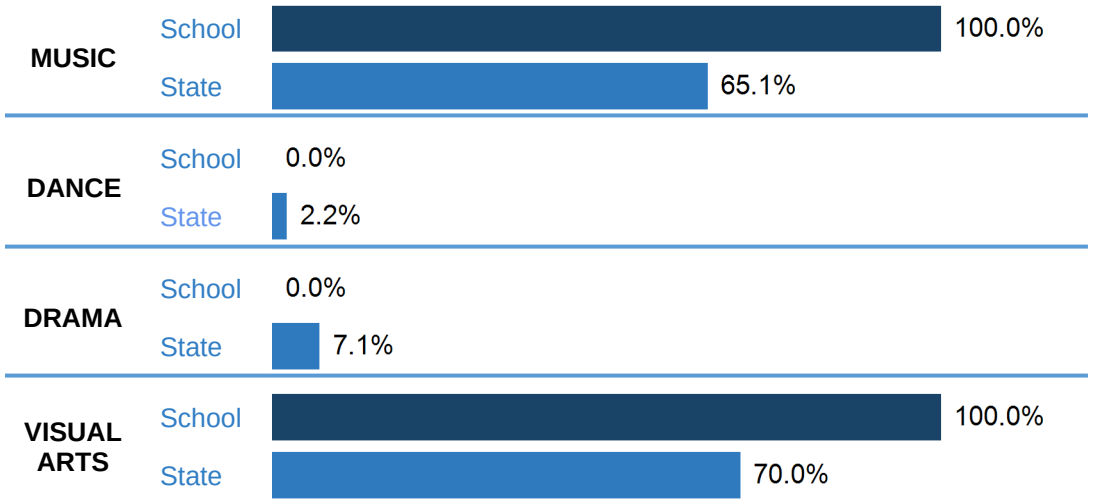


School



State

Students enrolled in one or more classes by discipline:



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

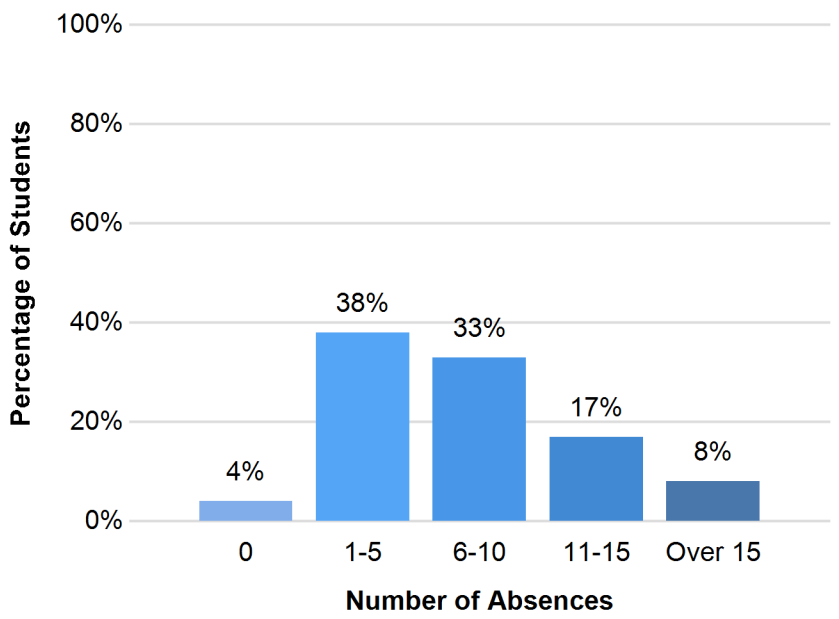
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	45	4.7	9.0	Met
White	5	5.0	9.0	Met
Hispanic	34	4.5	9.0	Met
Black or African American	3	9.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	2	3.2	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.7	**	**
Female	21	4.3		
Male	24	5.1		
Economically Disadvantaged Students	38	5.1	9.0	Met
Students with Disabilities	16	12.5	9.0	Not Met
English Learners	2	1.7	9.0	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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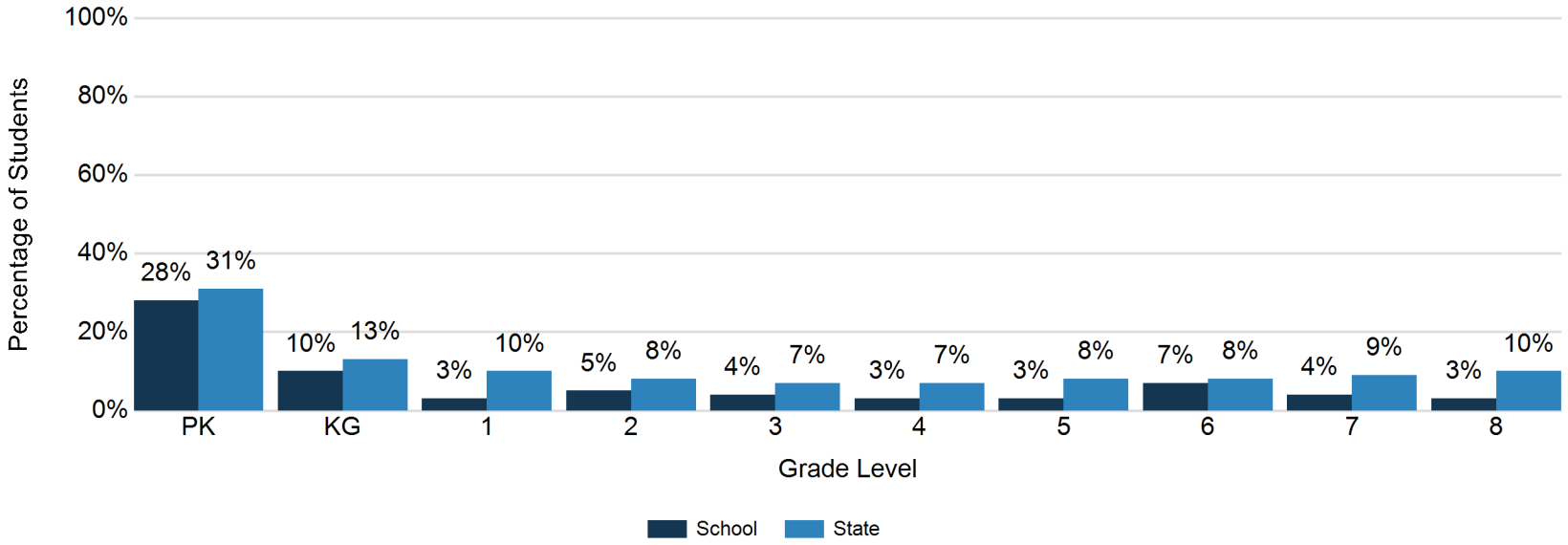
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.29

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	83	118,214
Average years experience in public schools	16.6	12.1
Average years experience in district	16.6	10.8
Percentage of Teachers with 4 or more years experience in the district	91.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	512:1	226:1
Teachers to Administrators	42:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	84.3%	50.0%	48.4%	77.1%	54.9%
Male	48.9%	15.7%	50.0%	51.6%	22.9%	45.1%
White	10.6%	74.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	77.1%	13.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	8.4%	0.0%	15.0%	6.6%	13.9%
Asian	7.1%	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	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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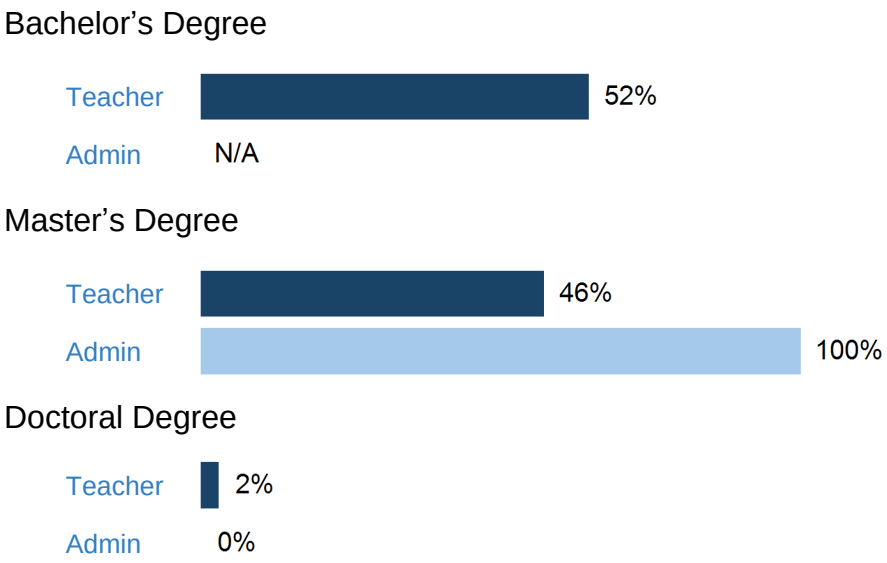
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Christa McAuliffe School
(17-2390-250)
Grades Offered: PK-08
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	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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2018-2019

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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	60.7%	63.8%	65.4%
Math Proficiency	38.2%	41.1%	37.4%
ELA Growth	66	65	59
Math Growth	51	52	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.9%	28.6%
Chronic Absenteeism	4.3%	5.2%	4.7%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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.

Highlights:	• We have a partnership with the Grammy Museum where our students write and produced original music highlighting environmental awareness. • Project Reservoir, an award winning STEAM program for children in grades 5-8, gives students various opportunities to study in depth science applications to solve world problems.
Mission, Vision, Theme:	Challenge every student, every day, in every way.
Awards, Recognition, Accomplishments:	Our Project Reservoir teams have received many awards. We were Lexus Eco Challenge Finalist or First Place winner 5 times and champion 3 times. We have been Ecybermission finalists 4 times and Steam Tank Finalists 2016-2018. We have also received many academic and athletic accolades.

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Courses, Curriculum, Instruction:	We offer HOPE classes in grade 3-8. We offer Algebra to all 8th graders and they all participate in the PSATs. We utilize the Reading Street curriculum in grades K-5 and the Moving with Math program in grades K-7. Holt McDougal is utilized in grades 6-8 ELA
Clubs and Activities:	Project Reservoir, Concert band, Rock band, Choir and a variety of other programs are offered for grades 3-8.

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Before and After School Programs:	Students have the opportunity to participate in Music, STEM, Project Reservoir, PSAT and PARCC prep, academic support and enrichment, and recreational programs among others throughout the year. We also have a Morning Stars and Casper programs at the school.
Staff and Professional Learning:	Our teachers participate in professional development within the district and at the school level. We also work to have our teacher leaders provide additional workshops. Teachers participate in inter-classroom visitation and meet regularly as departments and grade levels to further enhance their instructional practices.

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Student Supports and Services:	We have self-contained classes, in-class support classes and resource teachers to service our special education students. We offer ESL programs for those students determined in need.
Student Health and Wellness:	All students are provided with breakfast and we have a production kitchen for lunches. Students are provided with daily recess and physical education classes twice a week throughout the school year. We look to incorporate a sports recreational program as part of our afterschool programs.
Parent and Community Involvement:	Our school has a strong Parent Student Association. They conduct monthly meetings and activities to encourage students of all ages. We also sponsor nights at all grade levels to celebrate student achievement and learning. We host a monthly Student of the Month celebration with parents.

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Facilities:	Three years ago we launched our MaryAnn Hammer STEM lab that is used by all classes in the building with state of the art technology including 3D printers. Our library also has recently been refurbished.
School Safety:	We have two guidance counselors that work with our students. We also have a wealth of after school programs and projects to tap into all the interests of our students.

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Technology and STEM:	Students have access to chromebooks, laptops, desktops, iPads, etc. Students also have the ability to work in our STEM lab along with their teachers throughout the day.
Early Childhood Education:	We offer a full day Pre-K program for a maximum of 90 students. We have been able to serve all our Pre-K students within our classrooms at PS #28.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Terry Watkins-Williams
Address	96 SUSSEX ST JERSEY CITY, NJ 07302-4402
Phone Number	201-915-6450
Email Address	twatkinswilliams@jcboe.org
Website	http://www.jcboe.org/

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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	0	0	176
KG	97	107	115
1	101	107	103
2	85	96	94
3	54	81	86
4	55	51	59
5	48	55	50
Total	440	497	683

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	51.1%	49.5%	48.5%
Male	48.9%	50.5%	51.5%
Economically Disadvantaged Students	13.6%	10.7%	13.2%
Students with Disabilities	5.2%	4.4%	3.5%
English Learners	5.5%	5.4%	3.7%
Homeless Students	1.6%	0.6%	0.0%
Students in Foster Care	0.2%	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	21.4%	22.1%	25.0%
Hispanic	11.4%	9.3%	8.2%
Black or African American	7.3%	6.8%	8.3%
Asian	53.0%	48.7%	49.2%
Native Hawaiian or Pacific Islander	0.9%	1.6%	2.0%
American Indian or Alaska Native	0.0%	0.2%	0.4%
Two or More Races	6.1%	11.3%	6.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	176
KG - Half Day	0	0	0
KG - Full Day	97	107	115

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	63.3%
Hindi	10.7%
Russian	3.2%
Uncoded languages	2.8%
Chinese	2.6%
Other Languages	17.4%

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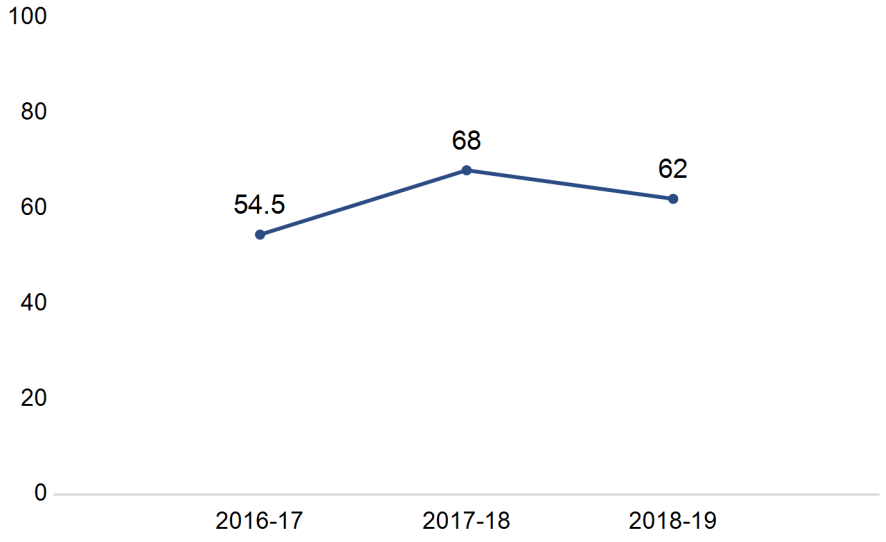
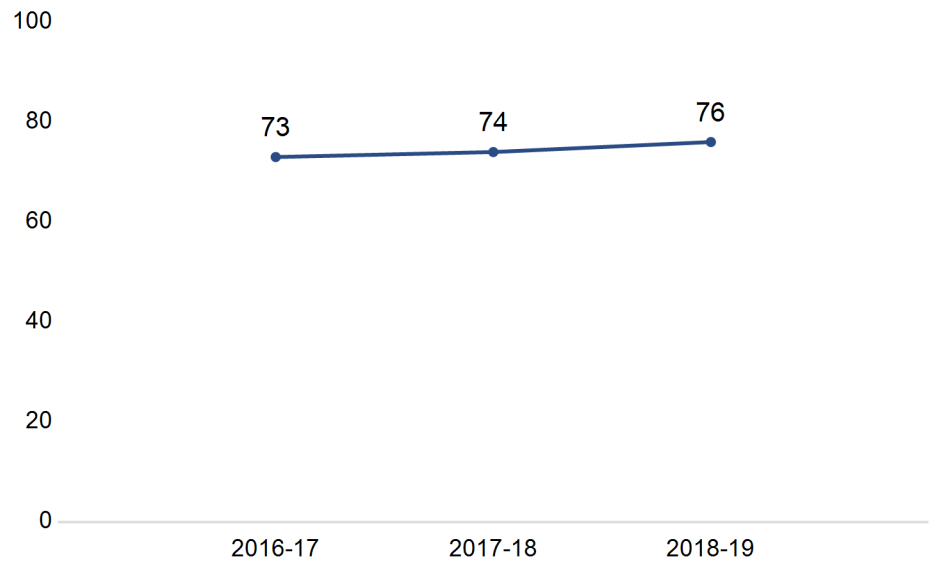
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54.5	68	62	73	74	76
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	52	50	Exceeds Standard	76	46	50	Exceeds Standard
White	62.5	57	50	Exceeds Standard	70	52	52	Exceeds Standard
Hispanic	*	50	49	**	*	45	47	**
Black or African American	*	48	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	65.5	61	59	Exceeds Standard	80	58	60	Exceeds Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	65	55	53	N	69	45	50	N
Male	59.5	50	47	N	80	48	51	N
Economically Disadvantaged Students	50	52	48	**	59	45	46	**
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	*	55	52	**	*	50	50	**
Homeless Students	N	52	43	N	N	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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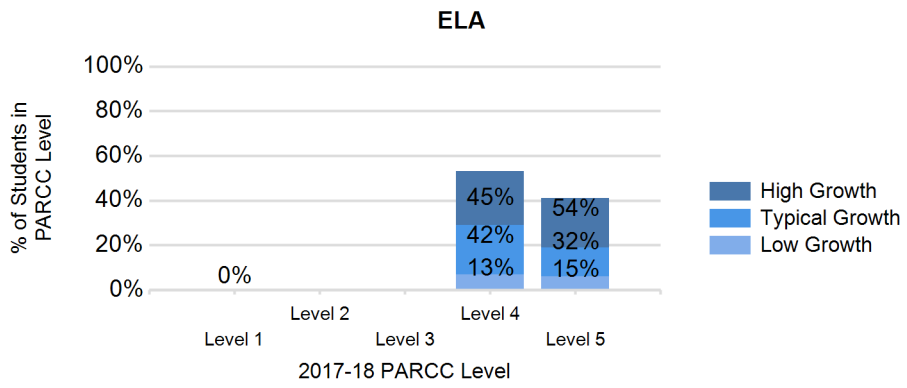
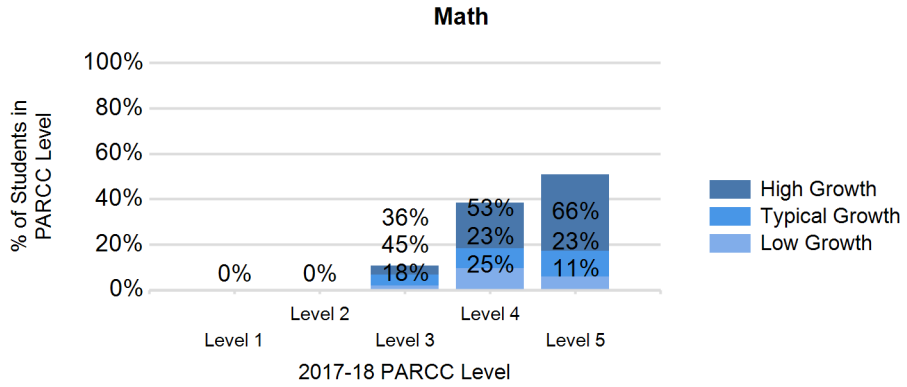
Student Growth by Performance Level

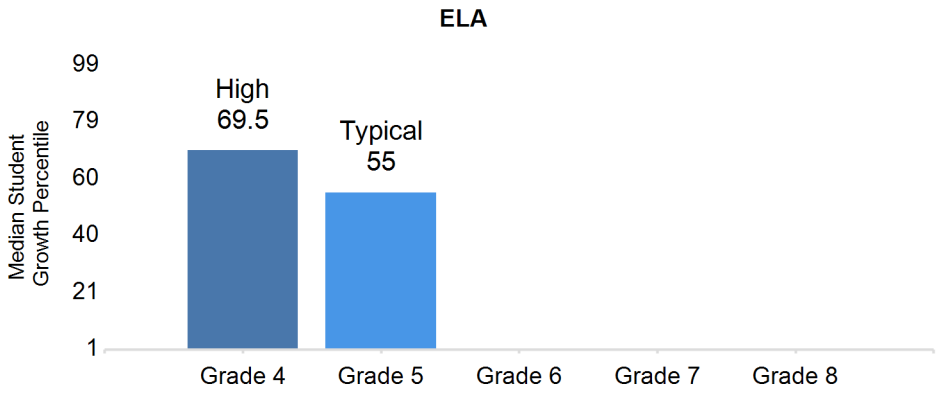
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

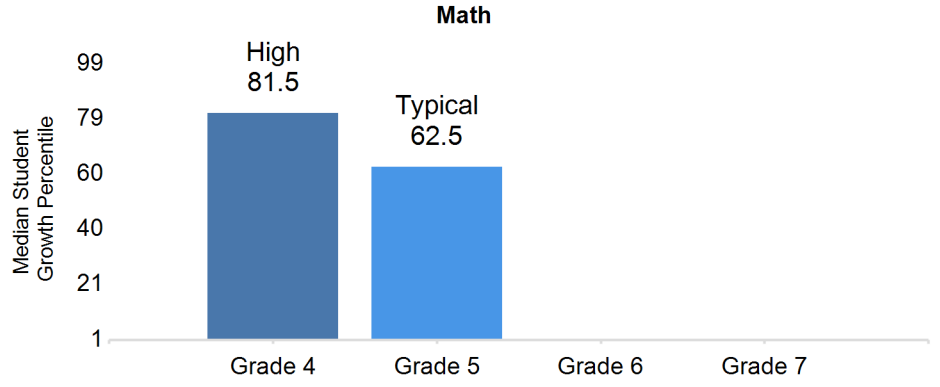




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

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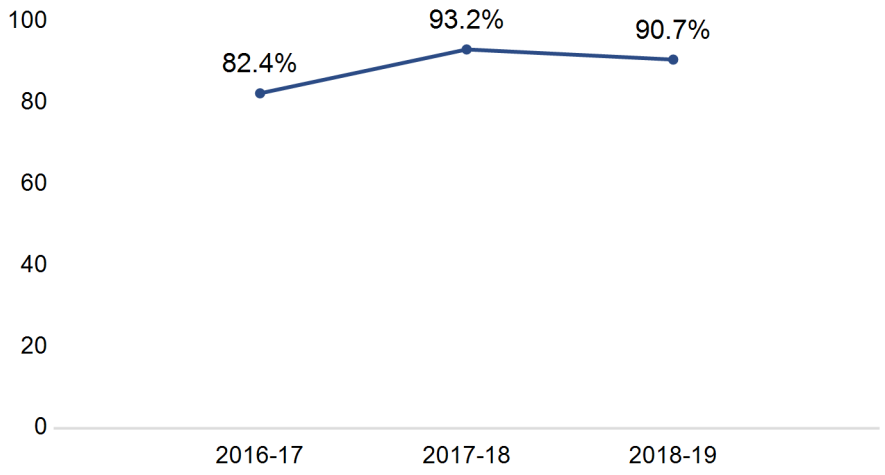
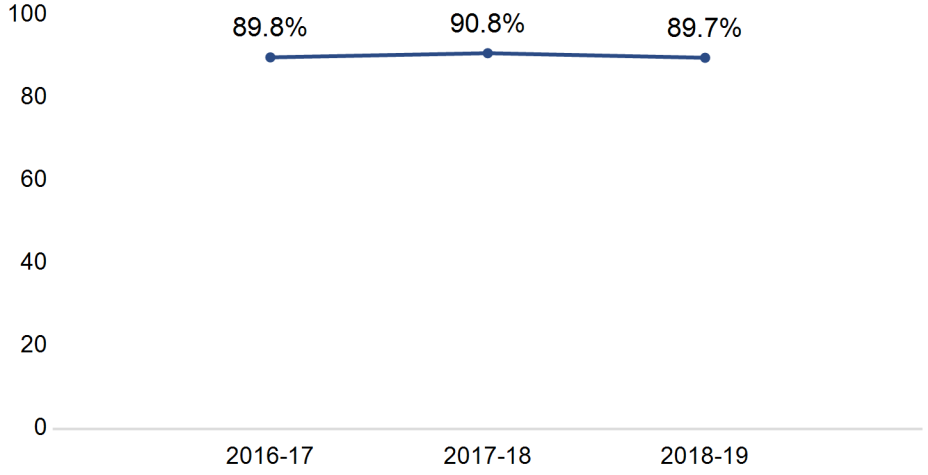
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	82.4%	93.2%	90.7%	89.8%	90.8%	89.7%
Annual Target	77.4%	77.6%	77.7%	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 Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-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	193	100.0	90.7	49.7	57.9	90.7	77.7	Met Goal
White	44	100.0	93.2	55.9	66.9	93.2	80	Met Goal
Hispanic	12	100.0	83.3	46.4	43.9	83.3	**	**
Black or African American	15	100.0	80.0	34.3	38.5	80.0	**	**
Asian, Native Hawaiian, or Pacific Islander	108	100.0	91.7	77.0	82.9	91.7	80	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	14	100.0	92.9	67.7	64.4	92.9	**	**
Female	98	100.0	94.9	55.2	64.8	94.9		
Male	95	100.0	86.3	44.5	51.3	86.3		
Economically Disadvantaged Students	24	100.0	75.0	45.3	40.0	75.0	55.8	Met Target
Non-Economically Disadvantaged Students	169	100.0	92.9	56.3	67.9	92.9		
Students with Disabilities	13	100.0	61.5	14.4	22.7	61.5	**	**
Students without Disabilities	180	100.0	92.8	56.2	65.1	92.8		
English Learners	12	100.0	75.0	16.0	29.3	75.0	**	**
Non-English Learners	181	100.0	91.7	53.6	60.6	91.7		
Homeless Students	N	N	N	31.1	29.1	N		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

Report Key:
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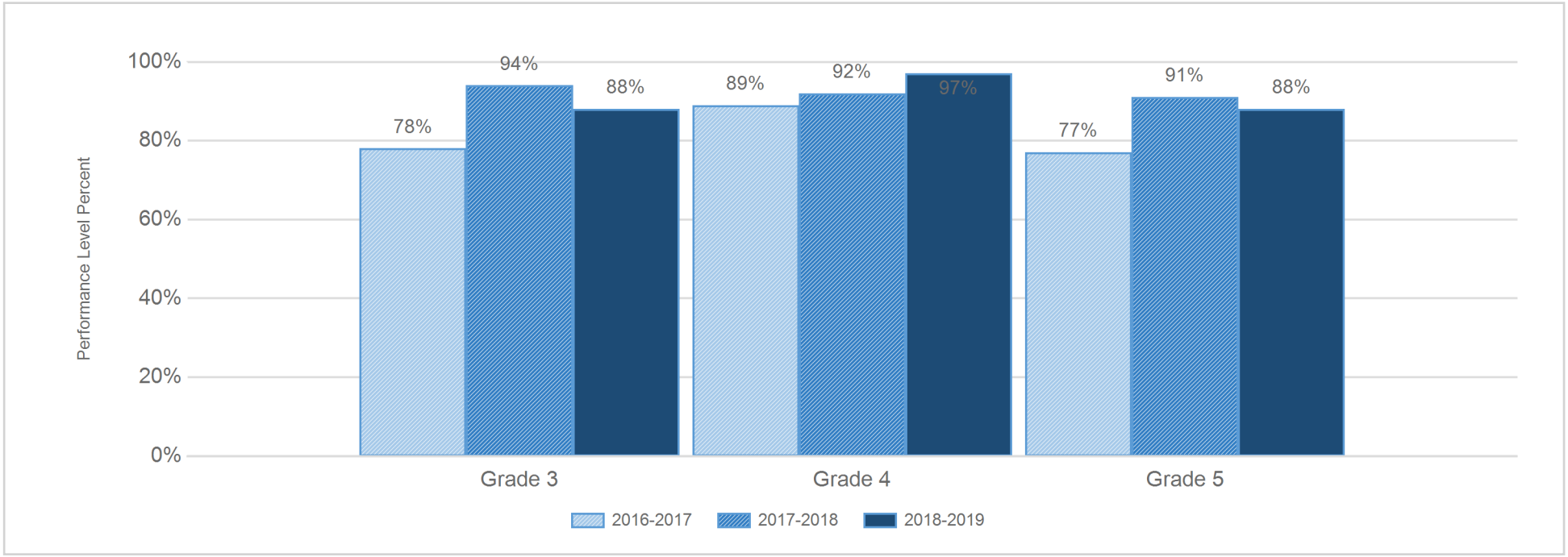
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	797	746	748	*	*	*	45%	43%	88%	50%
White	20	787	749	757	0%	*	*	*	*	90%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	49	810	780	773	0%	*	*	31%	61%	92%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	41	806	*	753	*	*	*	49%	51%	100%	55%
Male	45	789	*	743	*	*	*	42%	36%	78%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	800	753	755	0%	0%	*	*	*	97%	57%
White	12	790	760	763	0%	0%	0%	*	*	100%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	33	808	781	779	0%	0%	*	*	*	97%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	31	801	757	760	0%	0%	*	*	*	94%	62%
Male	29	799	749	750	0%	0%	*	*	*	100%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	791	748	756	0%	*	*	43%	45%	88%	58%
White	12	797	758	764	0%	0%	*	*	*	92%	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	27	794	776	781	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	26	794	754	761	0%	*	*	*	*	88%	64%
Male	23	788	742	750	0%	*	*	*	*	87%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	755	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	100.0	89.7	33.6	44.5	89.7	80	Met Goal
White	45	100.0	93.3	45.3	54.1	93.3	80	Met Goal
Hispanic	13	100.0	61.5	27.2	28.8	61.5	**	**
Black or African American	15	100.0	73.3	16.7	23.0	73.3	**	**
Asian, Native Hawaiian, or Pacific Islander	108	100.0	93.5	64.6	76.5	93.5	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	14	100.0	92.9	58.5	53.3	92.9	**	**
Female	99	100.0	88.9	34.0	44.9	88.9		
Male	96	100.0	90.6	33.3	44.2	90.6		
Economically Disadvantaged Students	24	100.0	66.7	29.3	26.3	66.7	73.8	Met Target†
Non-Economically Disadvantaged Students	171	100.0	93.0	39.8	54.9	93.0		
Students with Disabilities	13	100.0	69.2	*	17.4	69.2	**	**
Students without Disabilities	182	100.0	91.2	*	50.0	91.2		
English Learners	14	100.0	64.3	16.0	25.0	64.3	**	**
Non-English Learners	181	100.0	91.7	36.0	46.5	91.7		
Homeless Students	N	N	N	14.1	17.1	N		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

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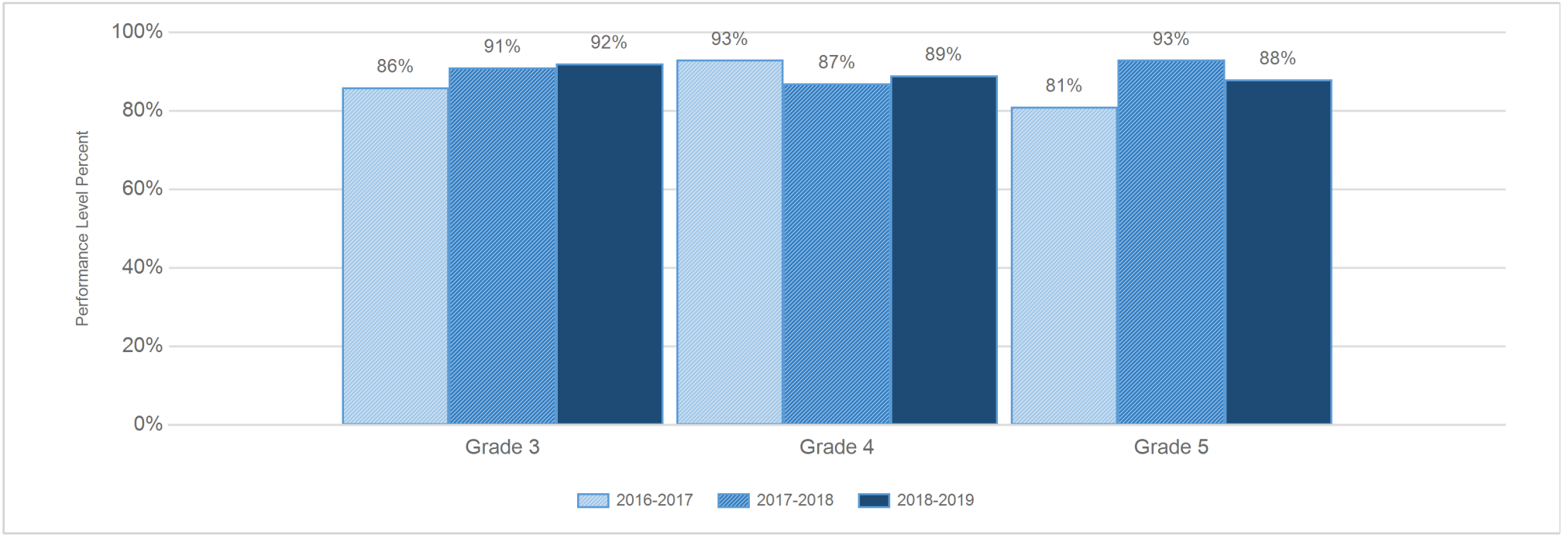
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	799	747	752	*	*	*	34%	58%	92%	55%
White	20	787	755	760	0%	0%	*	*	*	95%	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	49	815	779	778	0%	0%	*	*	*	96%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	41	801	*	751	*	*	*	*	*	93%	54%
Male	45	797	*	752	*	*	*	*	*	91%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	798	740	749	0%	*	*	39%	49%	89%	51%
White	12	780	748	757	0%	0%	*	*	*	92%	62%
Hispanic	*	*	735	737	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	33	812	773	776	0%	0%	*	*	*	97%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	794	739	749	0%	*	*	*	*	84%	50%
Male	29	801	741	749	0%	*	*	*	*	93%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	789	736	747	0%	*	*	40%	48%	88%	47%
White	13	792	745	755	0%	0%	*	*	*	92%	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	27	789	764	775	0%	*	*	*	*	85%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	26	788	737	747	0%	*	*	*	*	88%	47%
Male	24	789	736	747	0%	*	*	*	*	88%	47%
Economically Disadvantaged Students	*	*	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-05
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	88.9%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	47.1%	52.9%
3-4	11	63.6%	36.4%
5 or more	N	N	N

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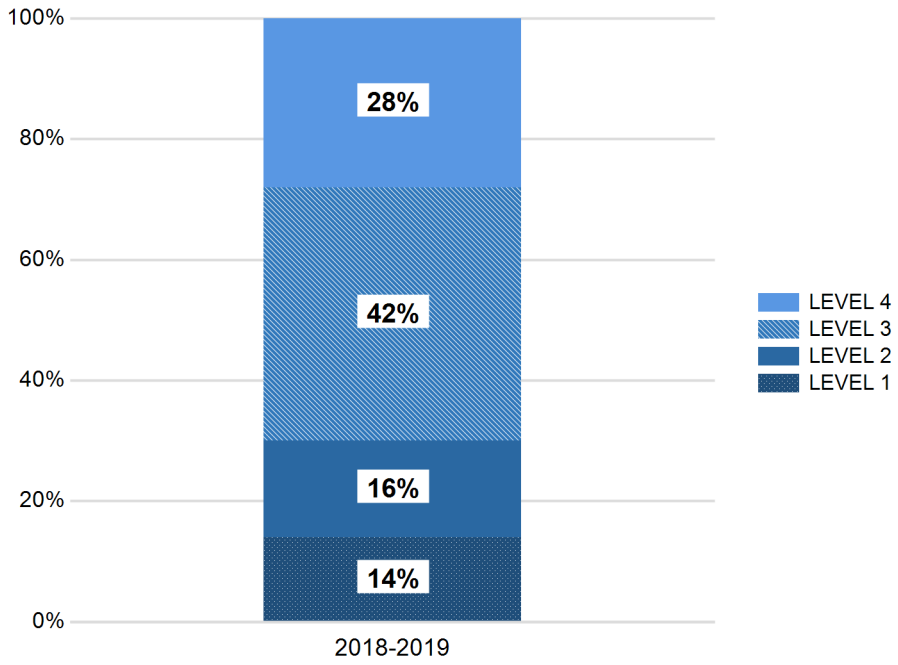
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	14	16	42	28
White	8	23	54	15
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	7	33	41
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	19	38	27
Male	13	13	46	29
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

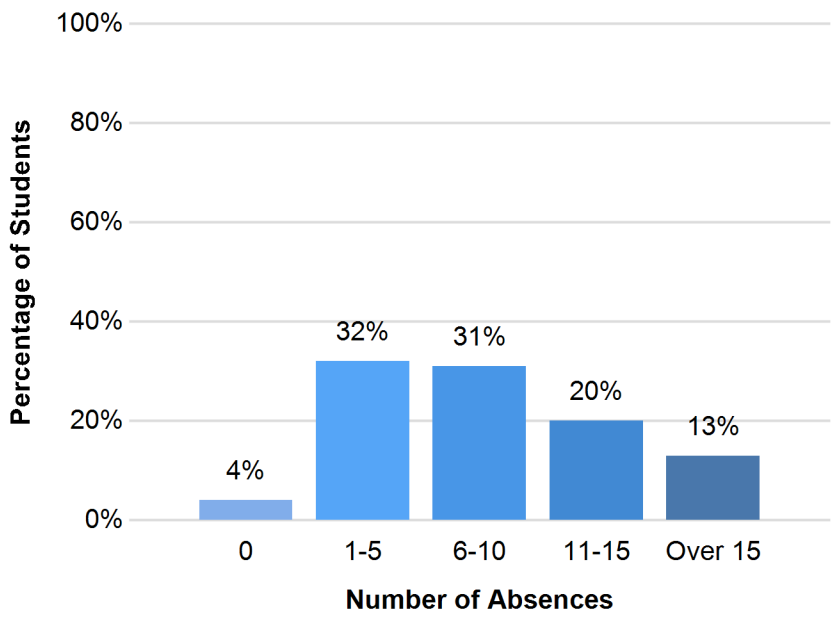
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	7.4	8.9	Met
White	16	12.2	8.9	Not Met
Hispanic	2	5.4	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	17	6.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	4.8	8.9	Met
Female	18	7.3		
Male	20	7.5		
Economically Disadvantaged Students	2	4.2	8.9	Met
Students with Disabilities	1	4.8	8.9	Met
English Learners	4	16.0	8.9	Not 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.



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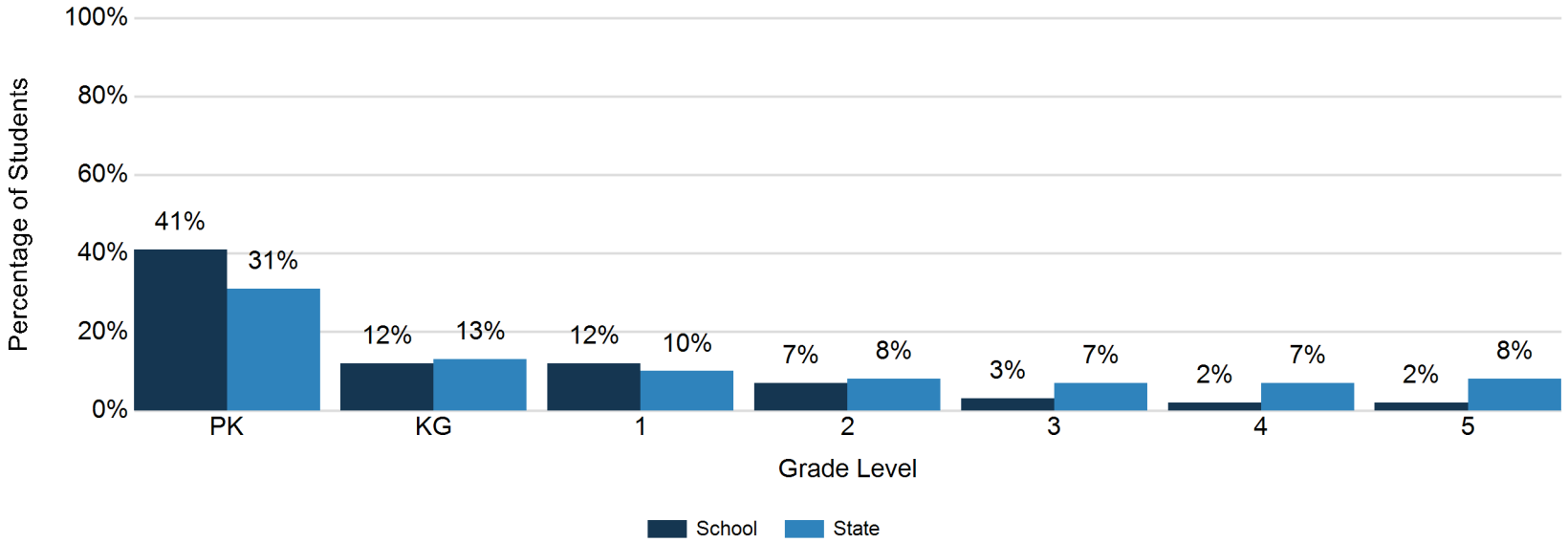
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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

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 Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	2.4:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	20:1	12:1
Students to Administrators	683:1	226:1
Teachers to Administrators	35:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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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 district-level 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	82.9%	0.0%	48.4%	77.1%	54.9%
Male	51.5%	17.1%	100.0%	51.6%	22.9%	45.1%
White	25.0%	65.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.2%	11.4%	100.0%	29.9%	7.3%	7.2%
Black or African American	8.3%	5.7%	0.0%	15.0%	6.6%	13.9%
Asian	49.2%	14.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.0%	2.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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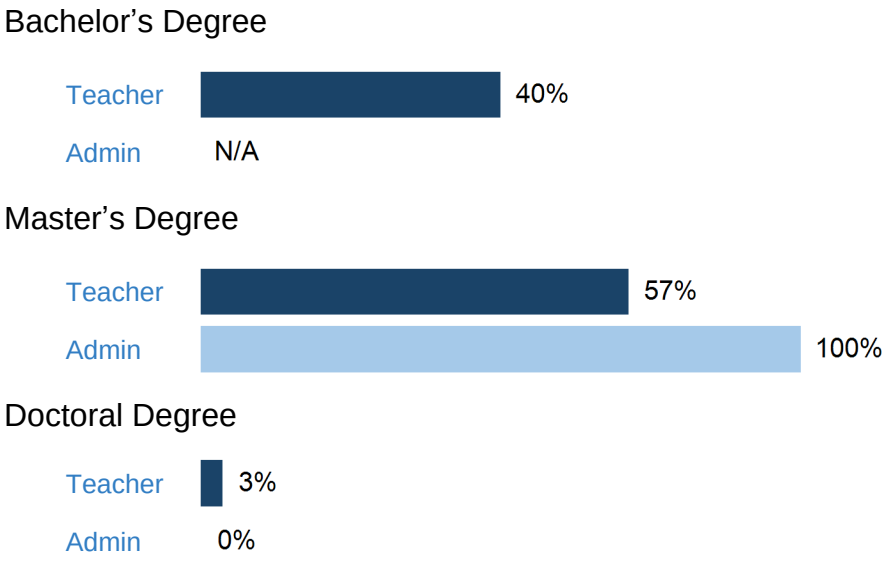
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.8%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	82.4%	93.2%	90.7%
Math Proficiency	89.8%	90.8%	89.7%
ELA Growth	54	68	62
Math Growth	73	74	76
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		92.6%	88.9%
Chronic Absenteeism	4.4%	5.5%	7.4%

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
Grades Offered: PK-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

Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Not 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	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
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:	• Cornelia F. Bradford School has exceeded state and district averages in both Language Arts and Mathematics in all testing grades (3-5) for the 2017-2018 school year. • Cornelia F. Bradford School provides an academic summer camp for the students that is run by the CPA and staffed by teachers within the school. • Cornelia F. Bradford offers all students a variety of programs after school such as coding, mock trial club, and swim team.
Mission, Vision, Theme:	Our mission is to create learner-centered classes that encourage all students to take an active role in their learning.
Awards, Recognition, Accomplishments:	Our students have placed in various different academic competitions. In 2018 our 5th grade student won the Science Fair at both the County and State level. In addition, we were awarded 1st and 2nd place in the Jersey City Martin Luther King Oratory Contest resulting in scholarships for those students. Our school has been recognized on multiple occasions for Perfect Attendance.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
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2018-2019

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School Narrative

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Before and After School Programs:	Jersey City Public Schools provides both an morning and afterschool program, Morning Stars and Casper.
Staff and Professional Learning:	Staff are surveyed and PD is developed based on their needs. District mandated PD is also provided to staff.

NJ SCHOOL PERFORMANCE REPORT

Cornelia F. Bradford School
(17-2390-340)
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School Narrative

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Student Health and Wellness:	Students are provided free breakfast. Recess is mandatory and worked into the students daily schedules.
Parent and Community Involvement:	The CPA is an intrical member of our school community.

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Cornelia F. Bradford School
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2018-2019

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School Narrative

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Facilities:	The school provides access to the pool during instructional time i.e. Physical Education and during after hours through community programs.
School Safety:	Positive Behavior Support systems are incorportated within classroom and schoolwide. Students love to earn Bear Bucks!

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Cornelia F. Bradford School
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School Narrative

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

Early Childhood Education:	We offer a full day Pre -K program for 3 and 4 year olds.

NJ SCHOOL PERFORMANCE REPORT

Dr Ronald McNair High School
(17-2390-075)
Grades Offered: 09-12
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:

NJ SCHOOL PERFORMANCE REPORT

Dr Ronald McNair High School
(17-2390-075)
Grades Offered: 09-12
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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Thomas Macagnano
Address	123 COLES STREET JERSEY CITY, NJ 07302
Phone Number	201-418-7617
Email Address	tmacagnano@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

Dr Ronald McNair High School
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	155	177	195
10	181	150	175
11	174	178	150
12	175	173	177
Total	685	678	697

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	58.0%	56.8%	54.2%
Male	42.0%	43.2%	45.8%
Economically Disadvantaged Students	47.3%	44.0%	44.9%
Students with Disabilities	0.1%	0.1%	0.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.1%	0.9%	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	18.5%	19.5%	19.8%
Hispanic	17.8%	18.0%	18.8%
Black or African American	16.8%	15.3%	13.2%
Asian	45.8%	45.6%	45.2%
Native Hawaiian or Pacific Islander	0.4%	0.9%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.7%	1.7%

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	685	678	697
Shared Time Students	0	0	0
Full Time Equivalent	685	678	697

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	43.3%
Spanish	11.8%
Arabic	8.9%
Tagalog	7.2%
Gujarati	5.5%
Other Languages	23.4%

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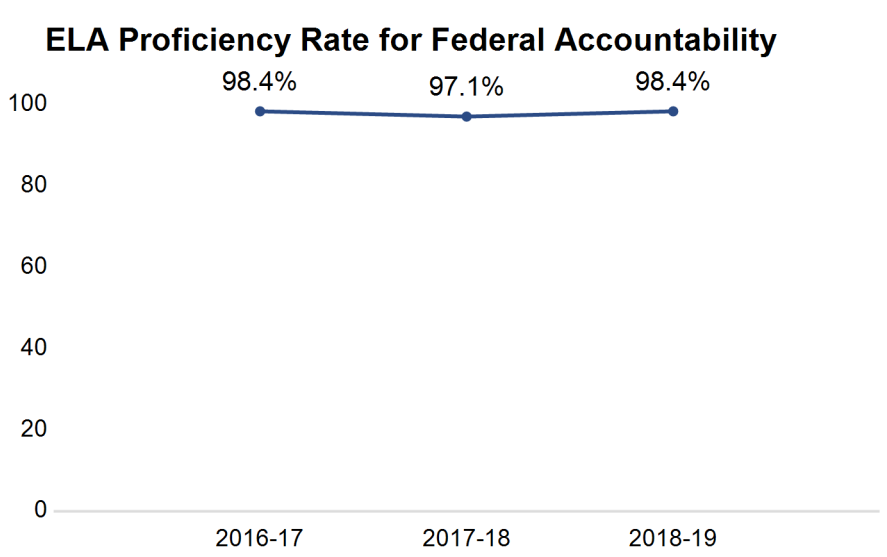
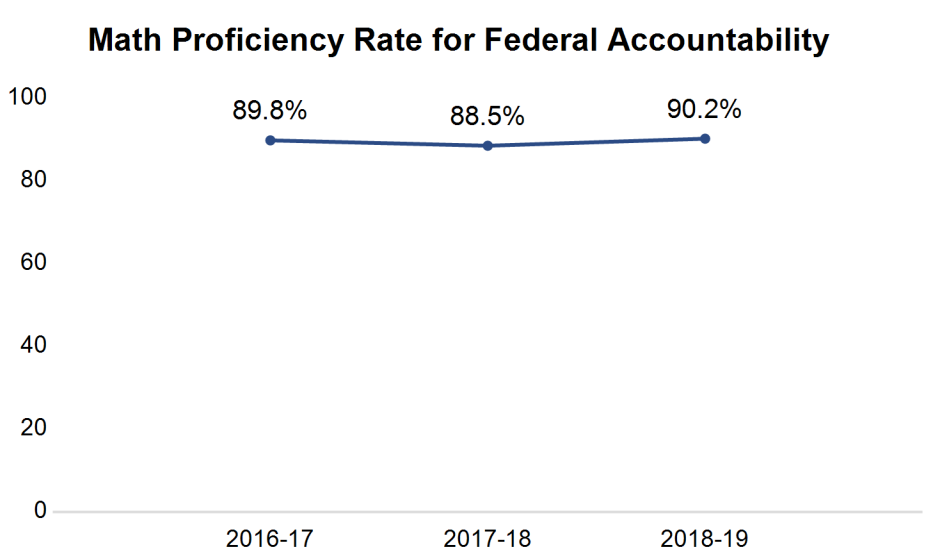
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	99.7%	99.5%
Proficiency Rate for Federal Accountability	98.4%	97.1%	98.4%	89.8%	88.5%	90.2%
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 Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	248	100.0	98.4	49.7	57.9	98.4	80	Met Goal
White	47	100.0	97.9	55.9	66.9	97.9	80	Met Goal
Hispanic	56	100.0	96.4	46.4	43.9	96.4	80	Met Goal
Black or African American	*	*	*	34.3	38.5	*	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	112	100.0	99.1	77.0	82.9	99.1	80	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	117	100.0	98.3	55.2	64.8	98.3		
Male	131	100.0	98.5	44.5	51.3	98.5		
Economically Disadvantaged Students	120	100.0	97.5	45.3	40.0	97.5	80	Met Goal
Non-Economically Disadvantaged Students	128	100.0	99.2	56.3	67.9	99.2		
Students with Disabilities	N	N	N	14.4	22.7	N	**	**
Students without Disabilities	248	100.0	98.4	56.2	65.1	98.4		
English Learners	N	N	N	16.0	29.3	N	**	**
Non-English Learners	248	100.0	98.4	53.6	60.6	98.4		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr Ronald McNair High School
(17-2390-075)
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2018-2019

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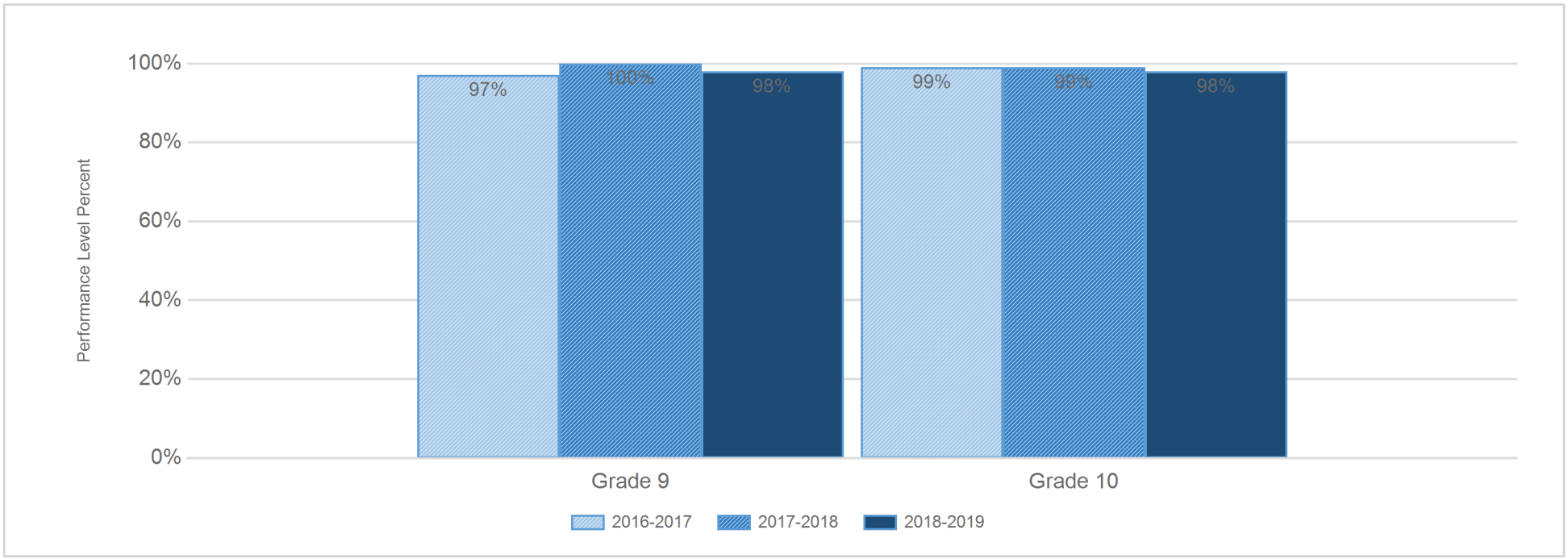
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	802	738	753	0%	0%	*	*	*	98%	56%
White	35	802	749	762	0%	0%	*	*	*	97%	65%
Hispanic	40	802	730	737	0%	0%	*	*	*	98%	40%
Black or African American	*	*	724	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	93	804	771	783	0%	0%	*	*	*	99%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	88	805	744	760	0%	0%	*	*	*	99%	63%
Male	107	799	732	746	0%	0%	*	*	*	98%	49%
Economically Disadvantaged Students	97	798	734	734	0%	0%	*	*	*	98%	36%
Non-Economically Disadvantaged Students	98	806	743	762	0%	0%	*	*	*	99%	65%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	17%
Students without Disabilities	195	802	*	760	0%	0%	*	*	*	98%	63%
English Learners	N	N	689	693	N	N	N	N	N	N	*
Non-English Learners	195	802	744	755	0%	0%	*	*	*	98%	*
Homeless Students	N	N	721	720	N	N	N	N	N	N	21%
Students in Foster Care	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%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	815	738	757	0%	*	0%	*	*	98%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	16	815	735	738	0%	*	0%	*	*	94%	43%
Black or African American	*	*	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	19	812	762	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	29	818	745	766	0%	*	0%	*	*	97%	66%
Male	24	812	731	749	0%	*	0%	*	*	100%	51%
Economically Disadvantaged Students	23	809	737	735	0%	*	0%	*	*	96%	40%
Non-Economically Disadvantaged Students	30	821	738	767	0%	*	0%	*	*	100%	67%
Students with Disabilities	N	N	696	711	N	N	N	N	N	N	19%
Students without Disabilities	53	815	745	765	0%	*	0%	*	*	98%	65%
English Learners	N	N	689	687	N	N	N	N	N	N	*
Non-English Learners	53	815	744	760	0%	*	0%	*	*	98%	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	368	99.5	90.2	33.6	44.5	90.2	80	Met Goal
White	69	98.6	92.8	45.3	54.1	92.8	80	Met Goal
Hispanic	75	100.0	86.7	27.2	28.8	86.7	80	Met Goal
Black or African American	*	*	*	16.7	23.0	*	80	Met Target†
Asian, Native Hawaiian, or Pacific Islander	175	100.0	93.7	64.6	76.5	93.7	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	179	98.9	87.7	34.0	44.9	87.7		
Male	189	100.0	92.6	33.3	44.2	92.6		
Economically Disadvantaged Students	176	100.0	86.4	29.3	26.3	86.4	80	Met Goal
Non-Economically Disadvantaged Students	192	99.0	93.8	39.8	54.9	93.8		
Students with Disabilities	N	N	N	*	17.4	N	**	**
Students without Disabilities	368	99.5	90.2	*	50.0	90.2		
English Learners	N	N	N	16.0	25.0	N	**	**
Non-English Learners	368	99.5	90.2	36.0	46.5	90.2		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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Dr Ronald McNair High School
(17-2390-075)
Grades Offered: 09-12
2018-2019

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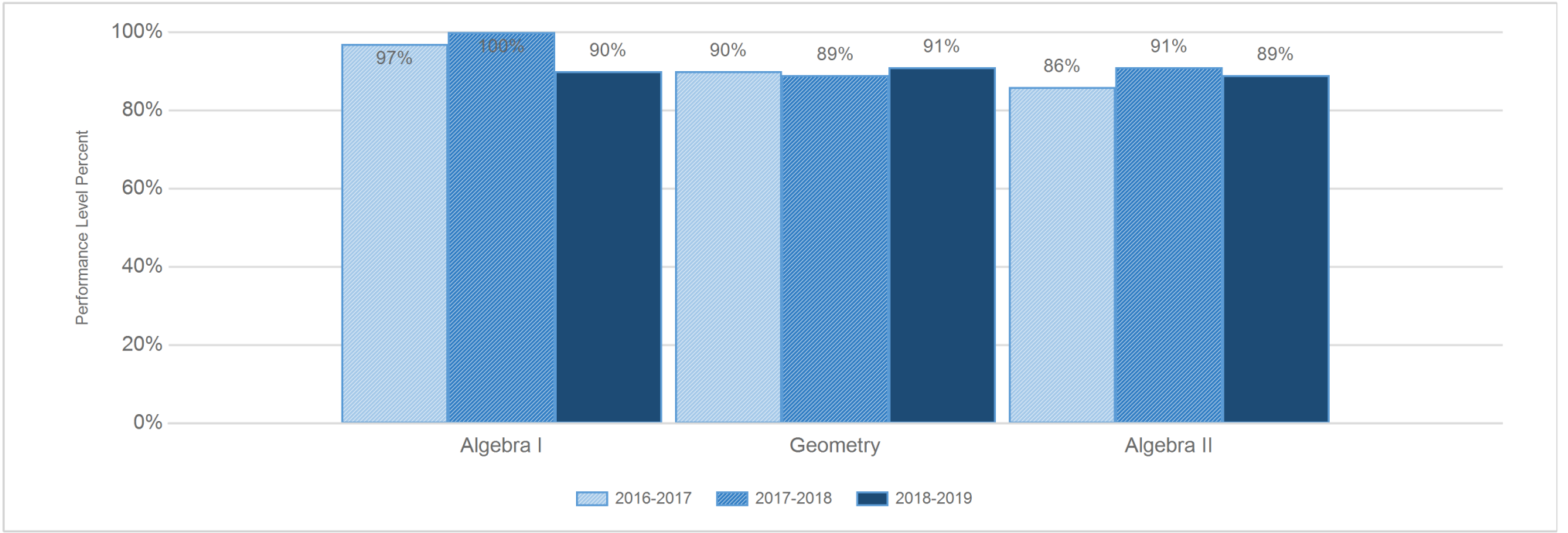
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by 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: 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	40	793	729	744	0%	0%	*	*	*	90%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	18	799	755	775	0%	0%	*	*	*	89%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	20	784	730	745	0%	0%	*	*	*	90%	44%
Male	20	803	729	743	0%	0%	*	*	*	90%	41%
Economically Disadvantaged Students	16	779	728	727	0%	0%	*	*	*	81%	23%
Non-Economically Disadvantaged Students	24	803	732	752	0%	0%	*	*	*	96%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	40	793	732	748	0%	0%	*	*	*	90%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	40	793	734	745	0%	0%	*	*	*	90%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	775	733	737	*	*	7%	56%	35%	91%	35%
White	29	780	749	743	0%	0%	*	*	*	97%	43%
Hispanic	37	770	722	724	0%	0%	*	*	*	89%	17%
Black or African American	*	*	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	85	779	755	762	0%	0%	*	*	*	94%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	80	774	*	738	*	*	*	55%	35%	90%	36%
Male	96	777	*	736	*	*	*	57%	35%	93%	34%
Economically Disadvantaged Students	91	772	732	722	*	*	*	60%	30%	90%	16%
Non-Economically Disadvantaged Students	85	779	733	743	*	*	*	52%	41%	93%	43%
Students with Disabilities	N	N	699	712	N	N	N	N	N	N	*
Students without Disabilities	176	775	742	741	*	*	7%	56%	35%	91%	*
English Learners	N	N	704	708	N	N	N	N	N	N	*
Non-English Learners	176	775	734	738	*	*	7%	56%	35%	91%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	782	760	755	0%	*	*	72%	17%	89%	58%
White	31	782	770	758	0%	0%	*	*	*	90%	62%
Hispanic	30	772	741	731	0%	*	*	*	*	83%	34%
Black or African American	19	776	744	725	0%	0%	*	*	*	74%	27%
Asian, Native Hawaiian, or Pacific Islander	72	788	775	777	0%	*	*	72%	22%	94%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	79	776	757	752	0%	*	*	*	*	85%	55%
Male	73	789	763	758	0%	*	*	*	*	93%	62%
Economically Disadvantaged Students	69	775	753	729	0%	*	*	*	*	83%	32%
Non-Economically Disadvantaged Students	83	788	767	761	0%	*	*	*	*	94%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	152	782	*	756	0%	*	*	72%	17%	89%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	152	782	*	755	0%	*	*	72%	17%	89%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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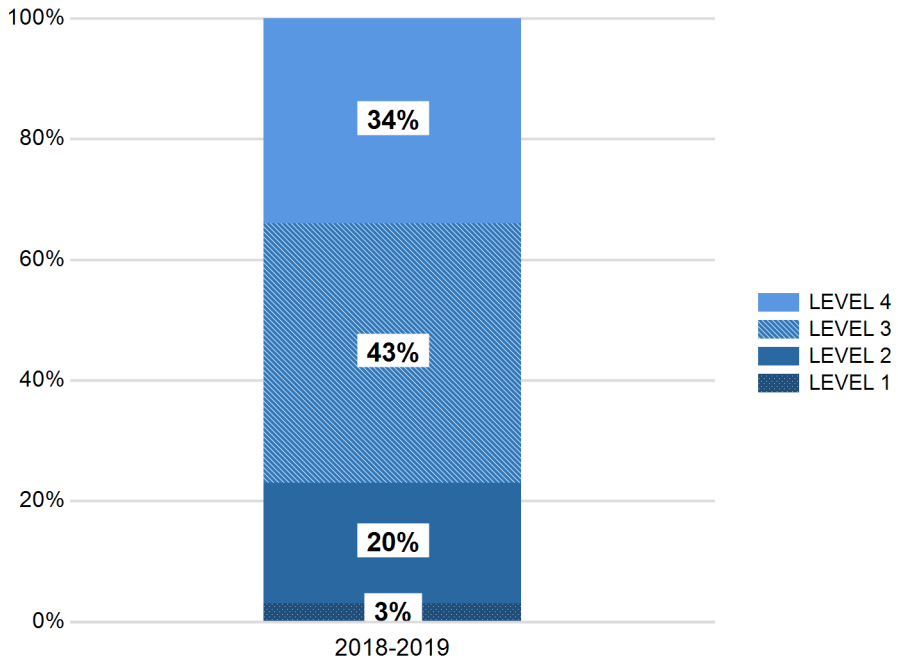
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	3	20	43	34
White	0	6	44	50
Hispanic	7	37	37	19
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	19	43	38
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	2	22	43	33
Male	4	17	43	36
Economically Disadvantaged Students	2	15	48	35
Non-Economically Disadvantaged Students	3	23	40	34
Students with Disabilities	N	N	N	N
Students without Disabilities	3	20	43	34
English Learners	N	N	N	N
Non-English Learners	3	20	43	34
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	20.9%	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 Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	602	476	Grade 10: 430 Grade 11: 460	99%	61%
PSAT 10/NMSQT - Math	601	477	Grade 10: 480 Grade 11: 510	96%	43%
SAT - Reading and Writing	654	539	480	100%	70%
SAT - Math	672	541	530	95%	53%
ACT - Reading	30	25	22	92%	66%
ACT - English	29	24	18	97%	81%
ACT - Math	29	24	22	86%	65%
ACT - Science	28	24	23	86%	57%

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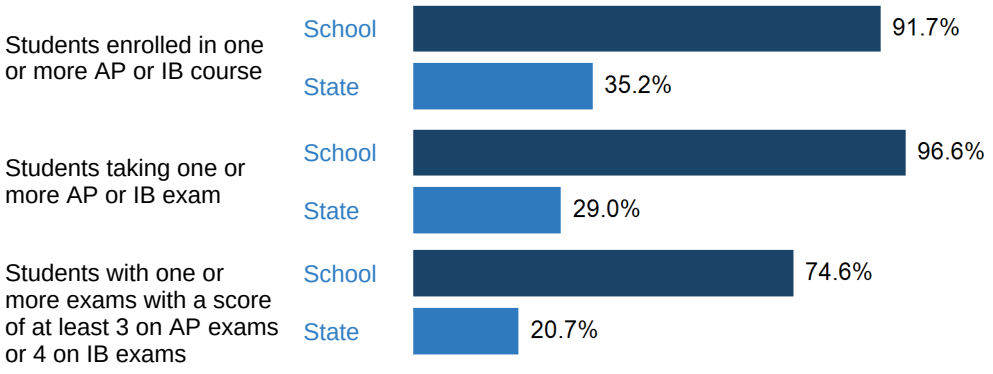
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

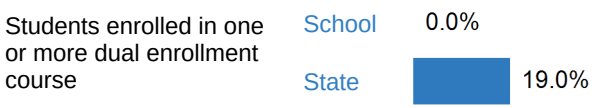
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	8
AP Biology	51	51
AP Calculus AB	48	47
AP Calculus BC	59	58
AP Chemistry	81	79
AP Chinese Language and Culture	0	10
AP Computer Science A	55	54
AP Computer Science Principles	0	88
AP English Language and Composition	120	120
AP English Literature and Composition	89	88
AP Environmental Science	46	46
AP French Language and Culture	7	7
AP Human Geography	58	58
AP Macroeconomics	0	63
AP Microeconomics	0	62
AP Music Theory	5	5

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	39	39
AP Physics C	24	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	24
AP Psychology	0	1
AP Spanish Language	0	14
AP Spanish Literature	14	0
AP Statistics	47	47
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Demensional	0	3
AP U.S. Government and Politics	61	61
AP U.S. History	128	129
Total Exams taken		1169
Exams with scores of at least 3 on AP exams or 4 on IB exams		769

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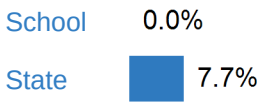
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

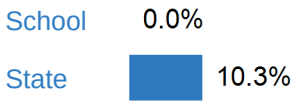
Career and Technical Education Participation

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)



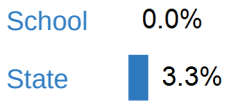
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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Career and Technical Education Participation by Student Group

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

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

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	25	190	0	0	0	0	0
10	0	8	167	0	0	0	0
11	0	0	58	89	2	8	0
12	0	0	0	25	105	72	0
Total	25	198	225	114	107	80	0
Enrolled in AP/IB Course					107	47	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	195	0	0	0	20
10	170	54	0	0	0	30
11	45	19	0	4	123	11
12	14	73	0	42	39	58
Total	229	341	0	46	162	119
Enrolled in AP/IB Course	51	81		46	63	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	195	0	0	0	0
10	1	128	0	0	0	51
11	27	0	2	0	0	76
12	0	0	62	0	0	111
Total	28	323	64	0	0	238
Enrolled in AP/IB Course	0	128	0	0		111
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	93	73	0	0	0	29	0
10	92	63	0	0	0	20	0
11	82	45	0	0	0	20	0
12	12	5	0	0	0	8	0
Total	279	186	0	0	0	77	0
Enrolled in AP/IB Course	14	7	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	72	38	0	0	0	18	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	30	0	0	0	0	0
11	7	0	0	0	0	0
12	18	0	0	0	0	0
Total	55	0	0	0	0	0
Enrolled in AP/IB Course	55		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Spanish	*
Total	*

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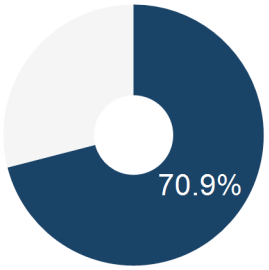
Visual and Performing Arts – Course Participation

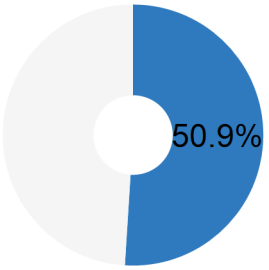
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

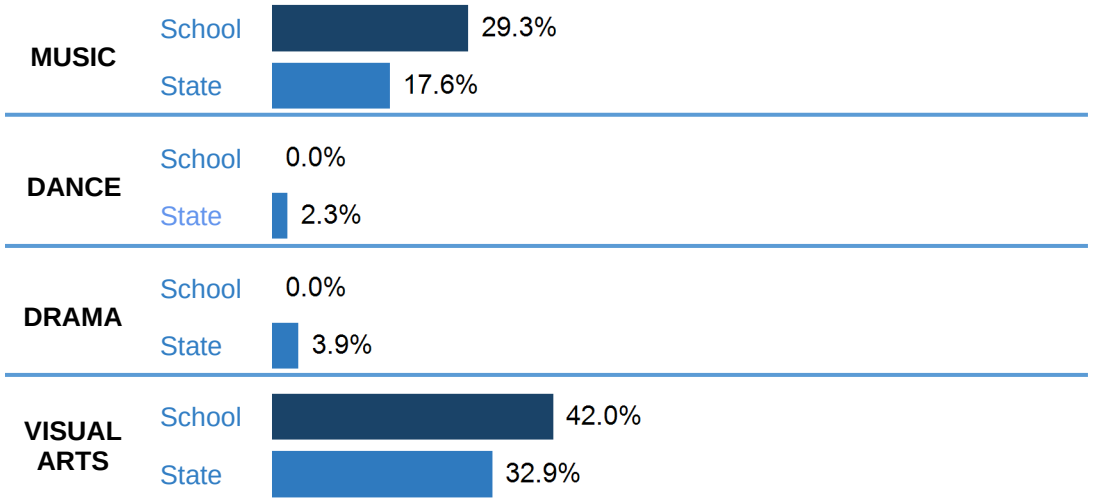


School



State

Students enrolled in one or more classes by discipline:



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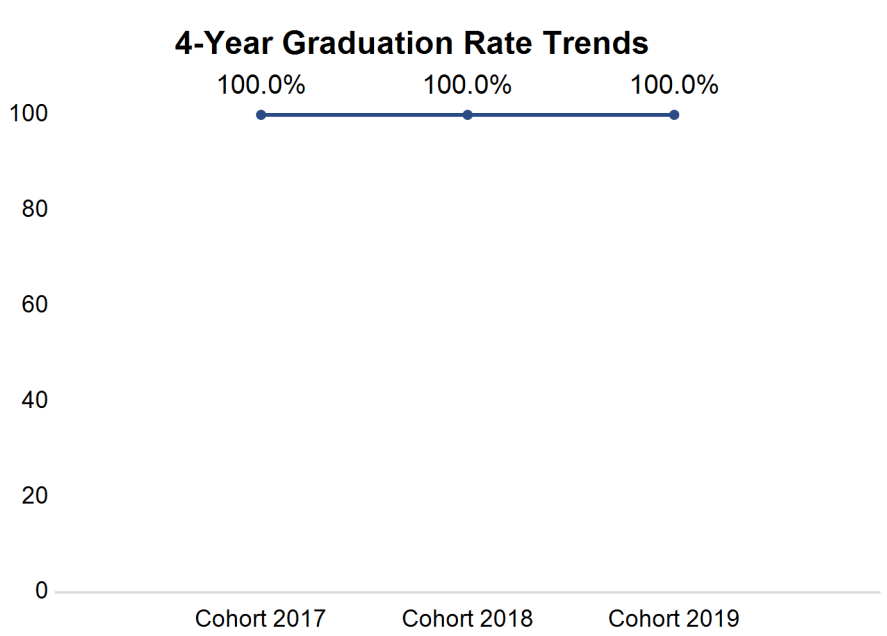
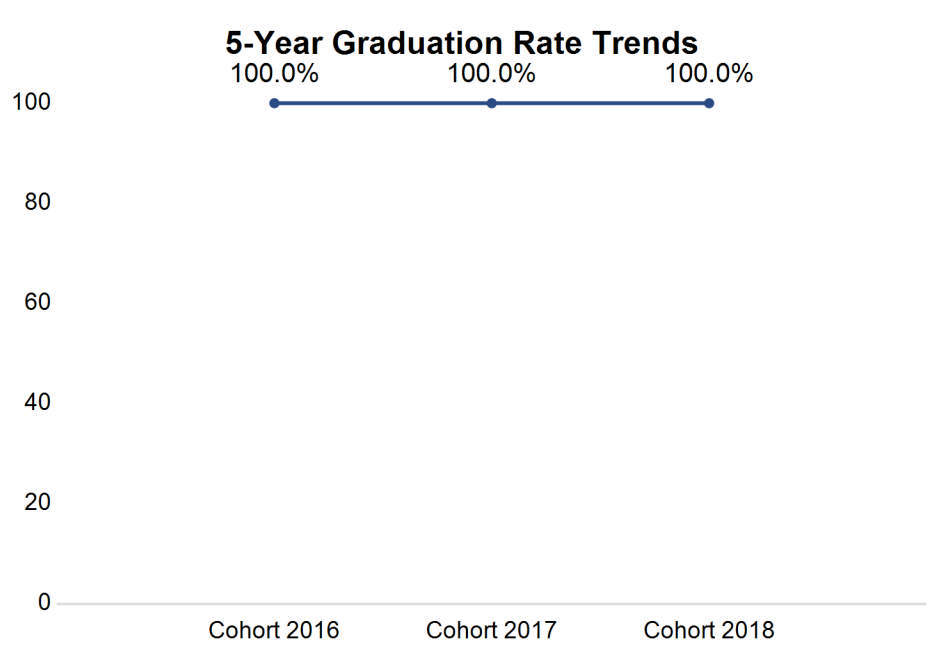
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	*	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	100.0%	94.2%	100.0%	N	Met Goal	N	N	N
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	100.0%	84.0%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	N	79.2%	*	83.8%	*	**	**	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
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		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	99.4%	97.8%
Substitute Competency Test	0.6%	2.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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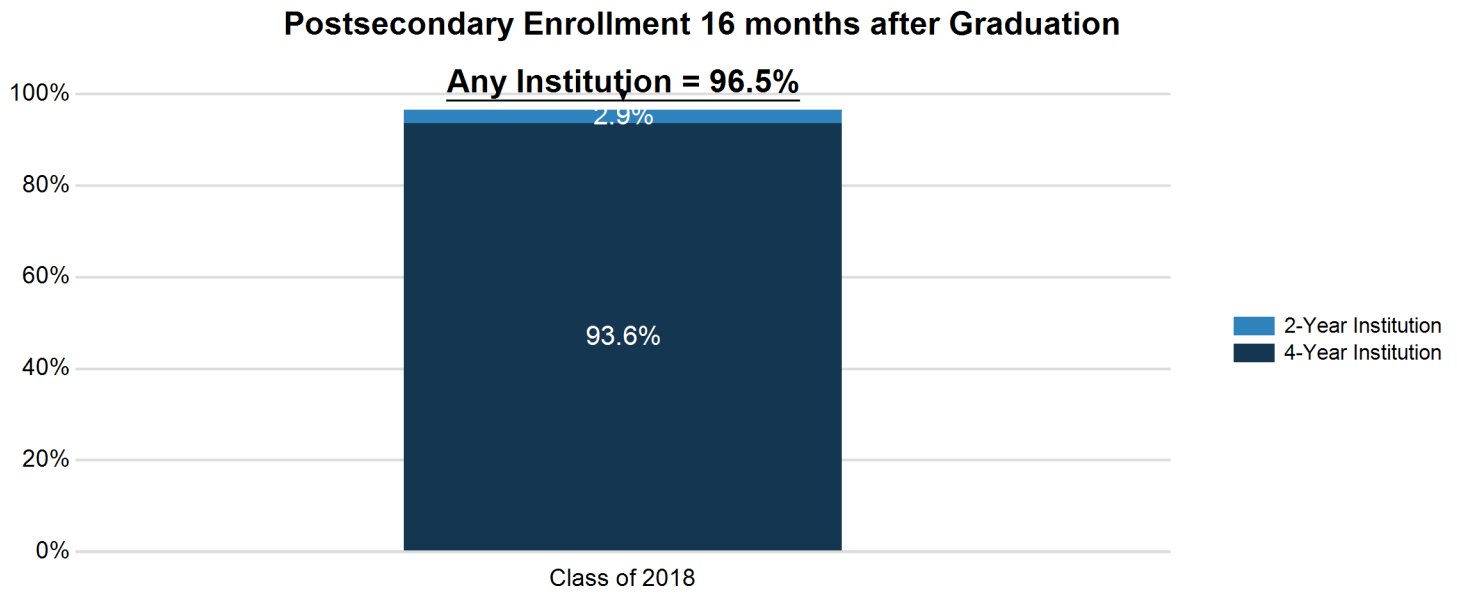
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	2.9%
% Enrolled in 4-Year Institution	93.6%
% Enrolled in Any Postsecondary Institution	96.5%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	91.6%	1.8%	98.2%
White	91.4%	6.3%	93.8%
Hispanic	85.2%	4.3%	95.7%
Black or African American	86.7%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	95.3%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	90.4%	1.3%	98.7%
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	96.5%	3%	97%	73.1%	26.9%	73.1%	26.9%
White	100%	0%	100%	73.3%	26.7%	63.3%	36.7%
Hispanic	100%	3%	97%	69.7%	30.3%	75.8%	24.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.6%	4.1%	95.9%	75.3%	24.7%	79.5%	20.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	96.2%	2.7%	97.3%	74.7%	25.3%	70.7%	29.3%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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

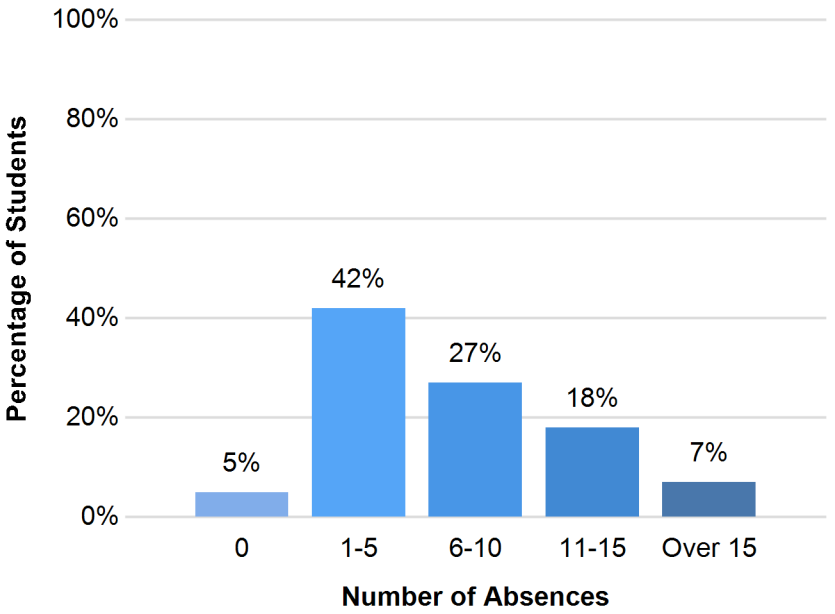
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	32	4.6	14.2	Met
White	10	7.2	14.2	Met
Hispanic	5	3.8	14.2	Met
Black or African American	5	5.4	14.2	Met
Asian, Native Hawaiian, or Pacific	11	3.4	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	19	5.0		
Male	13	4.1		
Economically Disadvantaged Students	14	4.5	14.2	Met
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



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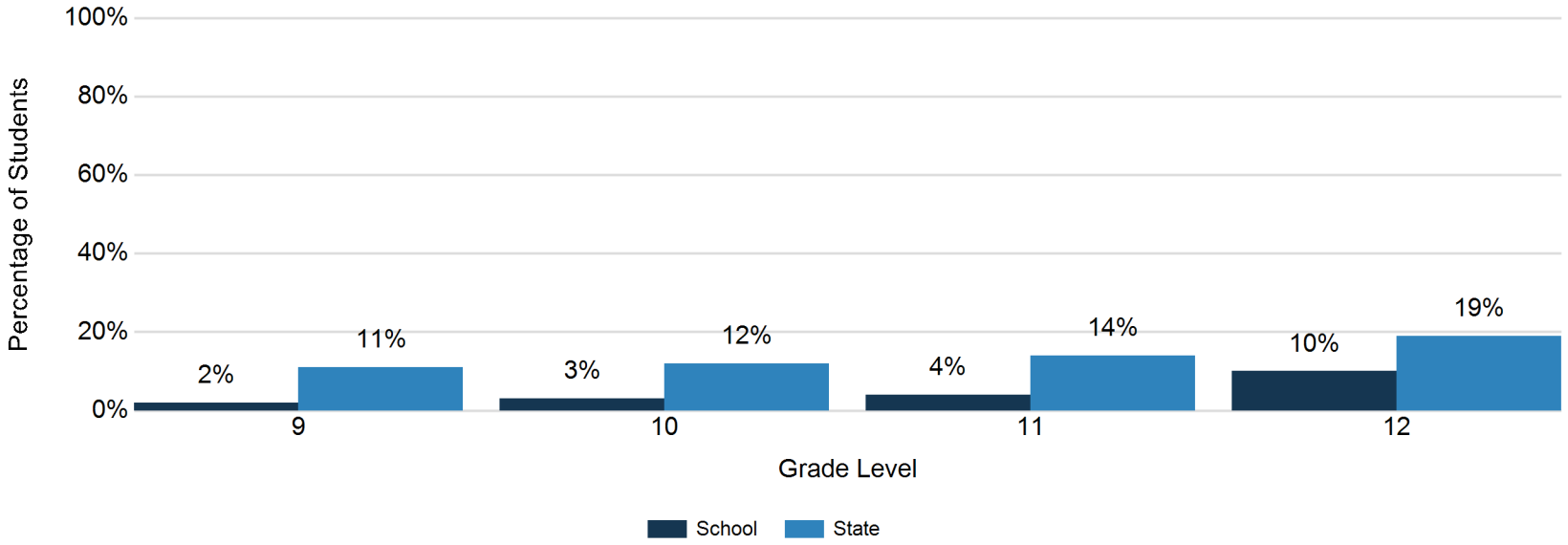
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.15

Police Notifications

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

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
20

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 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	1.2:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	80.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	232:1	226:1
Teachers to Administrators	17:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

Dr Ronald McNair High School
(17-2390-075)
Grades Offered: 09-12
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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.2%	43.1%	66.7%	48.4%	77.1%	54.9%
Male	45.8%	56.9%	33.3%	51.6%	22.9%	45.1%
White	19.8%	60.8%	66.7%	42.4%	83.6%	77.4%
Hispanic	18.8%	17.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.2%	7.8%	0.0%	15.0%	6.6%	13.9%
Asian	45.2%	13.7%	33.3%	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	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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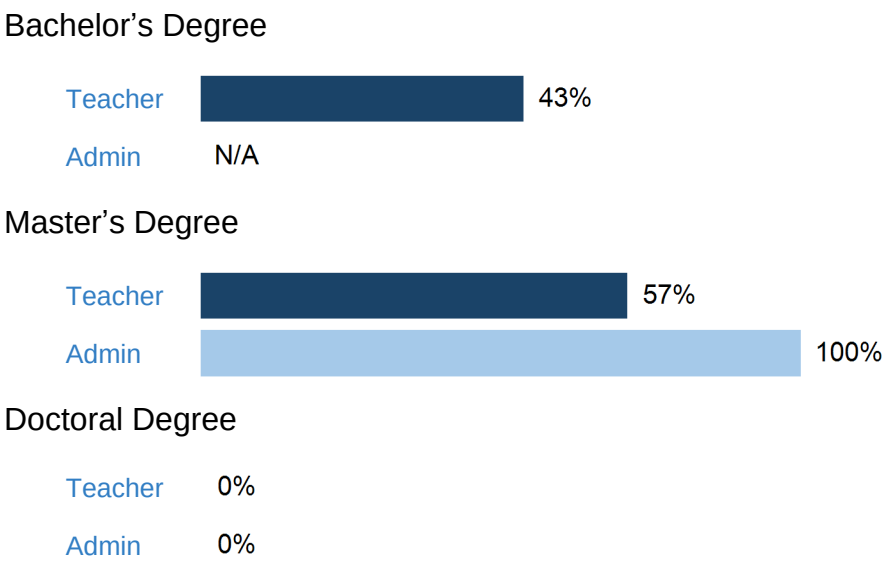
Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	98.4%	97.1%	98.4%
Math Proficiency	89.8%	88.5%	90.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.6%	5.6%	4.6%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Goal	Met Target†	Met Goal	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	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Students at McNair Academic have the opportunity to enroll in twenty-five Advanced Placement courses. • We offer twenty different varsity sports and over forty different clubs and activities. • Our students excel at the Hudson County Science Fair and Poetry Out Loud, a national recitation contest.
Mission, Vision, Theme:	The mission of the McNair Academic community is to provde a challenging college preparatory curriculum that maximizes intellectual excellence, personal development and civic responsibility within an ethnically and racially diverse environment.
Awards, Recognition, Accomplishments:	2018 National Blue Ribbon School, 2018 #1 School in the state according to the New Jersey Department of Education, 2018 #1 High School in the state according to New Jersey Monthly Magazine, Consistently ranked as one of the top 5 Most Challenging High Schools in the State according to US News & World Report, 2018 State Sectional Champions in both Girls' and Boys' Cross Country

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Courses, Curriculum, Instruction:	Our advanced curriculum allows students to take Advanced Placement Classes in every available discipline. Last year, we administered over 1000 AP tests, with over 1130 planned for the spring of 2019. Our students, many of whom will be the first in their family to attend college, are accepted to many of the most selective colleges and universities in the nation.
Sports and Athletics:	Sports Offered: Baseball (Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	Hudson County Science Fair, Poetry Out Loud, Improv Club, Dungeons & Dragons Club, Filipino Culture Club, Muslim Students Association, Black Diaspora Club, Maker Space Club, Spanish Heritage Club, Political Debate Club, JROTC

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Staff and Professional Learning:	Our faculty are engaged in Professional Learning Community Activities related to Stress Management, Growth Mindset, Culturally Responsive Pedagogy, Data Analysis, Physical Well Being Instruction, College Application Advising, and Parental Outreach
Postsecondary Information:	Our students seek admission to some of the nation's most prestigious colleges. In order to support their applications, we run workshops for writing college essays, finding the perfect fit, applying for financial aid, finding mentors, and making a successful transition to post-secondary studies.

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Student Supports and Services:	Included in the McNair Academic faculty is an academic advisor for students who are struggling to achieve their potential. We offer support services through the guidance office as well.
Student Health and Wellness:	Students at McNair Academic are supported in their efforts to achieve physical well-being have the opportunity to participate in physical education, breakfast program, stress management workshops, and available counselors.
Parent and Community Involvement:	Parents in the McNair Academic community support our Parent-Teacher-Student Advisory Association.

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Facilities:	McNair Academic is housed in a five-story school in a residential neighborhood. The building is over 100 years old. The athletic fields are not located on the site.
School Safety:	The McNair Academic staff includes five security guards who run regular drills and safety checks throughout the school day.

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Technology and STEM:	We have a Maker Space, a Robotics Team, a robust Science Research program, and we regularly send students to competitive national and international science programs.

NJ SCHOOL PERFORMANCE REPORT

Dr. Maya Angelou Elementary School
(17-2390-190)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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Dr. Maya Angelou Elementary School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Hani Illeya
Address	239 Ocean Avenue JERSEY CITY, NJ 07305-2626
Phone Number	201-915-6470
Email Address	hileya@cboe.org
Website	http://www.jcboe.org

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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	98	192	87
KG	94	106	101
1	89	96	120
2	115	81	82
3	100	119	81
4	91	106	112
5	103	93	106
Total	690	793	689

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	45.5%	47.2%	49.2%
Male	54.5%	52.8%	50.8%
Economically Disadvantaged Students	83.2%	53.2%	56.3%
Students with Disabilities	14.1%	12.2%	12.6%
English Learners	1.2%	3.9%	3.0%
Homeless Students	2.2%	2.1%	0.1%
Students in Foster Care	0.7%	0.6%	0.6%
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	4.3%	4.9%	4.8%
Hispanic	32.8%	38.6%	41.1%
Black or African American	53.0%	46.5%	45.0%
Asian	5.4%	6.4%	5.8%
Native Hawaiian or Pacific Islander	3.2%	2.0%	1.2%
American Indian or Alaska Native	0.1%	0.1%	0.9%
Two or More Races	1.2%	1.4%	1.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	98	192	87
KG - Half Day	0	0	0
KG - Full Day	94	106	101

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	79.4%
Spanish	13.1%
Arabic	2.3%
Tagalog	1.5%
Creoles and pidgins, English	1.0%
Other Languages	2.8%

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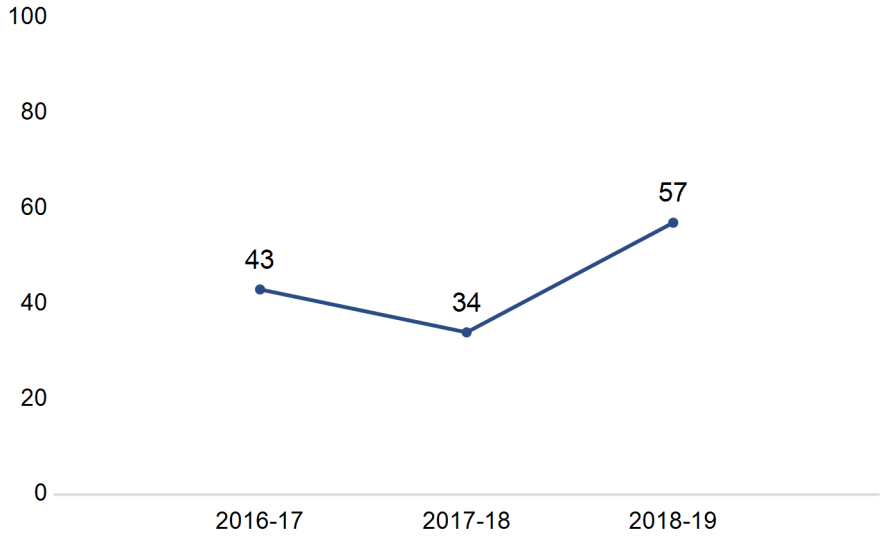
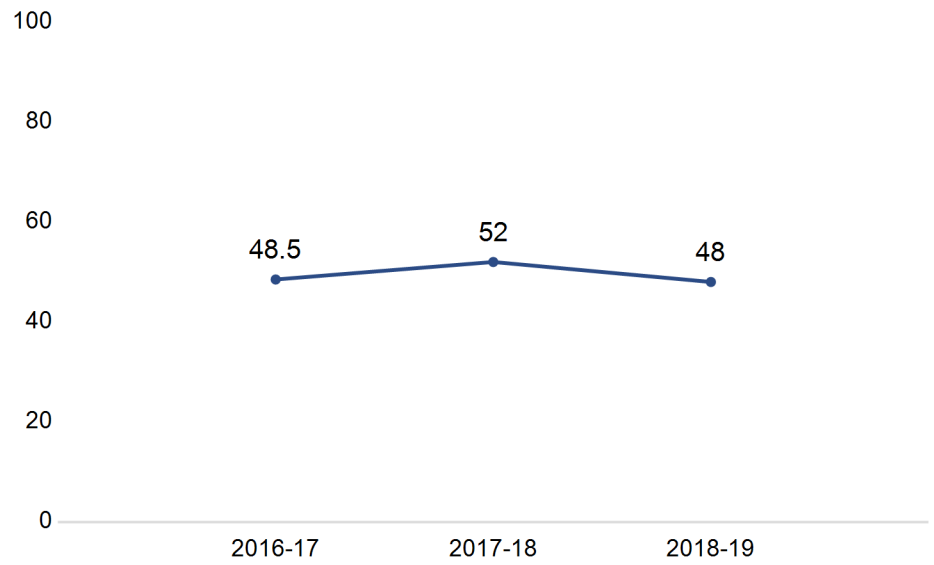
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	34	57	48.5	52	48
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Dr. Maya Angelou Elementary School
(17-2390-190)
Grades Offered: PK-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: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	52	50	Met Standard	48	46	50	Met Standard
White	44.5	57	50	**	53	52	52	**
Hispanic	61	50	49	Exceeds Standard	46	45	47	Met Standard
Black or African American	54	48	45	Met Standard	40	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53	61	59	**	64	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	56	55	53	N	43	45	50	N
Male	59.5	50	47	N	50	48	51	N
Economically Disadvantaged Students	56	52	48	Met Standard	43	45	46	Met Standard
Students with Disabilities	50	41	43	Met Standard	73.5	42	45	Exceeds Standard
English Learners	80.5	55	52	**	36.5	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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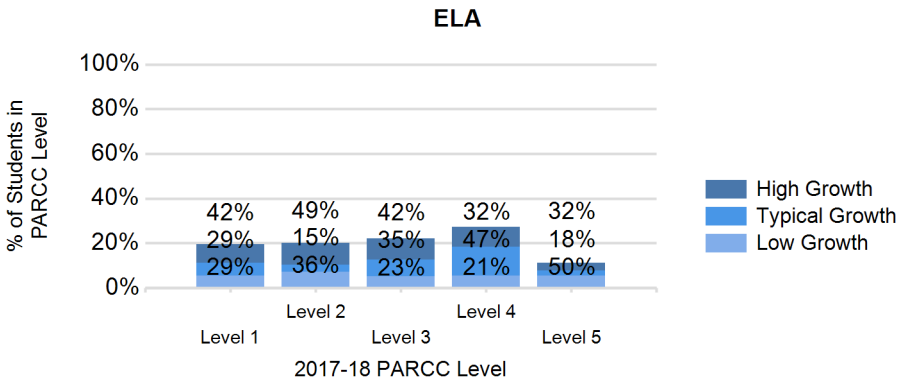
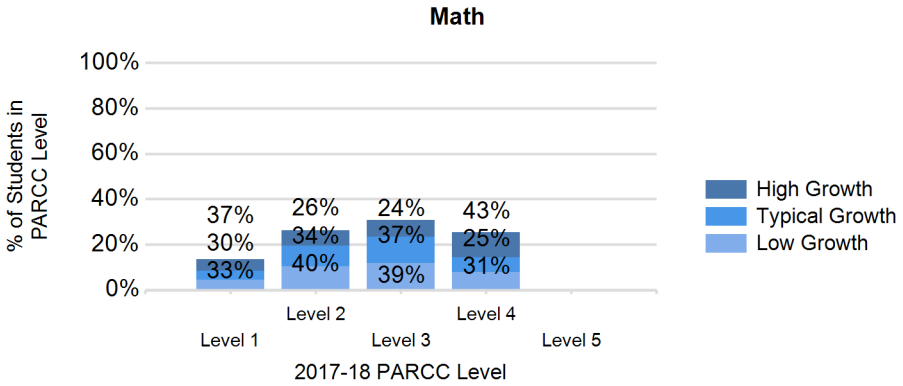
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

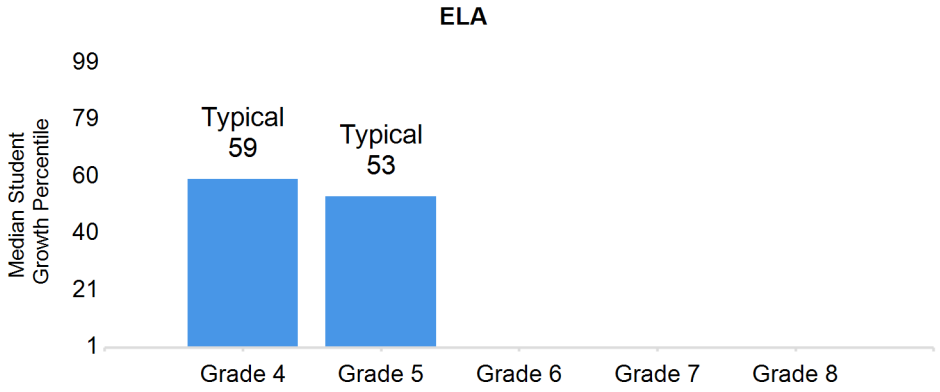
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

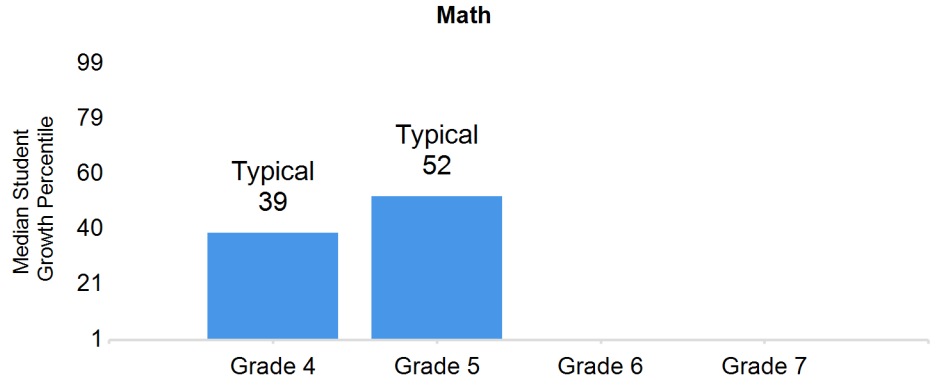




Student Growth by Grade

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





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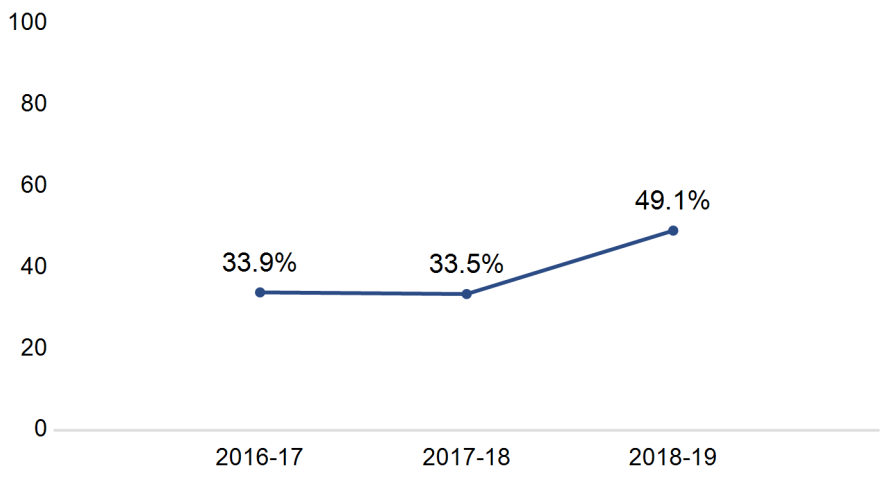
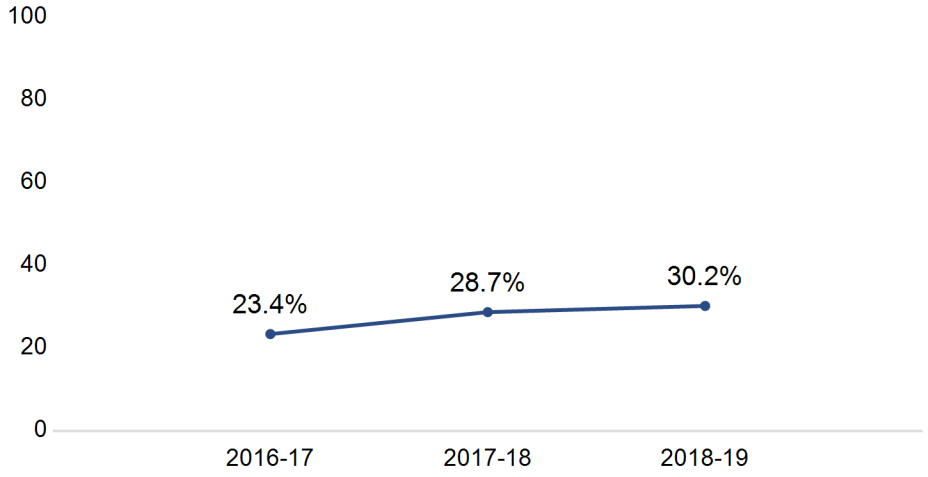
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.6%	96.8%	95.9%	93.2%	96.8%	95.9%
Proficiency Rate for Federal Accountability	33.9%	33.5%	49.1%	23.4%	28.7%	30.2%
Annual Target	31.8%	34.4%	36.9%	30.3%	32.9%	35.5%
Met Annual Target?	Met Target	Met Target†	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	281	95.9	49.1	49.7	57.9	49.1	36.9	Met Target
White	15	100.0	40.0	55.9	66.9	40.0	**	**
Hispanic	110	96.8	46.4	46.4	43.9	46.4	42.9	Met Target
Black or African American	131	95.2	45.0	34.3	38.5	45.0	28.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	22	91.7	90.9	77.0	82.9	87.7	60.2	Met Goal
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	140	95.5	58.6	55.2	64.8	58.6		
Male	141	96.2	39.7	44.5	51.3	39.7		
Economically Disadvantaged Students	140	95.5	42.1	45.3	40.0	42.1	34.4	Met Target
Non-Economically Disadvantaged Students	141	96.2	56.0	56.3	67.9	56.0		
Students with Disabilities	38	89.6	10.5	14.4	22.7	10.0	22.3	Not Met
Students without Disabilities	243	97.0	55.1	56.2	65.1	55.1		
English Learners	20	100.0	20.0	16.0	29.3	20.0	29.8	Met Target†
Non-English Learners	261	95.5	51.3	53.6	60.6	51.3		
Homeless Students	11	91.7	45.5	31.1	29.1	45.5		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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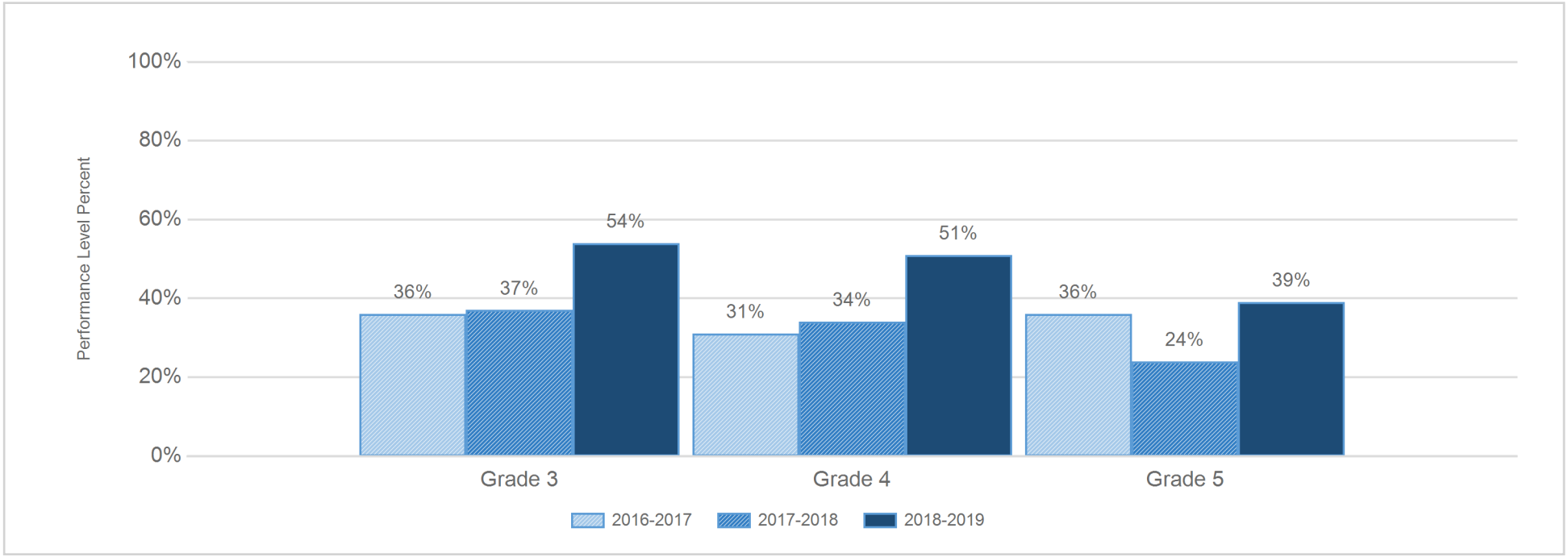
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	749	746	748	15%	12%	20%	*	*	54%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	31	751	739	734	*	*	*	*	*	58%	36%
Black or African American	43	746	730	731	*	*	26%	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	763	*	753	*	*	*	*	*	74%	55%
Male	39	733	*	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	44	742	735	731	*	*	*	*	*	48%	33%
Non-Economically Disadvantaged Students	38	756	762	759	*	*	*	*	*	61%	61%
Students with Disabilities	10	737	697	719	*	*	*	*	*	20%	24%
Students without Disabilities	72	750	753	754	*	*	*	*	*	58%	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	747	753	755	10%	21%	18%	*	*	51%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	50	741	748	743	*	24%	26%	*	*	40%	44%
Black or African American	44	750	740	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	48	756	757	760	*	*	*	*	*	56%	62%
Male	62	740	749	750	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	50	739	*	740	*	22%	*	*	*	40%	40%
Non-Economically Disadvantaged Students	60	753	*	765	*	20%	*	*	*	60%	69%
Students with Disabilities	21	711	712	725	*	*	*	*	*	*	25%
Students without Disabilities	89	755	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	742	748	756	15%	19%	27%	28%	11%	39%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	41	735	745	743	*	*	24%	*	*	37%	44%
Black or African American	51	742	733	739	*	22%	29%	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	57	748	754	761	*	*	30%	*	*	44%	64%
Male	51	734	742	750	*	*	24%	*	*	33%	52%
Economically Disadvantaged Students	54	745	744	740	*	*	30%	*	*	39%	39%
Non-Economically Disadvantaged Students	54	739	755	766	*	*	24%	*	*	39%	69%
Students with Disabilities	11	699	705	724	*	*	*	*	*	*	23%
Students without Disabilities	97	747	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	285	95.9	30.2	33.6	44.5	30.2	35.5	Not Met
White	16	100.0	25.0	45.3	54.1	25.0	**	**
Hispanic	112	96.9	28.6	27.2	28.8	28.6	40.7	Not Met
Black or African American	132	95.2	28.0	16.7	23.0	28.0	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	91.7	50.0	64.6	76.5	48.3	51.7	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	142	95.6	35.2	34.0	44.9	35.2		
Male	143	96.3	25.2	33.3	44.2	25.2		
Economically Disadvantaged Students	143	95.6	23.1	29.3	26.3	23.1	33.9	Not Met
Non-Economically Disadvantaged Students	142	96.2	37.3	39.8	54.9	37.3		
Students with Disabilities	38	89.6	21.1	*	17.4	20.0	22.3	Met Target†
Students without Disabilities	247	97.0	31.6	*	50.0	31.6		
English Learners	24	100.0	*	16.0	25.0	*	22.2	Not Met
Non-English Learners	261	95.5	*	36.0	46.5	*		
Homeless Students	11	91.7	27.3	14.1	17.1	27.3		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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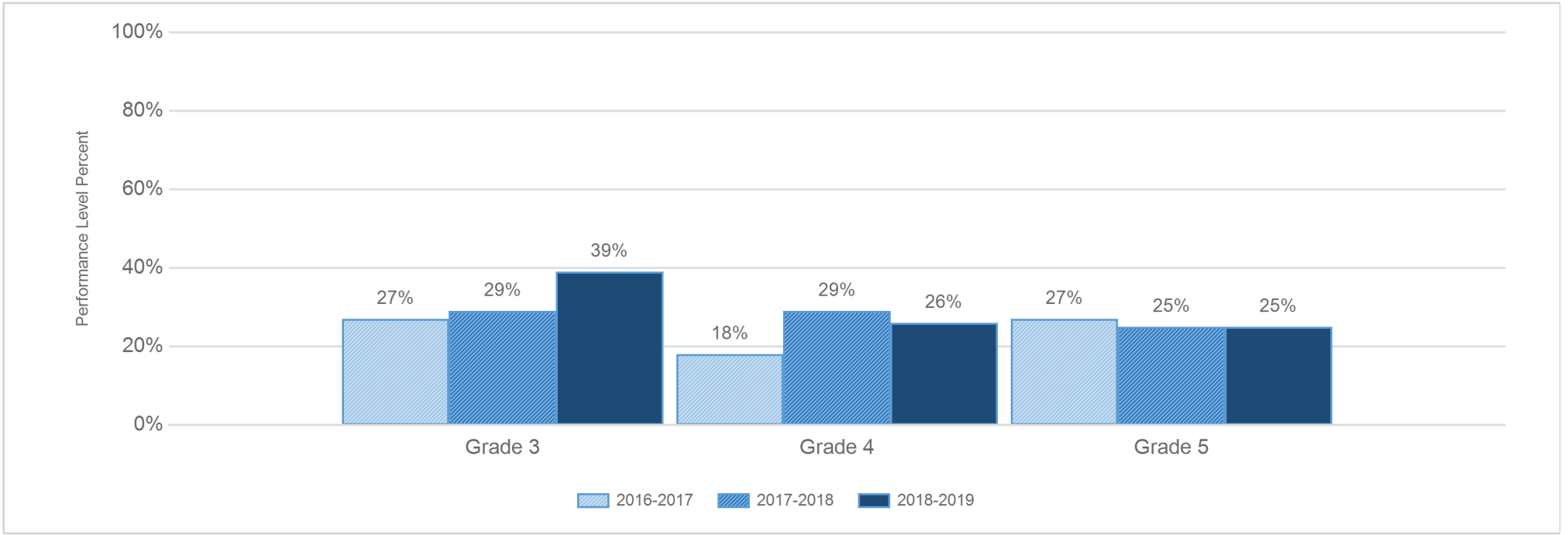
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Dr. Maya Angelou Elementary School
(17-2390-190)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	740	747	752	*	19%	38%	*	*	39%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	33	741	740	739	*	*	*	*	*	45%	40%
Black or African American	43	740	730	735	*	*	42%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	45	741	*	751	*	*	40%	*	*	40%	54%
Male	40	740	*	752	*	*	35%	*	*	38%	56%
Economically Disadvantaged Students	45	734	738	737	*	*	33%	*	*	31%	37%
Non-Economically Disadvantaged Students	40	748	759	761	*	*	43%	*	*	48%	67%
Students with Disabilities	10	753	714	731	*	*	*	*	*	70%	31%
Students without Disabilities	75	739	752	756	*	*	*	*	*	35%	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	733	740	749	13%	25%	35%	*	*	26%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	50	728	735	737	*	26%	32%	*	*	24%	36%
Black or African American	44	731	723	731	*	27%	39%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	48	736	739	749	*	*	35%	*	*	33%	50%
Male	62	730	741	749	*	*	35%	*	*	21%	52%
Economically Disadvantaged Students	50	724	*	734	*	30%	32%	*	*	16%	32%
Non-Economically Disadvantaged Students	60	740	*	759	*	22%	38%	*	*	35%	63%
Students with Disabilities	21	720	714	726	*	*	*	*	*	10%	25%
Students without Disabilities	89	735	744	754	*	*	*	*	*	30%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	732	736	747	11%	38%	26%	*	*	25%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	42	728	733	735	*	40%	33%	*	*	17%	30%
Black or African American	52	730	721	729	*	38%	21%	*	*	25%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	733	737	747	*	34%	28%	*	*	29%	47%
Male	52	730	736	747	*	42%	25%	*	*	19%	47%
Economically Disadvantaged Students	56	727	732	732	*	43%	20%	*	*	21%	27%
Non-Economically Disadvantaged Students	54	736	742	757	*	33%	33%	*	*	28%	59%
Students with Disabilities	11	717	713	725	*	*	*	*	*	*	19%
Students without Disabilities	99	733	740	752	*	*	*	*	*	*	52%
English Learners	11	713	720	718	*	*	*	*	*	*	12%
Non-English Learners	99	734	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	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 Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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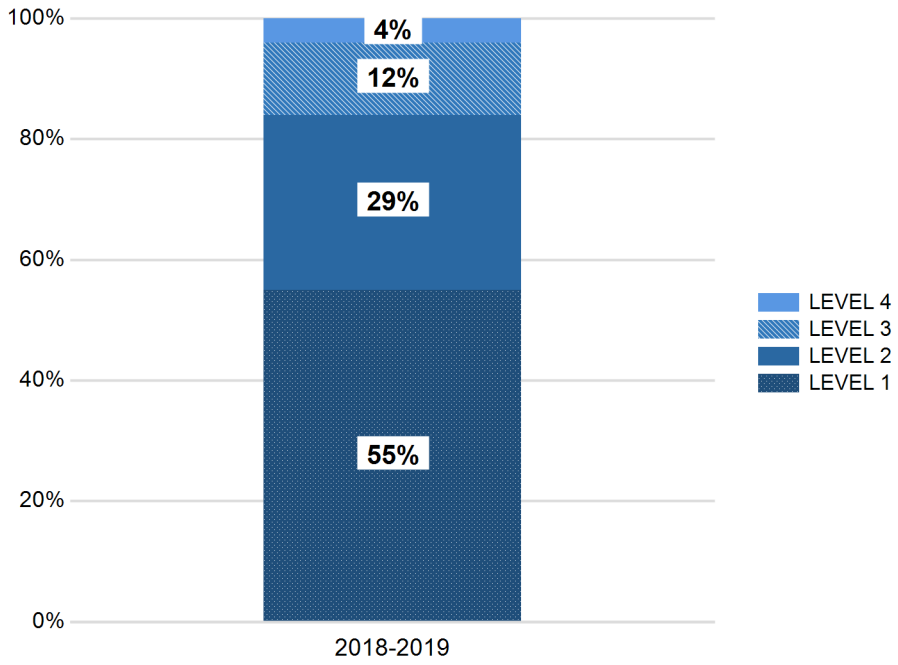
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	55	29	12	4
White	*	*	*	*
Hispanic	64	29	5	2
Black or African American	57	30	9	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	57	28	12	3
Male	54	31	12	4
Economically Disadvantaged Students	62	25	11	2
Non-Economically Disadvantaged Students	49	33	13	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	83	17	0	0
Non-English Learners	52	31	13	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

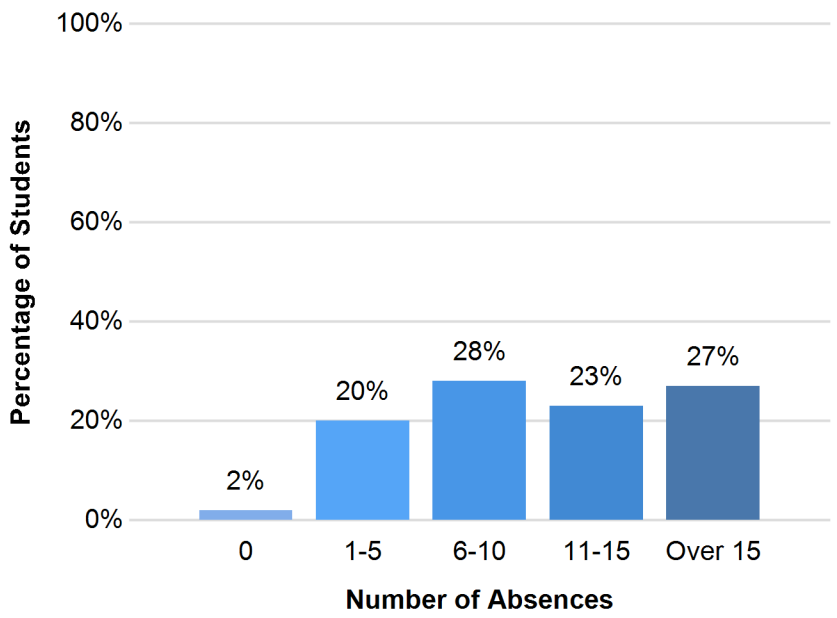
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	129	20.1	8.9	Not Met
White	5	15.6	8.9	Not Met
Hispanic	63	22.7	8.9	Not Met
Black or African American	55	19.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	8.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	56	17.8		
Male	73	22.3		
Economically Disadvantaged Students	83	23.4	8.9	Not Met
Students with Disabilities	26	28.9	8.9	Not Met
English Learners	6	10.2	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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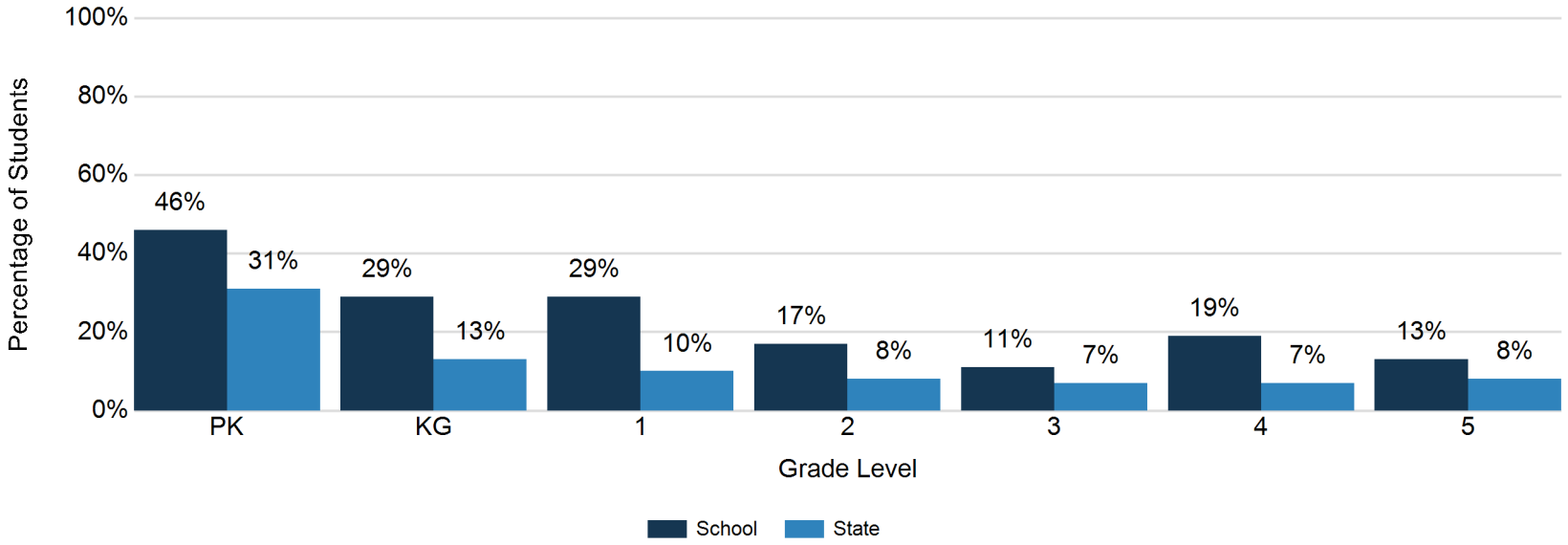
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	6		6

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	91.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	9:1	12:1
Students to Administrators	689:1	226:1
Teachers to Administrators	74:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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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 district-level 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	85.1%	100.0%	48.4%	77.1%	54.9%
Male	50.8%	14.9%	0.0%	51.6%	22.9%	45.1%
White	4.8%	48.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	41.1%	20.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	45.0%	20.3%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	10.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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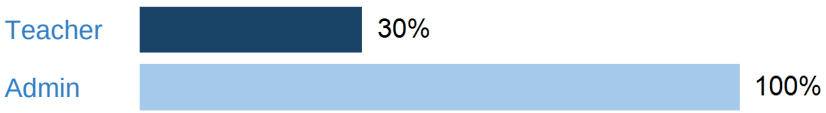
Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

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	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%

NJ SCHOOL PERFORMANCE REPORT

Dr. Maya Angelou Elementary School
(17-2390-190)
Grades Offered: PK-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.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.9%	33.5%	49.1%
Math Proficiency	23.4%	28.7%	30.2%
ELA Growth	43	34	57
Math Growth	48	52	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	55.6%
Chronic Absenteeism	16.0%	18.9%	20.1%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• PS #20 is a PK - 5 state of the art building. • The staff uses student-centered learning techniques • We encourage positive student behavior as part of the PBSIS initiative

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Courses, Curriculum, Instruction:	HOPE program (academically gifted program); Extended Day After School Program
Clubs and Activities:	CRCC coding competition, ATC and Fresh Artists Club, Golden Sneaker Award Program, Hudson TMA pedestrian safety rules poster contest, Bicycle Safety program for 3rd and 4th graders

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Before and After School Programs:	Before school Morning Stars program, After school Casper program and Extended Day After School Program
Staff and Professional Learning:	Professional Learning Communities, staff attends in-district and out-of-district trainings and turn-key these to staff

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Student Supports and Services:	Inclusion and Self-contained classes to support students with disabilities
Student Health and Wellness:	We participation in Every Kid Healthy Week which celebrates school health and wellness achievements. We also offer Yoga/meditation
Parent and Community Involvement:	PTA, Trunk-or-Treat event, Pizza with Dad, Paint and Sip events for parents and kids

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Facilities:	We have a brand new state-of-the-art building with a yoga and meditation room, a beautiful school yard, landscaped outdoor classroom and a school garden
School Safety:	Hudson TMA Bike Safety Program, Safe Routes to School program

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Technology and STEM:	1:1 Technology, Jersey City Biomedical Engineering 3D printing technology, Google for Education tools
Early Childhood Education:	Full day Pre-K

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School Narrative

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Other Information	Uniform Policy: light blue shirt, navy pants

NJ SCHOOL PERFORMANCE REPORT

Dr. Michael Conti School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Mr. John Rivero
Address	182 MERSELES ST JERSEY CITY, NJ 07302-2235
Phone Number	201-714-4300
Email Address	jrivero@jcboe.org
Website	https://www.ps5cougars.com/
Twitter	https://twitter.com/PS5_JerseyCity

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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	131	118	123
KG	75	81	75
1	66	74	75
2	72	68	70
3	55	71	64
4	67	53	70
5	58	70	59
6	38	59	55
7	43	36	57
8	42	37	41
Total	647	667	689

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	47.9%	48.3%	48.6%
Male	52.1%	51.7%	51.4%
Economically Disadvantaged Students	56.3%	51.4%	52.5%
Students with Disabilities	18.9%	17.8%	18.0%
English Learners	11.0%	12.1%	8.6%
Homeless Students	0.0%	0.7%	0.0%
Students in Foster Care	0.2%	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	13.1%	13.8%	14.8%
Hispanic	45.6%	44.4%	42.2%
Black or African American	11.9%	12.9%	14.8%
Asian	25.3%	24.3%	22.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.7%	4.3%	5.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	131	118	123
KG - Half Day	0	0	0
KG - Full Day	75	81	75

Enrollment by Home Language

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

Home Language	% of Students
English	64.2%
Spanish	14.9%
Urdu	7.7%
Arabic	3.0%
Hindi	1.6%
Other Languages	8.6%

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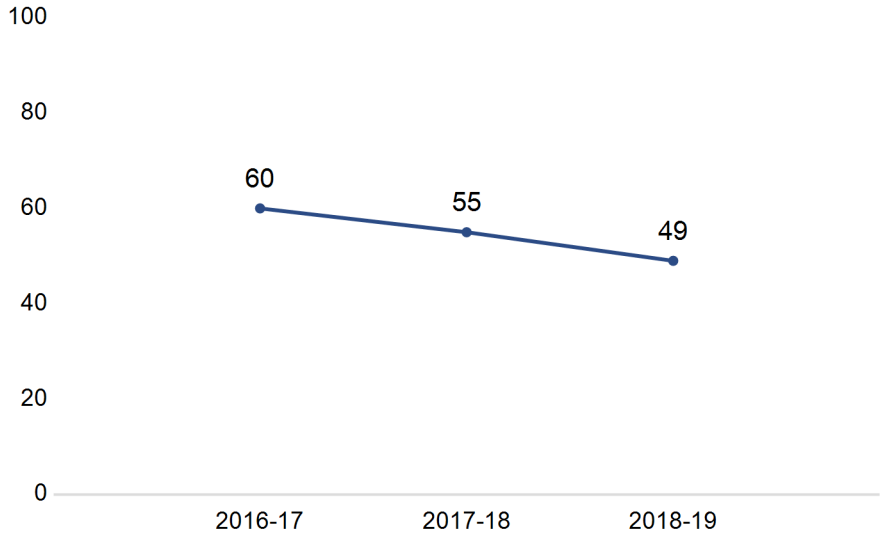
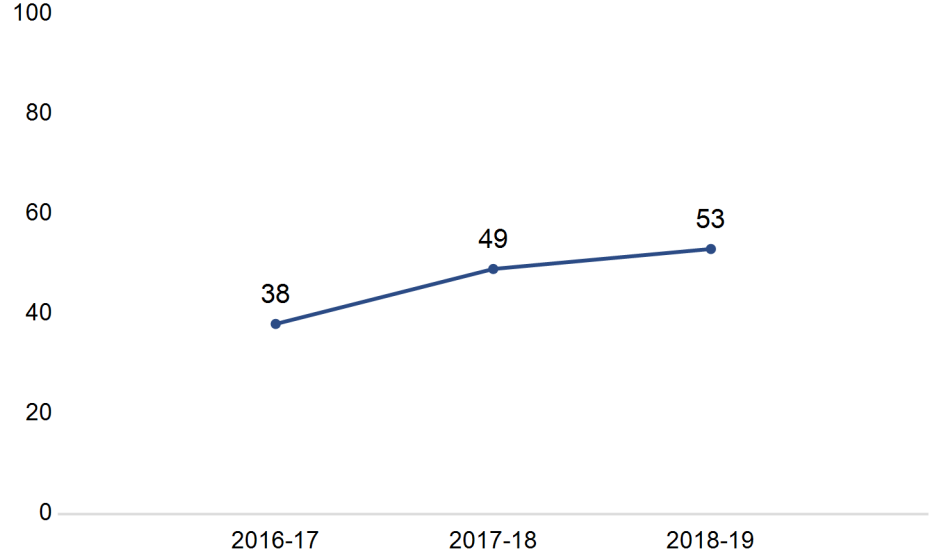
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	55	49	38	49	53
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	52	50	Met Standard	53	46	50	Met Standard
White	46	57	50	**	68	52	52	**
Hispanic	49.5	50	49	Met Standard	49	45	47	Met Standard
Black or African American	58	48	45	Met Standard	32	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	61	59	Met Standard	62	58	60	Exceeds Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	48	55	53	N	51.5	45	50	N
Male	52.5	50	47	N	53	48	51	N
Economically Disadvantaged Students	47.5	52	48	Met Standard	48	45	46	Met Standard
Students with Disabilities	48	41	43	Met Standard	47	42	45	Met Standard
English Learners	*	55	52	**	*	50	50	**
Homeless Students	N	52	43	N	N	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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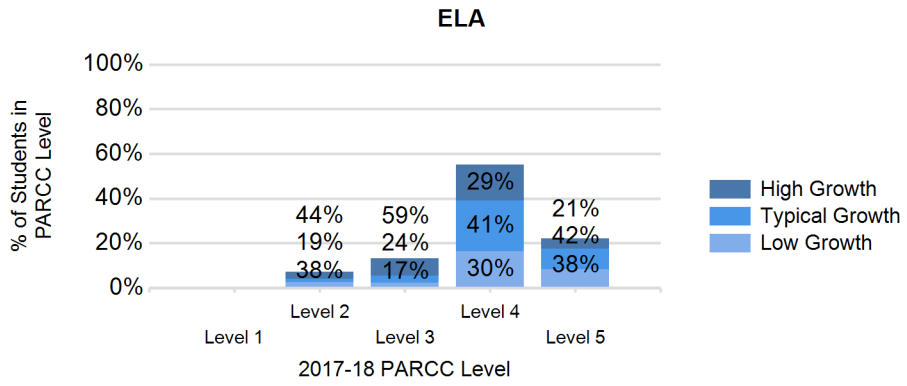
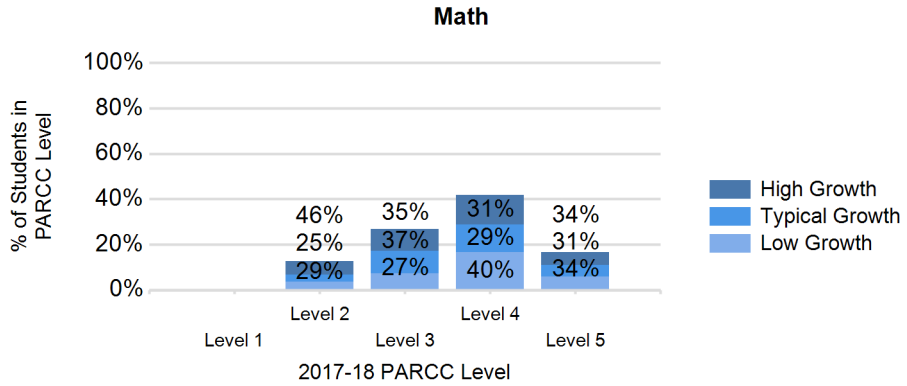
Student Growth by Performance Level

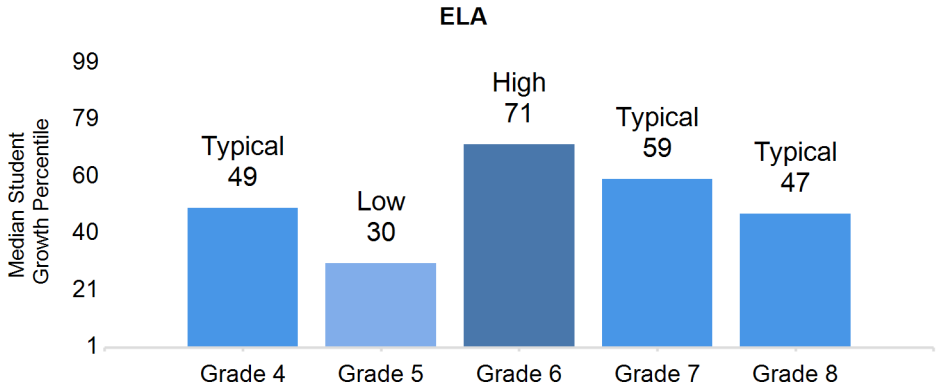
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

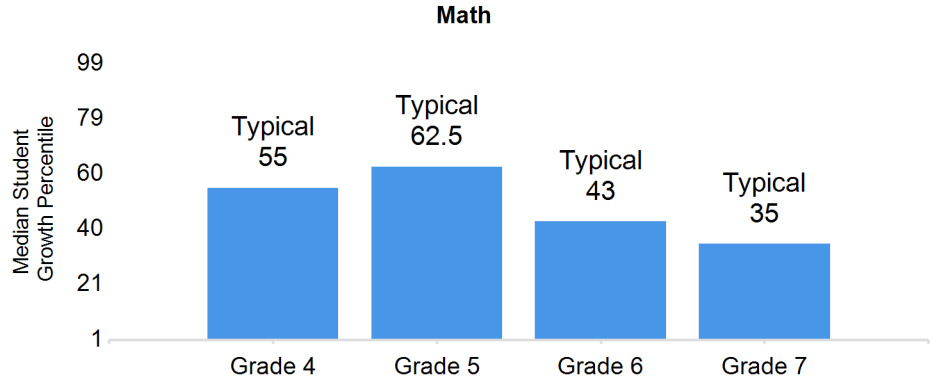




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Dr. Michael Conti School
(17-2390-110)
Grades Offered: PK-08
2018-2019

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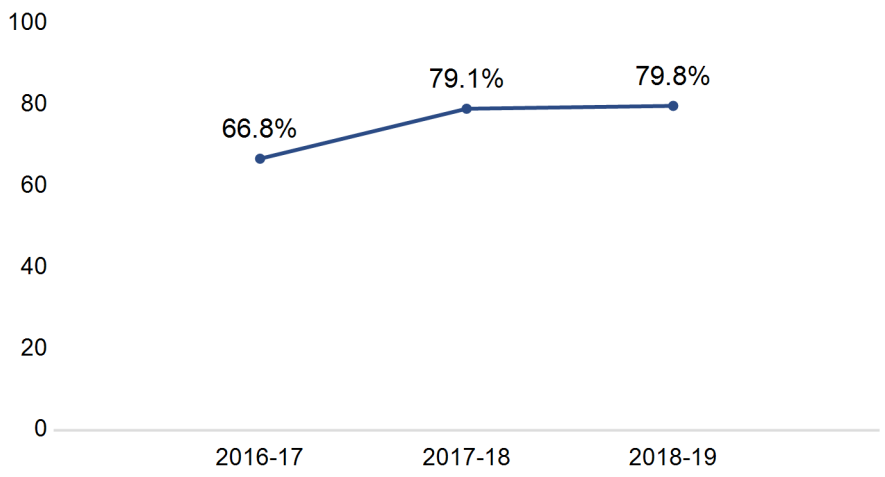
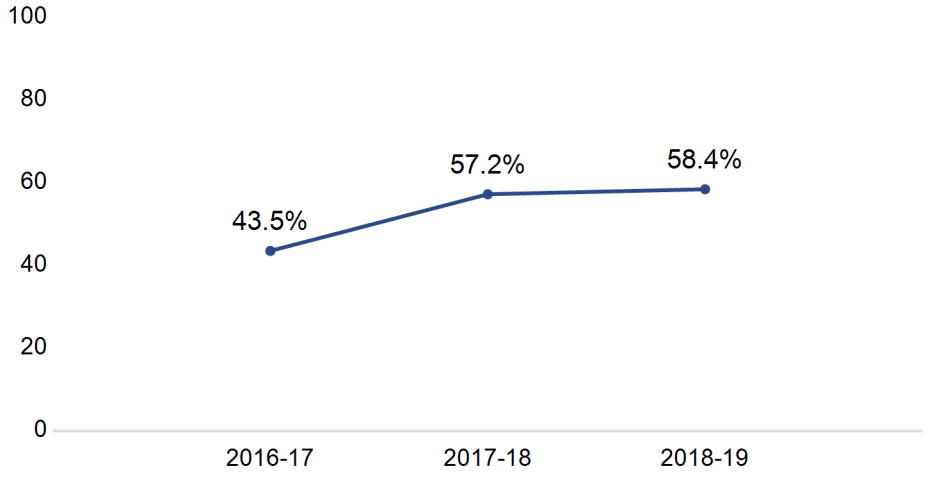
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	95.3%	95.8%	97.5%	95.4%	95.9%
Proficiency Rate for Federal Accountability	66.8%	79.1%	79.8%	43.5%	57.2%	58.4%
Annual Target	63.9%	64.8%	65.6%	47.2%	49.0%	50.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	95.8	79.8	49.7	57.9	79.8	65.6	Met Target
White	29	93.5	79.3	55.9	66.9	78.0	67.3	Met Target
Hispanic	142	96.0	77.5	46.4	43.9	77.5	66.1	Met Target
Black or African American	42	93.9	64.3	34.3	38.5	63.1	54.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	68	97.2	91.2	77.0	82.9	91.2	69.1	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	11	100.0	100.0	67.7	64.4	100.0	**	**
Female	150	96.2	86.0	55.2	64.8	86.0		
Male	142	95.4	73.2	44.5	51.3	73.2		
Economically Disadvantaged Students	157	95.2	72.6	45.3	40.0	72.6	61.1	Met Target
Non-Economically Disadvantaged Students	135	96.5	88.1	56.3	67.9	88.1		
Students with Disabilities	58	88.1	43.1	14.4	22.7	39.9	48.8	Met Target†
Students without Disabilities	234	98.0	88.9	56.2	65.1	88.9		
English Learners	13	92.9	69.2	16.0	29.3	67.7	**	**
Non-English Learners	279	96.0	80.3	53.6	60.6	80.3		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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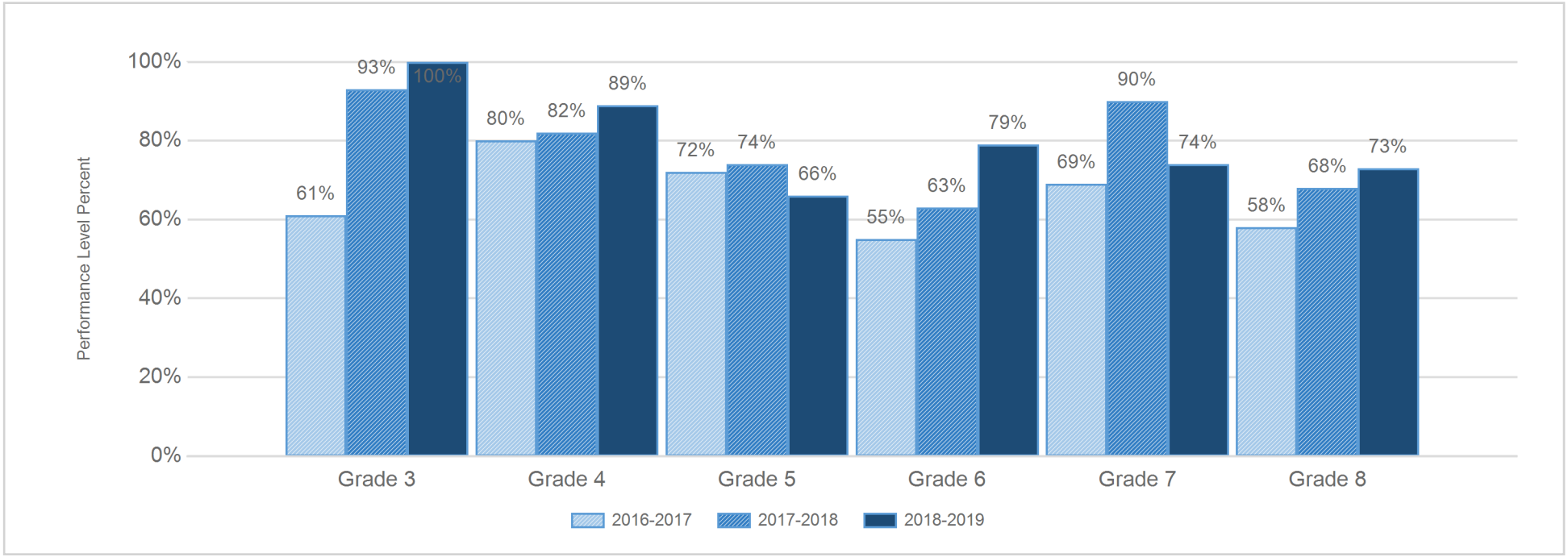
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	814	746	748	0%	0%	0%	43%	57%	100%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	24	811	739	734	0%	0%	0%	50%	50%	100%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	807	780	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	29	824	*	753	0%	0%	0%	*	*	100%	55%
Male	22	800	*	743	0%	0%	0%	*	*	100%	46%
Economically Disadvantaged Students	18	801	735	731	0%	0%	0%	*	*	100%	33%
Non-Economically Disadvantaged Students	33	820	762	759	0%	0%	0%	*	*	100%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	703	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	789	753	755	*	*	*	42%	47%	89%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	24	785	748	743	0%	*	*	*	*	83%	44%
Black or African American	11	776	740	739	*	0%	0%	*	*	91%	39%
Asian, Native Hawaiian, or Pacific Islander	17	799	781	779	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	31	794	757	760	*	*	*	*	*	94%	62%
Male	31	785	749	750	*	*	*	*	*	84%	53%
Economically Disadvantaged Students	34	782	*	740	*	*	*	*	*	88%	40%
Non-Economically Disadvantaged Students	28	799	*	765	*	*	*	*	*	89%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	759	748	756	*	*	24%	*	*	66%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	24	749	745	743	*	*	*	54%	0%	54%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	768	776	781	0%	*	*	*	*	86%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	26	763	754	761	*	*	*	*	*	73%	64%
Male	24	754	742	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	26	752	744	740	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	24	766	755	766	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	770	748	754	0%	*	*	57%	21%	79%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	28	766	745	743	0%	*	*	*	*	75%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	10	784	777	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	24	776	*	762	0%	*	*	*	*	88%	64%
Male	23	764	*	748	0%	*	*	*	*	70%	48%
Economically Disadvantaged Students	31	763	*	740	0%	*	*	*	*	74%	39%
Non-Economically Disadvantaged Students	16	783	755	763	0%	*	*	*	*	88%	67%
Students with Disabilities	11	743	708	722	0%	*	*	*	*	45%	19%
Students without Disabilities	36	778	755	761	0%	*	*	*	*	89%	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	N	N	731	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	764	755	761	*	*	*	*	*	74%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	22	763	751	747	0%	*	*	*	*	82%	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	21	770	762	769	*	*	*	*	*	81%	71%
Male	22	758	748	753	*	*	*	*	*	68%	55%
Economically Disadvantaged Students	23	759	*	743	*	*	*	*	*	65%	45%
Non-Economically Disadvantaged Students	20	770	*	771	*	*	*	*	*	85%	73%
Students with Disabilities	14	743	706	720	*	*	*	*	*	43%	22%
Students without Disabilities	29	774	763	769	*	*	*	*	*	90%	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	763	751	762	0%	*	*	*	*	73%	63%
White	N	N	755	770	N	N	N	N	N	N	72%
Hispanic	16	767	746	747	0%	*	*	*	*	81%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	17	772	760	771	0%	*	*	*	*	82%	71%
Male	16	754	*	753	0%	*	*	*	*	63%	55%
Economically Disadvantaged Students	21	753	747	743	0%	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	12	780	758	772	0%	*	*	*	*	92%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	293	95.9	58.4	33.6	44.5	58.4	50.7	Met Target
White	30	93.7	73.3	45.3	54.1	72.4	56.7	Met Target
Hispanic	142	96.0	54.2	27.2	28.8	54.2	46.9	Met Target
Black or African American	42	94.0	33.3	16.7	23.0	32.7	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	68	97.3	70.6	64.6	76.5	70.6	64	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	11	100.0	90.9	58.5	53.3	90.9	**	**
Female	151	96.3	61.6	34.0	44.9	61.6		
Male	142	95.4	54.9	33.3	44.2	54.9		
Economically Disadvantaged Students	157	95.2	49.0	29.3	26.3	49.0	44.3	Met Target
Non-Economically Disadvantaged Students	136	96.6	69.1	39.8	54.9	69.1		
Students with Disabilities	58	88.1	25.9	*	17.4	23.9	34.9	Not Met
Students without Disabilities	235	98.0	66.4	*	50.0	66.4		
English Learners	14	93.7	64.3	16.0	25.0	63.0	**	**
Non-English Learners	279	96.0	58.1	36.0	46.5	58.1		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr. Michael Conti School
(17-2390-110)
Grades Offered: PK-08
2018-2019

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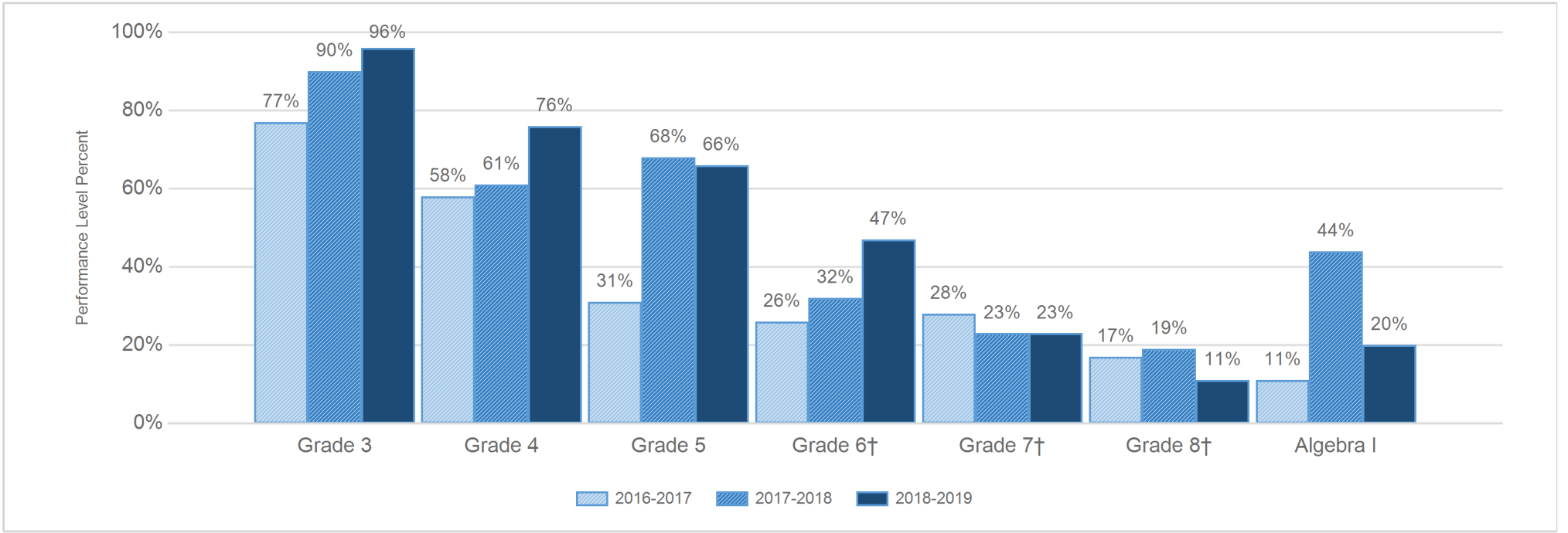
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	782	747	752	0%	0%	*	*	*	96%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	24	778	740	739	0%	0%	0%	*	*	100%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	786	779	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	30	783	*	751	0%	0%	*	*	*	97%	54%
Male	23	782	*	752	0%	0%	*	*	*	96%	56%
Economically Disadvantaged Students	19	772	738	737	0%	0%	*	*	*	95%	37%
Non-Economically Disadvantaged Students	34	788	759	761	0%	0%	*	*	*	97%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	773	740	749	*	*	17%	56%	21%	76%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	24	766	735	737	0%	*	*	*	*	79%	36%
Black or African American	11	760	723	731	*	0%	*	*	*	55%	29%
Asian, Native Hawaiian, or Pacific Islander	18	781	773	776	0%	*	*	*	*	83%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	778	739	749	*	*	*	*	*	78%	50%
Male	31	768	741	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	34	760	*	734	*	*	*	*	*	71%	32%
Non-Economically Disadvantaged Students	29	789	*	759	*	*	*	*	*	83%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	762	736	747	0%	*	26%	*	*	66%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	24	752	733	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	780	764	775	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	26	762	737	747	0%	*	*	*	*	65%	47%
Male	24	761	736	747	0%	*	*	*	*	67%	47%
Economically Disadvantaged Students	26	760	732	732	0%	*	*	*	*	62%	27%
Non-Economically Disadvantaged Students	24	764	742	757	0%	*	*	*	*	71%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	744	731	741	*	*	28%	*	*	47%	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	28	743	726	729	*	*	*	*	*	50%	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	754	759	769	0%	*	*	*	*	50%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	24	747	*	742	*	*	*	*	*	50%	42%
Male	23	742	*	740	*	*	*	*	*	43%	40%
Economically Disadvantaged Students	31	738	*	726	*	*	*	*	*	39%	21%
Non-Economically Disadvantaged Students	16	757	738	750	*	*	*	*	*	63%	53%
Students with Disabilities	11	724	703	716	*	*	*	*	*	18%	12%
Students without Disabilities	36	750	735	746	*	*	*	*	*	56%	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	735	737	744	*	*	49%	*	*	23%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	22	734	732	733	*	*	64%	*	*	18%	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	21	733	*	744	*	*	52%	*	*	19%	42%
Male	22	737	736	743	*	*	45%	*	*	27%	42%
Economically Disadvantaged Students	23	735	734	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	20	736	*	751	*	*	*	*	*	25%	53%
Students with Disabilities	14	723	708	718	*	*	*	*	*	14%	13%
Students without Disabilities	29	741	741	749	*	*	*	*	*	28%	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	714	712	728	*	*	*	*	*	11%	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	716	731	*	*	*	*	*	*	31%
Male	*	*	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	15	737	729	744	*	*	*	*	*	20%	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	15	737	732	748	*	*	*	*	*	20%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	15	737	734	745	*	*	*	*	*	20%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	71.0%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	16	62.5%	37.5%
3-4	18	*	*
5 or more	13	76.9%	23.1%

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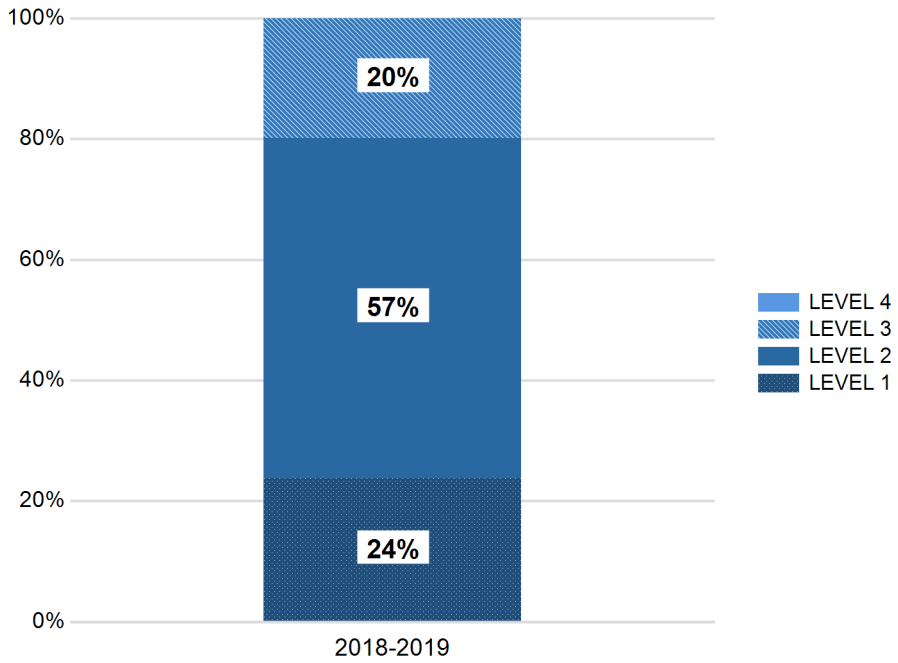
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	57	20	0
White	*	*	*	*
Hispanic	40	52	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	50	43	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	15	62	23	0
Male	32	52	16	0
Economically Disadvantaged Students	30	56	15	0
Non-Economically Disadvantaged Students	17	58	25	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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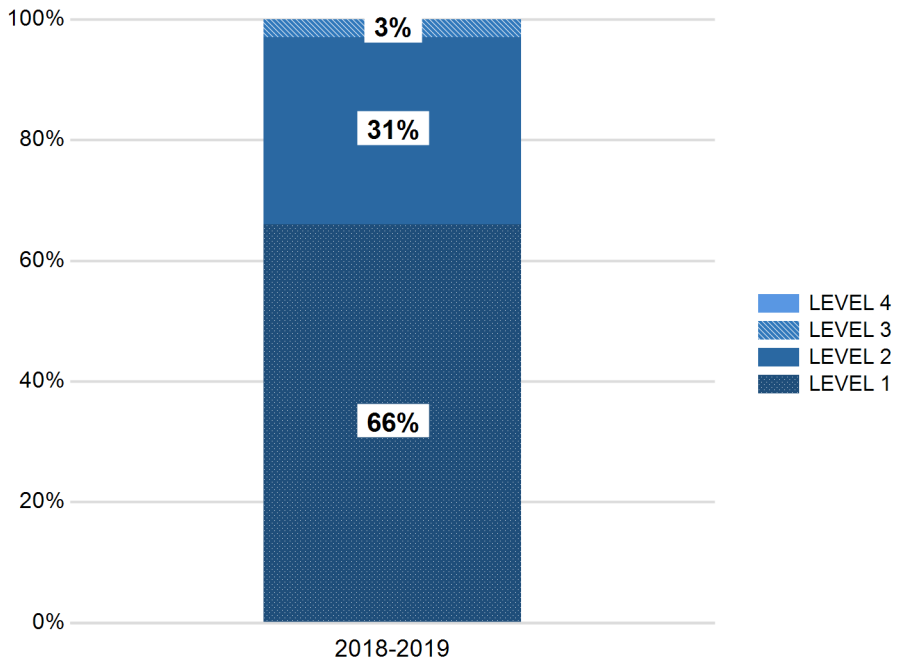
NJSLA Science Assessment: Grade 8 Summary

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	66	31	3	0
White	N	N	N	N
Hispanic	53	47	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	39	6	0
Male	76	24	0	0
Economically Disadvantaged Students	71	25	4	0
Non-Economically Disadvantaged Students	55	45	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Dr. Michael Conti School
(17-2390-110)
Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	55
7	0	0	53
8	15	0	20
Total	15	0	128

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	55
7	0	0	0	0	0	0	57
8	0	0	0	0	0	0	41
Total	0	0	0	0	0	0	153

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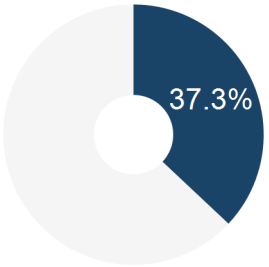
Visual and Performing Arts – Course Participation

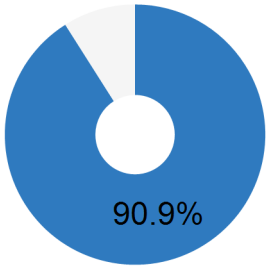
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

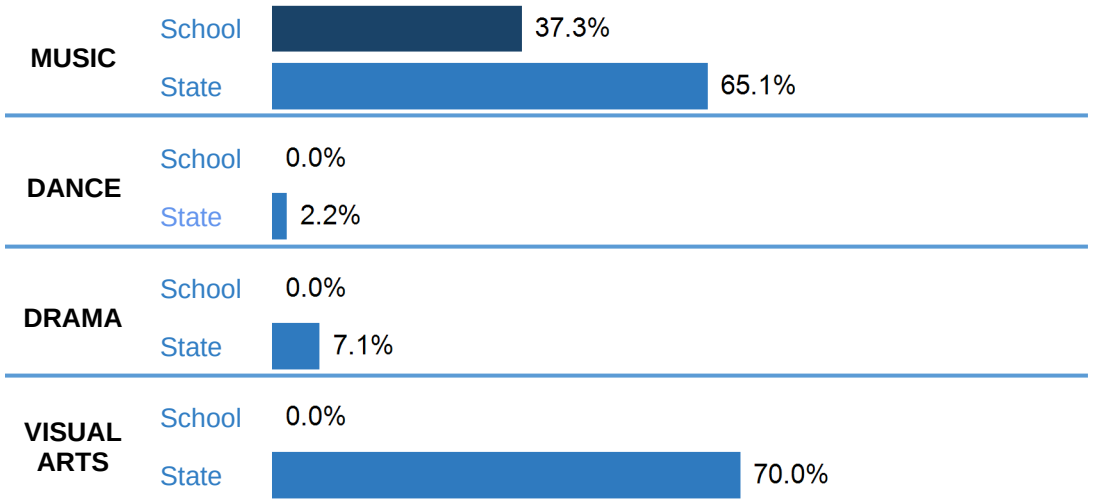


School



State

Students enrolled in one or more classes by discipline:



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

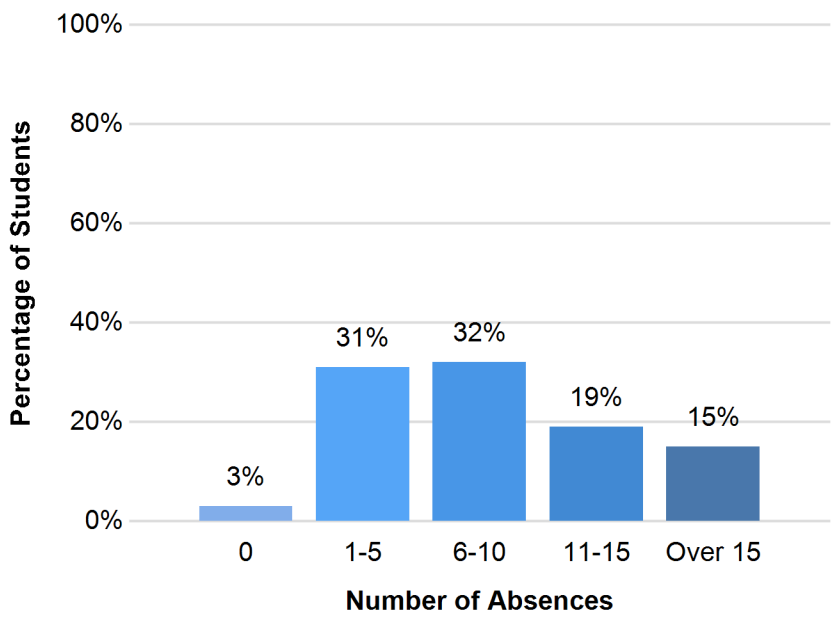
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	9.0	9.0	Met
White	3	4.1	9.0	Met
Hispanic	25	10.2	9.0	Not Met
Black or African American	14	16.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific	6	4.7	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.0	9.0	Met
Female	19	7.0		
Male	31	10.8		
Economically Disadvantaged Students	40	13.3	9.0	Not Met
Students with Disabilities	27	23.1	9.0	Not Met
English Learners	4	8.9	9.0	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.



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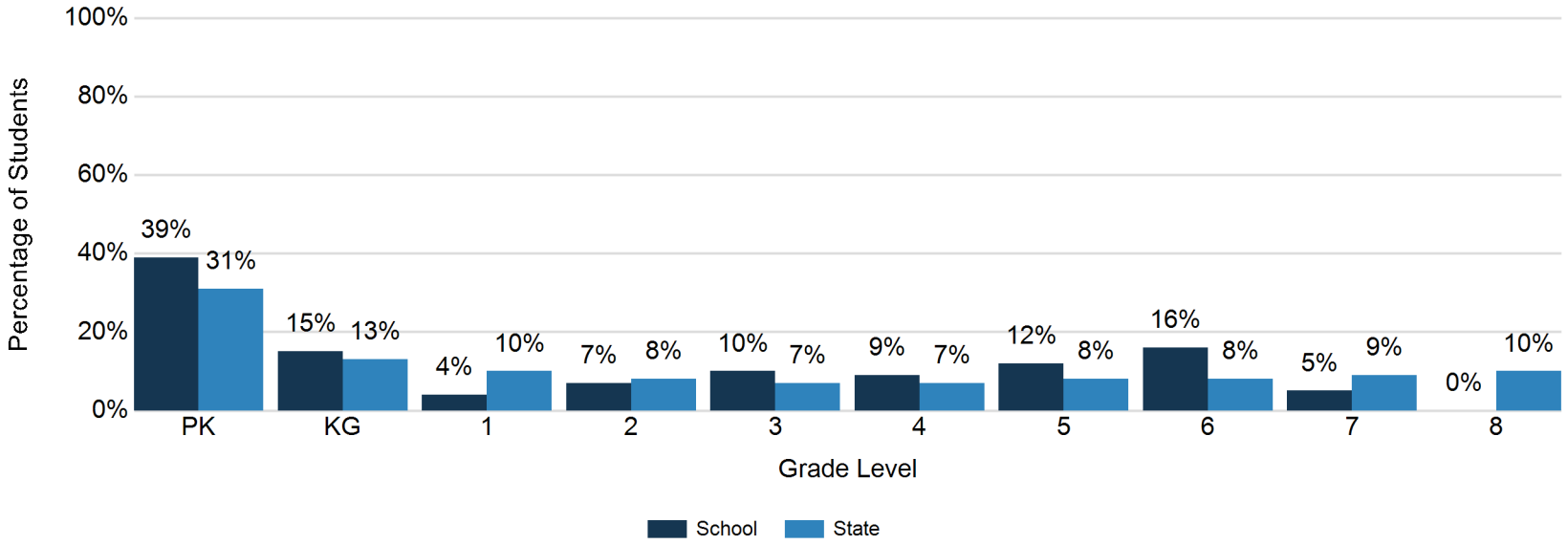
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.31

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		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 Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	14.2	10.8
Percentage of Teachers with 4 or more years experience in the district	95.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	689:1	226:1
Teachers to Administrators	64:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	85.9%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	14.1%	100.0%	51.6%	22.9%	45.1%
White	14.8%	35.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.2%	40.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.8%	15.6%	0.0%	15.0%	6.6%	13.9%
Asian	22.2%	7.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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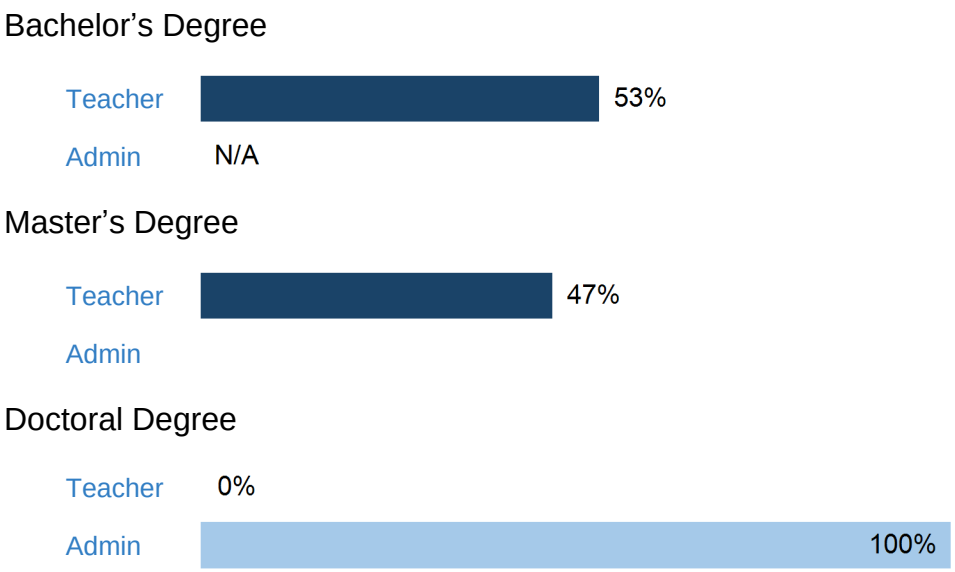
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.8%	79.1%	79.8%
Math Proficiency	43.5%	57.2%	58.4%
ELA Growth	60	55	49
Math Growth	38	49	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.3%	71.0%
Chronic Absenteeism	7.5%	7.4%	9.0%

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

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Dr. Michael Conti School
(17-2390-110)
Grades Offered: PK-08
2018-2019

Report Key:
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† 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:	• Dual Language Program PreK to Gr. 5 • Culturally responsive curriculum integrating STEAM, Kindness and Empathy, as well as Project Based Learning where students are empowered to make a real-world difference • Arts Integrated curriculum and partnerships
Mission, Vision, Theme:	At the Dr. Michael Conti School our motto is, “We believe we can achieve.” Our vision is to ensure all children have equal access to all educational opportunities. We believe that all children can and will learn. We provide a nurturing and inclusive learning environment whereby all children can grow, enhance their self-worth, and succeed academically. We value close ties between children, staff, parents and the community.
Awards, Recognition, Accomplishments:	National Finalists in competitions like Lexus Eco Challenge, Samsung Solve For Tomorrow, Paradigm Challenge, and Siemens We Can Change The World 2018 Roald Dahl Social Justice Award Designated a National Wildlife Federation Eco-School NJ Coalition for Inclusive Education winner, NJTV “Classroom Closeup” spotlight on PS#5’s program

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Courses, Curriculum, Instruction:	Dual Language Program PreK to Gr. 5; National Junior Honor Society; Culturally responsive curriculum integrating STEAM and Project Based Learning Educational Arts ProgramKindness Council.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	Artistically Talented Class, Big Brothers Big Sisters Mentoring Program, Book Fair and Book Talk, Conti Art Show, Conti Community Garden, Conti Olympics, Financial Literacy Workshops, National Junior Honor Society, Honors Night, Career Day, Kindness Council, Winter & Spring Concerts, Glee Club, Soccer, Dance, Cooking, Drama, Sewing, Artistically Talented Class, Breakdance, Yoga, Bollywood, Soccer, Violin Chess, LEGO Robotics

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School Narrative

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Before and After School Programs:	Morning STARS Pre K- 5th gr, Casper K-4th gr, ASPIRA 5th-8th
Staff and Professional Learning:	Our vision at Dr. Michael Conti is to continually build a professional learning community of educators who are seriously committed to improving teaching and learning. Pursuant to N.J.A.C. 6A:10A, the state recognizes that there is a “critical need… to implement professional development practices that support a culture of continuous professional inquiry focused on improving achievement of all students.” The spirit of this code is to ensure that teachers are actively engaged in professional learning opportunities that helps them become highly effective in both knowledge of content and best teaching practices. On a weekly basis, PLC members must meet to collaborate, plan, and prepare professional learning that will guide their work in the classroom. Professional learning topics must be driven by the needs of the students as demonstrated in student academic achievement data. It is expected that all PS # 5 staff members actively participate and contribute to their PLC.

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Student Supports and Services:	Reading Street My Sidewalks Intervention Program Sonday System Intervention Program Early Reading Intervention, Reading Specialist teacher for K-8, Moving with Math, Go Math K-8, ESL pull-out/push in, Inclusion, Self-contained, Sonday System implemented by Mission R.E.A.d teacher, Math Support Teacher
Student Health and Wellness:	Breakfast in the classroom, Brain breaks daily, Sensory room for adaptive Phys Ed, Phys, Ed. K-8th gr, All classrooms have AC's donated through PTA fundraiser
Parent and Community Involvement:	PTA, Big Brothers Big Sisters of Essex, Hudson & Union Counties, Conti Kindness Committee, Recess Committee, School Garden & Green Team, Nimbus Dance to Learn Committee, School Garden & Green Team, School Leadership Council

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School Narrative

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Facilities:	Sensory room for adaptive phys. Ed sumer 2018, cafeteria redone Fall 2015
School Safety:	Middle school behavior plan, Student of the Month Character Trait Recognition ProgramK-8th gr, Behavior Contracts Gr. 2-5, Student Code of conduct

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Technology and STEM:	2 computer labs with 24 desktop computers in each, 1 computer lab with 21 desktop computers, 13 Chromebook carts with 20 chromebooks in each, Promethean board in every class from K-8th gr
Early Childhood Education:	Fullday Pre-K 3 & 4 year old program where students do not have to be bused.

NJ SCHOOL PERFORMANCE REPORT

Dr. Paul Rafalides School
(17-2390-270)
Grades Offered: PK-04
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:

NJ SCHOOL PERFORMANCE REPORT

Dr. Paul Rafalides School
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Grades Offered: PK-04
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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Todd Bolsius
Address	362 UNION ST JERSEY CITY, NJ 07304-1212
Phone Number	201-915-6540
Email Address	tbolsius@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

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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	30	44	45
KG	67	83	81
1	79	76	80
2	75	76	73
3	71	76	76
4	80	78	73
Total	402	433	428

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	51.0%	48.7%	54.0%
Male	49.0%	51.3%	46.0%
Economically Disadvantaged Students	80.3%	56.8%	57.0%
Students with Disabilities	8.5%	7.4%	7.0%
English Learners	19.7%	21.7%	26.6%
Homeless Students	1.2%	0.7%	0.0%
Students in Foster Care	1.0%	0.5%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.9%	18.9%	19.9%
Hispanic	32.8%	28.4%	29.0%
Black or African American	26.1%	29.3%	29.2%
Asian	22.4%	21.2%	19.6%
Native Hawaiian or Pacific Islander	1.0%	0.9%	0.2%
American Indian or Alaska Native	0.7%	0.2%	0.2%
Two or More Races	2.0%	0.9%	1.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	30	44	45
KG - Half Day	0	0	0
KG - Full Day	67	83	81

Enrollment by Home Language

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

Home Language	% of Students
English	50.0%
Spanish	16.4%
Arabic	13.8%
Tagalog	8.6%
Urdu	2.3%
Other Languages	8.9%

NJ SCHOOL PERFORMANCE REPORT

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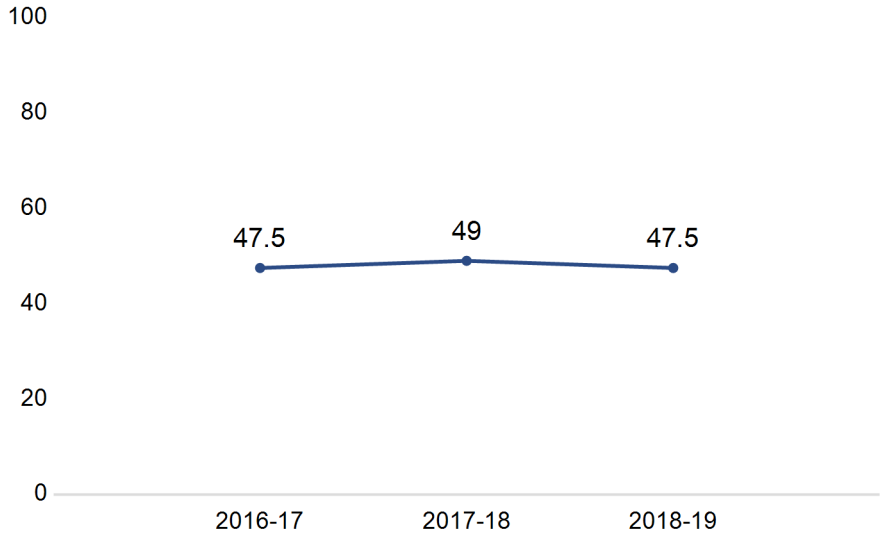
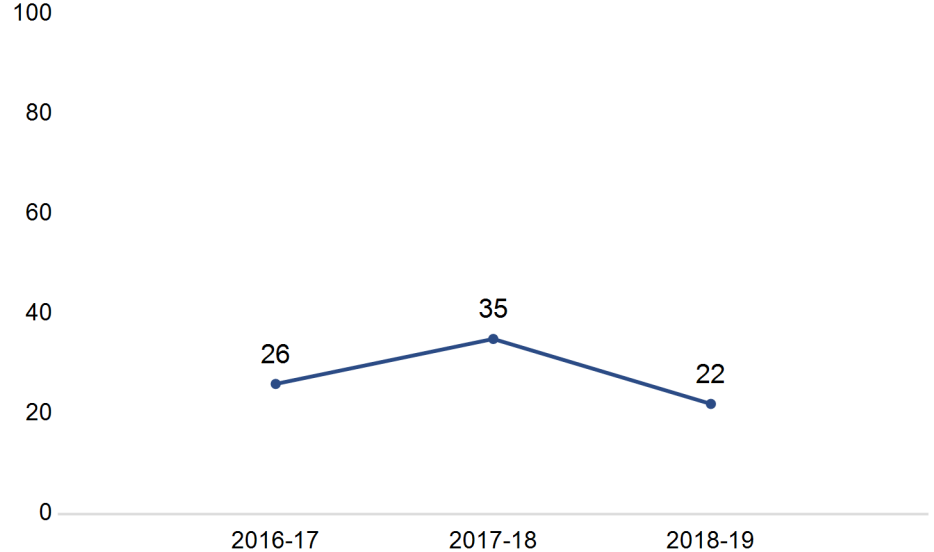
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	49	47.5	26	35	22
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47.5	52	50	Met Standard	22	46	50	Not Met
White	34	57	50	**	13	52	52	**
Hispanic	64	50	49	Exceeds Standard	19	45	47	Not Met
Black or African American	23	48	45	**	22.5	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	61	59	**	30.5	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	48	55	53	N	22	45	50	N
Male	44	50	47	N	21.5	48	51	N
Economically Disadvantaged Students	36	52	48	Not Met	16.5	45	46	Not Met
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	57	55	52	**	17	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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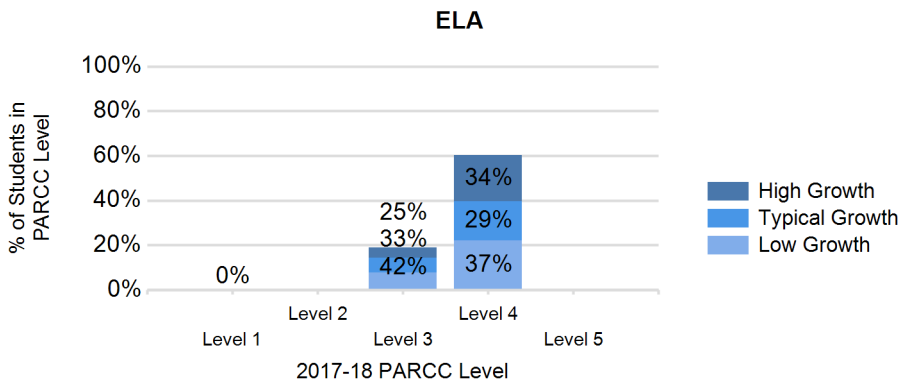
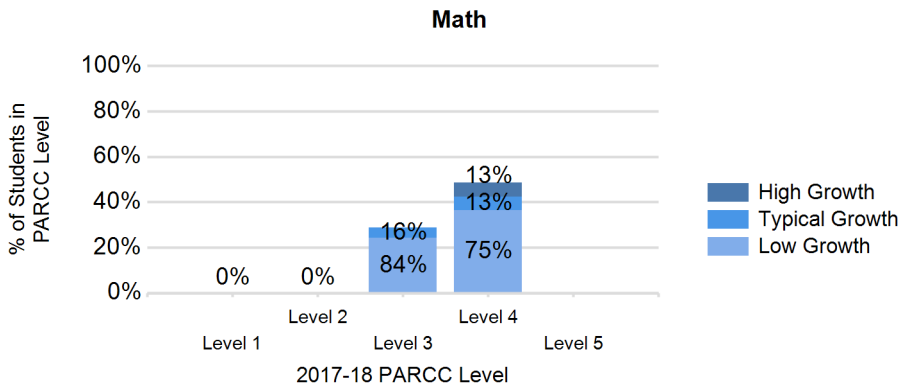
Student Growth by Performance Level

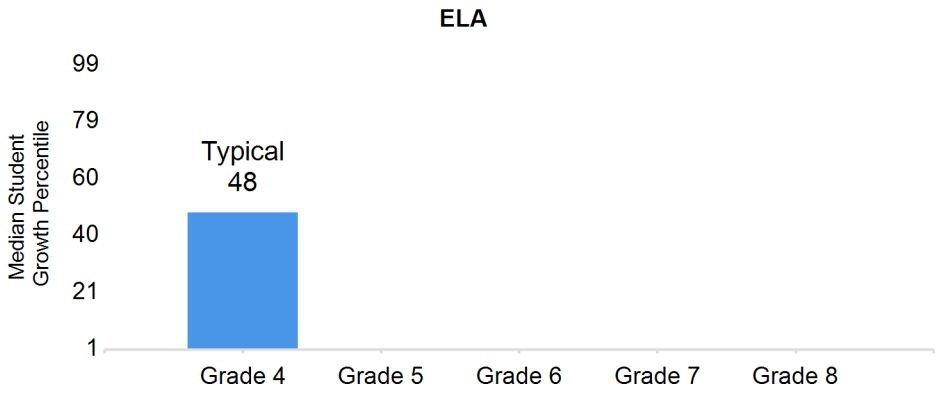
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

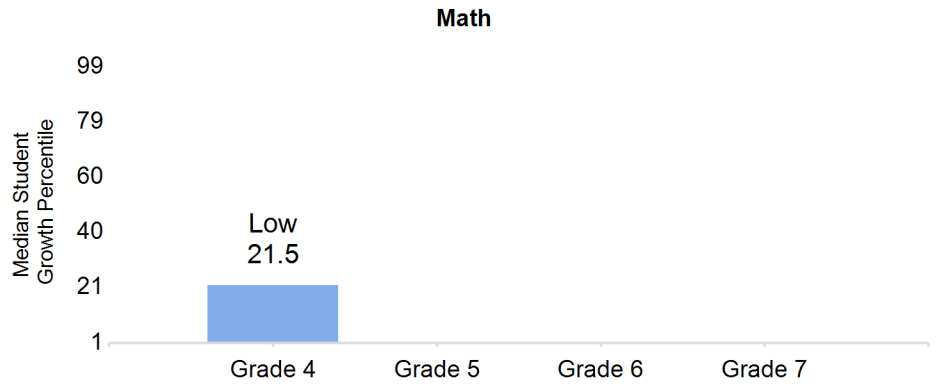




Student Growth by Grade

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





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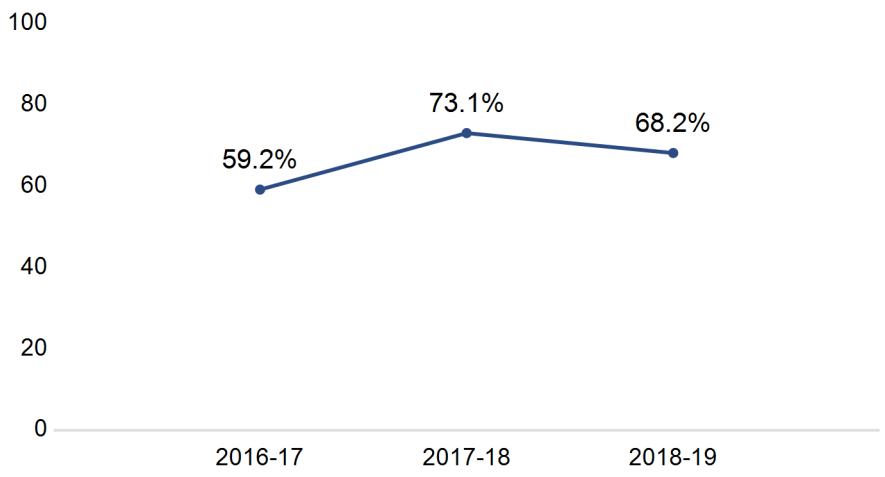
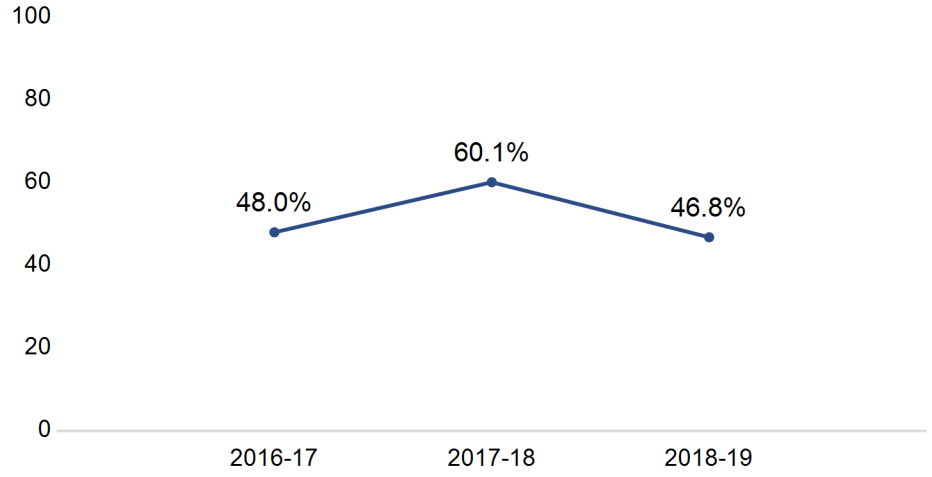
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	99.4%	98.7%	96.9%	98.2%	99.4%
Proficiency Rate for Federal Accountability	59.2%	73.1%	68.2%	48.0%	60.1%	46.8%
Annual Target	60.4%	61.5%	62.5%	52.2%	53.6%	55.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	148	98.7	68.2	49.7	57.9	68.2	62.5	Met Target
White	*	*	*	55.9	66.9	*	80	Not Met
Hispanic	45	95.8	60.0	46.4	43.9	60.0	65.4	Met Target†
Black or African American	43	100.0	67.4	34.3	38.5	67.4	45.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	87.9	77.0	82.9	87.9	78.1	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	73	98.7	74.0	55.2	64.8	74.0		
Male	75	98.7	62.7	44.5	51.3	62.7		
Economically Disadvantaged Students	84	100.0	61.9	45.3	40.0	61.9	61	Met Target
Non-Economically Disadvantaged Students	64	97.1	76.6	56.3	67.9	76.6		
Students with Disabilities	20	100.0	20.0	14.4	22.7	20.0	22.4	Met Target†
Students without Disabilities	128	98.5	75.8	56.2	65.1	75.8		
English Learners	37	97.4	56.8	16.0	29.3	56.8	47	Met Target
Non-English Learners	111	99.1	72.1	53.6	60.6	72.1		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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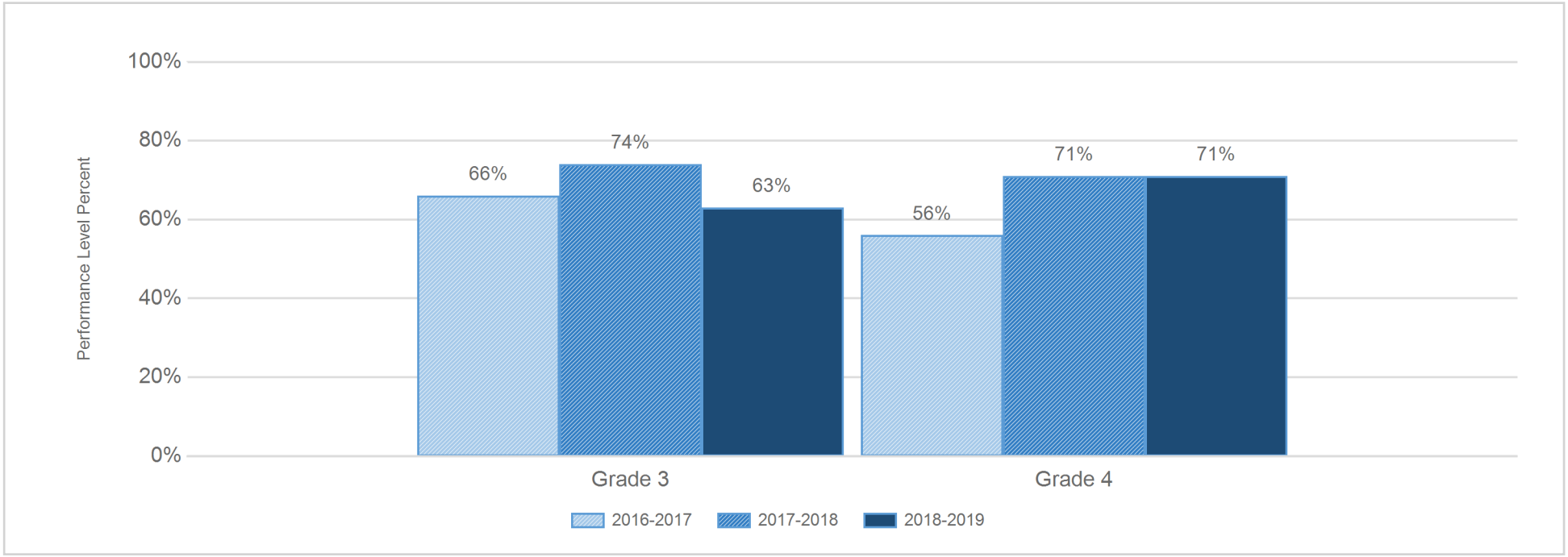
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Dr. Paul Rafalides School
(17-2390-270)
Grades Offered: PK-04
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	762	746	748	*	*	15%	46%	18%	63%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	21	745	739	734	*	*	*	*	*	43%	36%
Black or African American	24	754	730	731	*	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	20	793	780	773	0%	0%	*	*	*	95%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	45	769	*	753	*	*	*	*	*	62%	55%
Male	34	754	*	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	39	760	735	731	*	*	*	*	*	59%	33%
Non-Economically Disadvantaged Students	40	765	762	759	*	*	*	*	*	68%	61%
Students with Disabilities	11	710	697	719	*	*	*	*	*	*	24%
Students without Disabilities	68	771	753	754	*	*	*	*	*	*	56%
English Learners	21	747	718	713	*	*	*	*	*	48%	17%
Non-English Learners	58	768	752	751	*	*	*	*	*	69%	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	766	753	755	*	*	20%	47%	24%	71%	57%
White	12	761	760	763	*	0%	*	*	*	58%	67%
Hispanic	24	764	748	743	*	*	*	*	*	75%	44%
Black or African American	21	764	740	739	0%	0%	*	*	*	76%	39%
Asian, Native Hawaiian, or Pacific Islander	13	776	781	779	0%	*	*	*	*	69%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	30	773	757	760	*	*	*	*	*	87%	62%
Male	40	760	749	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	43	761	*	740	*	*	*	*	*	65%	40%
Non-Economically Disadvantaged Students	27	773	*	765	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	16	755	727	720	*	*	*	*	*	63%	17%
Non-English Learners	54	769	757	758	*	*	*	*	*	74%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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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	154	99.4	46.8	33.6	44.5	46.8	55.1	Not Met
White	*	*	*	45.3	54.1	*	73.1	Not Met
Hispanic	48	98.1	33.3	27.2	28.8	33.3	57.5	Not Met
Black or African American	45	100.0	28.9	16.7	23.0	28.9	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	100.0	84.8	64.6	76.5	84.8	71	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	78	100.0	44.9	34.0	44.9	44.9		
Male	76	98.8	48.7	33.3	44.2	48.7		
Economically Disadvantaged Students	86	100.0	43.0	29.3	26.3	43.0	53.2	Not Met
Non-Economically Disadvantaged Students	68	98.7	51.5	39.8	54.9	51.5		
Students with Disabilities	21	100.0	*	*	17.4	*	29.6	Not Met
Students without Disabilities	133	99.3	*	*	50.0	*		
English Learners	42	100.0	45.2	16.0	25.0	45.2	66.5	Not Met
Non-English Learners	112	99.1	47.3	36.0	46.5	47.3		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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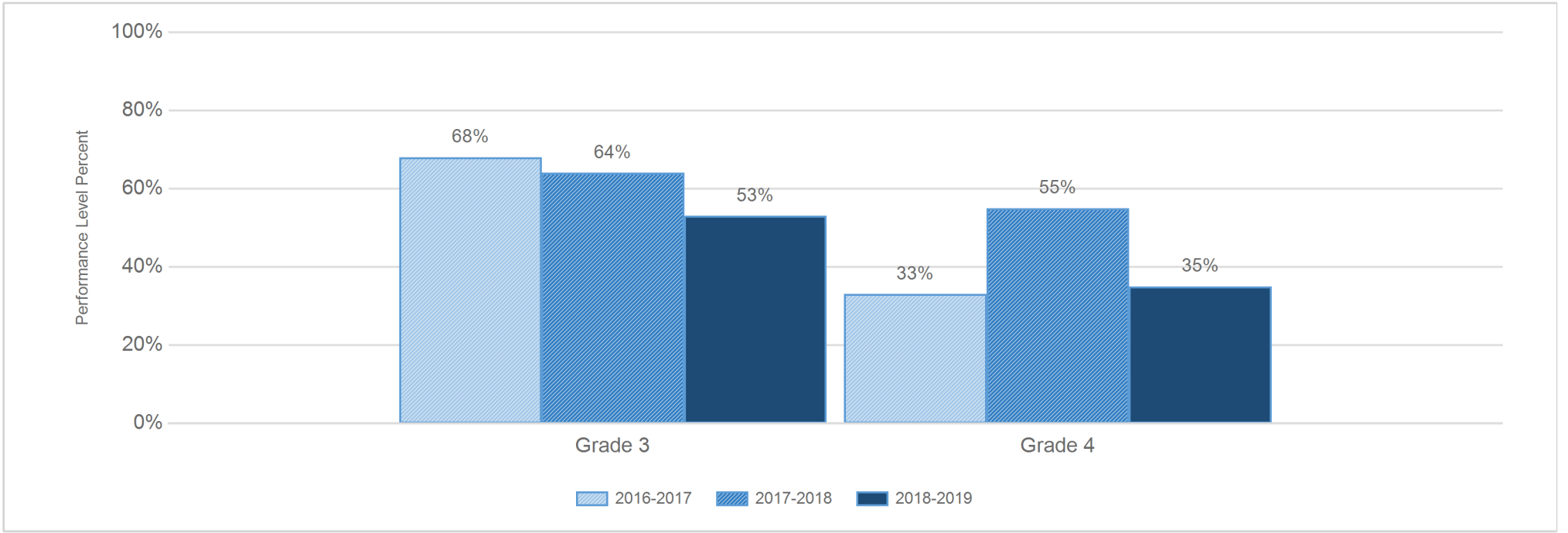
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	755	747	752	*	*	25%	31%	22%	53%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	25	734	740	739	*	*	*	*	*	28%	40%
Black or African American	24	747	730	735	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	20	786	779	778	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	47	753	*	751	*	*	*	*	*	47%	54%
Male	36	759	*	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	40	754	738	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	43	756	759	761	*	*	*	*	*	56%	67%
Students with Disabilities	11	720	714	731	*	*	*	*	*	*	31%
Students without Disabilities	72	761	752	756	*	*	*	*	*	*	60%
English Learners	25	742	732	728	*	*	*	*	*	48%	26%
Non-English Learners	58	761	751	754	*	*	*	*	*	55%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	738	740	749	*	20%	34%	*	*	35%	51%
White	13	734	748	757	*	*	*	*	*	31%	62%
Hispanic	25	738	735	737	*	*	*	*	*	36%	36%
Black or African American	23	731	723	731	*	*	48%	*	*	17%	29%
Asian, Native Hawaiian, or Pacific Islander	13	757	773	776	0%	*	*	*	*	69%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	33	738	739	749	*	*	*	*	*	39%	50%
Male	41	739	741	749	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	44	741	*	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	30	735	*	759	*	*	*	*	*	33%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	19	733	723	722	*	*	*	*	*	32%	18%
Non-English Learners	55	740	743	751	*	*	*	*	*	36%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	82.1%	56.6%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	88.0%	12.0%
3-4	40	87.5%	12.5%
5 or more	33	45.5%	54.5%

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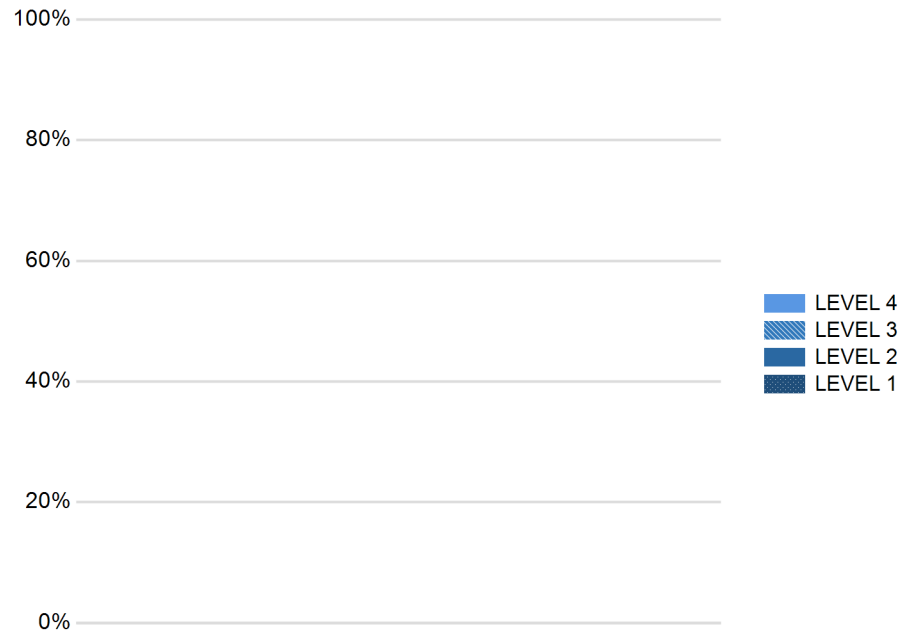
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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



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.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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

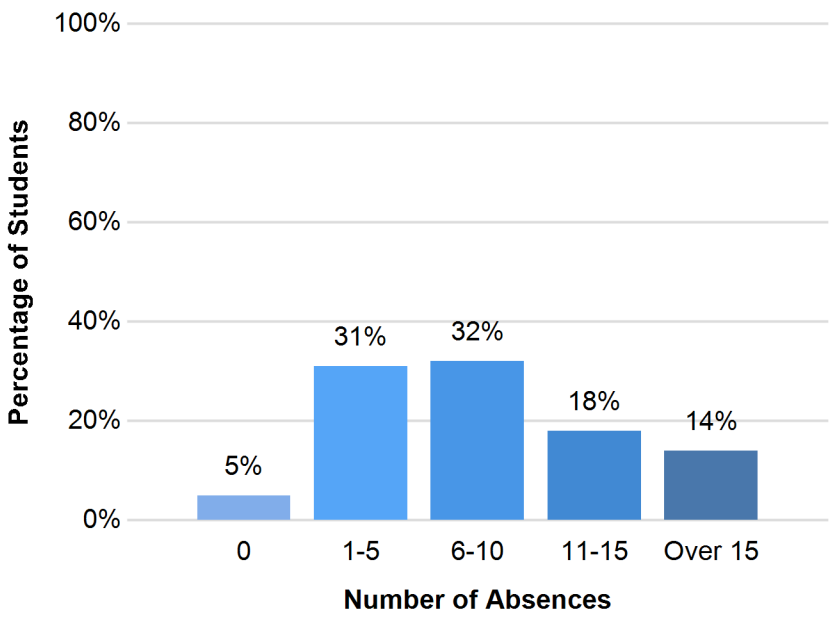
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	8.6	9.2	Met
White	4	5.0	9.2	Met
Hispanic	13	10.2	9.2	Not Met
Black or African American	13	11.3	9.2	Not Met
Asian, Native Hawaiian, or Pacific	4	6.0	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	8.6		
Male	16	8.6		
Economically Disadvantaged Students	22	9.6	9.2	Not Met
Students with Disabilities	5	14.3	9.2	Not Met
English Learners	8	7.1	9.2	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.



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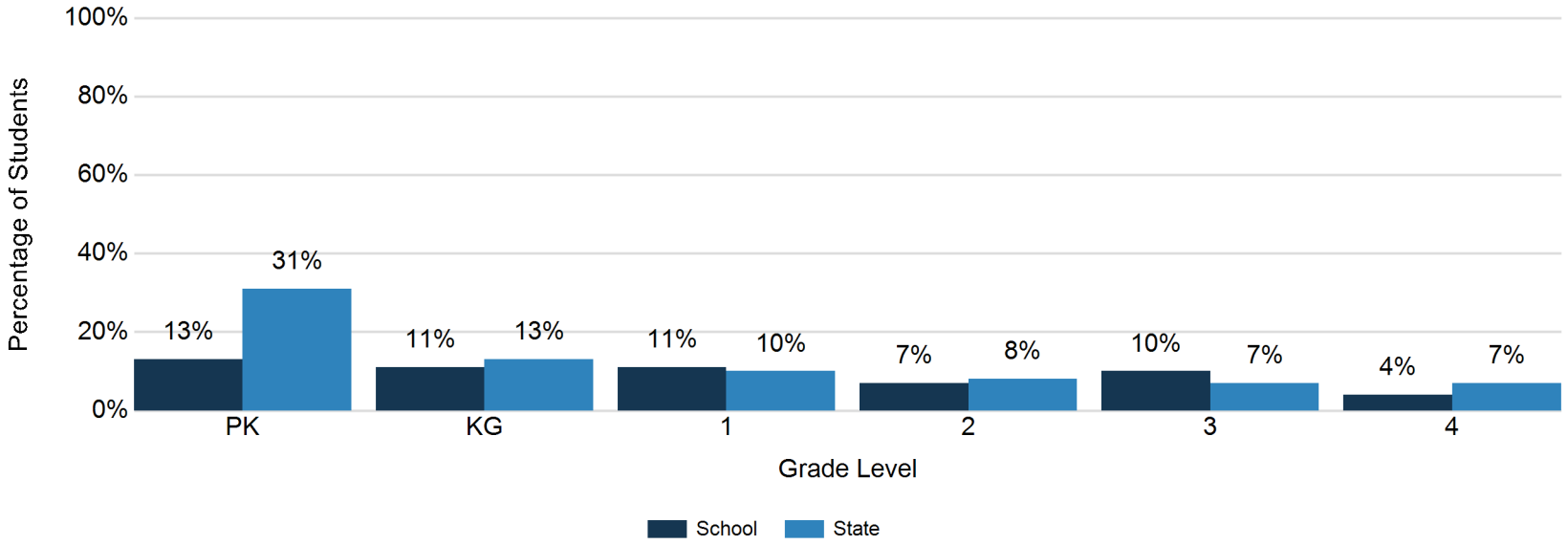
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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

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 Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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

NJ SCHOOL PERFORMANCE REPORT

Dr. Paul Rafalides School
(17-2390-270)
Grades Offered: PK-04
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 district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	15.7	10.8
Percentage of Teachers with 4 or more years experience in the district	90.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.0%	80.6%	N	48.4%	77.1%	54.9%
Male	46.0%	19.4%	N	51.6%	22.9%	45.1%
White	19.9%	71.0%	N	42.4%	83.6%	77.4%
Hispanic	29.0%	12.9%	N	29.9%	7.3%	7.2%
Black or African American	29.2%	12.9%	N	15.0%	6.6%	13.9%
Asian	19.6%	3.2%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	N	2.1%	0.2%	0.2%

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2018-2019

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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 district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 55%

Admin N/A

Master's Degree

Teacher 45%

Admin

Doctoral Degree

Teacher 0%

Admin *

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	59.2%	73.1%	68.2%
Math Proficiency	48.0%	60.1%	46.8%
ELA Growth	48	49	48
Math Growth	26	35	22
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		80.7%	82.1%
Chronic Absenteeism	12.3%	12.7%	8.6%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Every year our school highlights various cultures through students performing cultural songs and dances at our annual Music and Arts Festival. • Student achievement for most books read on MyOn and most participation on Sumdog. • Students published in the District's Liberty Lines for achievement and recognition at the Jersey City History Fair and participation in the "Day of the Girl" initiative.
Mission, Vision, Theme:	To ignite a passion for learning and strive to meet and exceed all expectations and goals in preparation for college and career readiness. We will continue to nurture and strengthen a strong home school partnership.
Awards, Recognition, Accomplishments:	City Wide Attendance 2 years in a row; Healthier US Bronze School; Closing the Achievement Gap; High academic performance on PARCC; Reading most books on MyOn.

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Courses, Curriculum, Instruction:	HOPE Classes

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Before and After School Programs:	PLCs; Grade Level Meetings; Morning PD; In House consultants PD
Postsecondary Information:	ESL Classes; Inclusion Classes; 1:1 Aides

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Student Supports and Services:	Breakfast Program; Physical Education; Recess; Fitness Fridays; Warrior Wednesdays (Yoga for students)
Student Health and Wellness:	Parent Council; Family Fun Night; PD for Parents
Parent and Community Involvement:	Installation of Air Conditioners in 4 classrooms in the main building. Our goal is to equip every classroom with an air conditioning unit.

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Climate Surveys:	Morning STARS (PreK- Gr. 4); CASPER (PreK-Gr. 4); Extended Day (Grades 3 & 4)
Facilities:	Student Safety Patrol; Anti-Bullying Program; HIB
School Safety:	SMART Boards in Grades PreK- 4; 1:1 Computers in grades K-4; iPADS in all classes; OSMO in all classes; Computer Classes offered to grades K-4

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Technology and STEM:	3 Full day Pre-K Classes; Some students are still bussed
Early Childhood Education:	Students are to wear appropriate school uniform every day. Students must arrive to school no later than 8:30 a.m. Students must complete homework every night and read books on MyOn every day.

NJ SCHOOL PERFORMANCE REPORT

Ezra L. Nolan School
(17-2390-345)
Grades Offered: 06-08
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:

NJ SCHOOL PERFORMANCE REPORT

Ezra L. Nolan School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Troy Smith
Address	88 GATES AVE JERSEY CITY, NJ 07305-2448
Phone Number	201-915-6570
Email Address	tsmith@jcboe.org
Website	http://www.jcboe.org/
Twitter	https://twitter.com/EzraMs40

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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	95	92	122
7	82	78	99
8	84	86	72
Total	261	256	293

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	43.3%	48.4%	42.7%
Male	56.7%	51.6%	57.3%
Economically Disadvantaged Students	84.7%	57.8%	55.3%
Students with Disabilities	29.5%	30.1%	28.3%
English Learners	1.1%	0.4%	0.0%
Homeless Students	2.3%	2.0%	0.0%
Students in Foster Care	1.9%	1.2%	0.7%
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	5.4%	4.3%	3.8%
Hispanic	28.4%	30.5%	34.1%
Black or African American	56.7%	52.7%	53.9%
Asian	6.1%	6.6%	4.8%
Native Hawaiian or Pacific Islander	1.5%	3.5%	2.4%
American Indian or Alaska Native	0.0%	0.4%	0.3%
Two or More Races	1.9%	2.0%	0.7%

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	82.9%
Spanish	13.3%
Other Languages	3.8%

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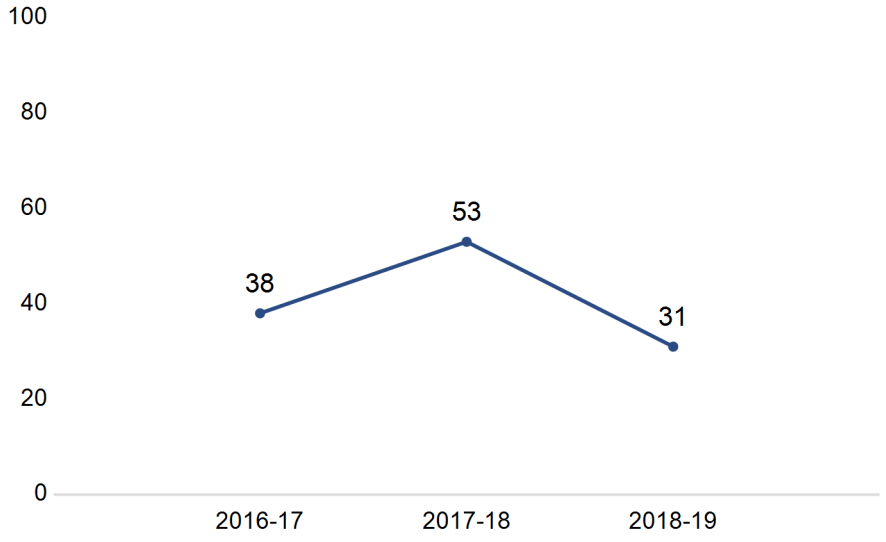
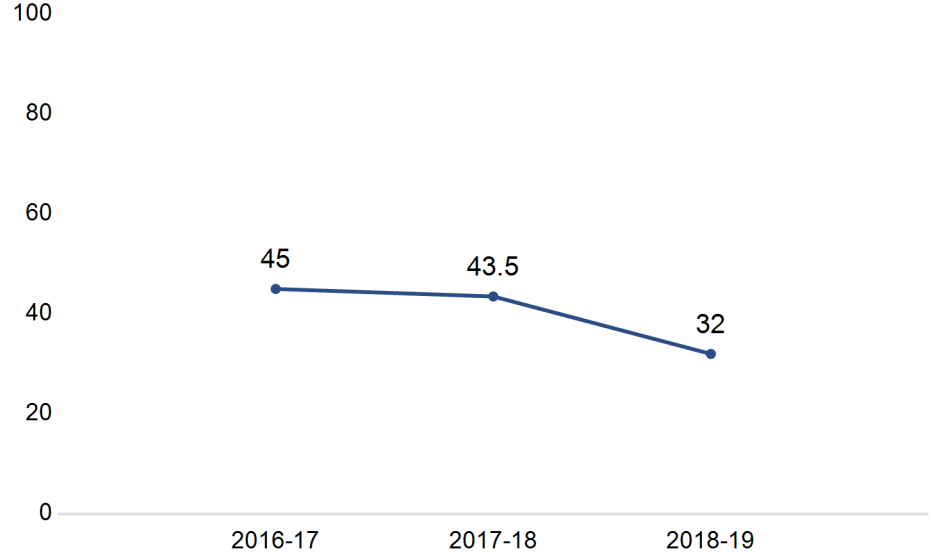
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	53	31	45	43.5	32
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	31	52	50	Not Met	32	46	50	Not Met
White	*	57	50	**	*	52	52	**
Hispanic	38	50	49	Not Met	31	45	47	Not Met
Black or African American	26	48	45	Not Met	35	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	38	61	59	Not Met	31	58	60	**
American Indian or Alaska Native	*	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	36	55	53	N	31	45	50	N
Male	27.5	50	47	N	32	48	51	N
Economically Disadvantaged Students	27.5	52	48	Not Met	30	45	46	Not Met
Students with Disabilities	33.5	41	43	Not Met	31	42	45	Not Met
English Learners	41	55	52	Met Standard	50	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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

Ezra L. Nolan School
(17-2390-345)
Grades Offered: 06-08
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.

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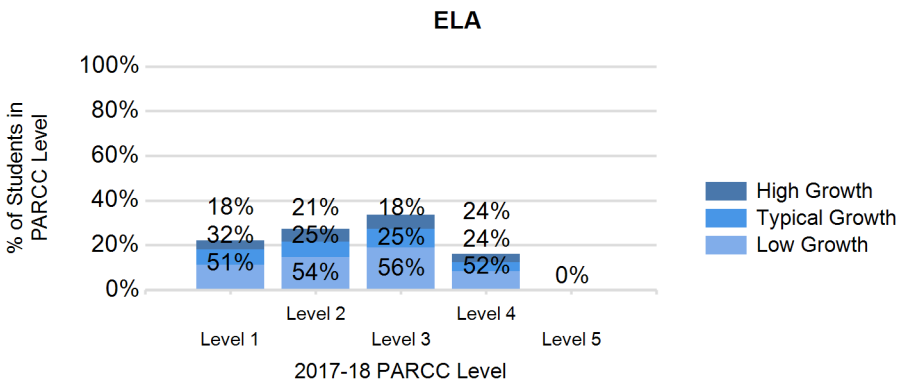
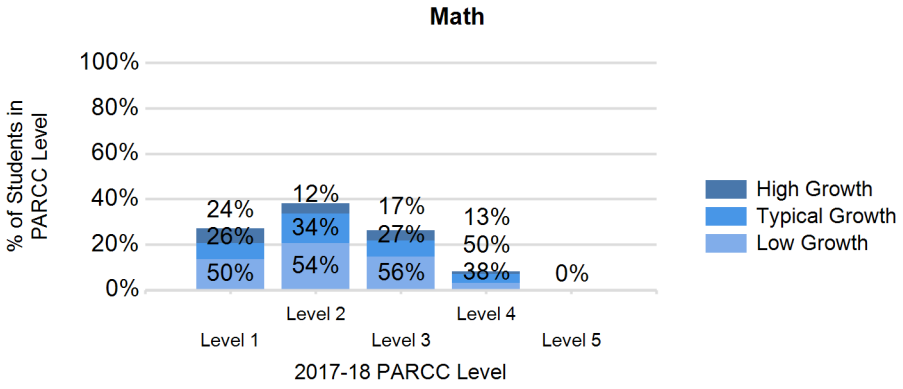
Student Growth by Performance Level

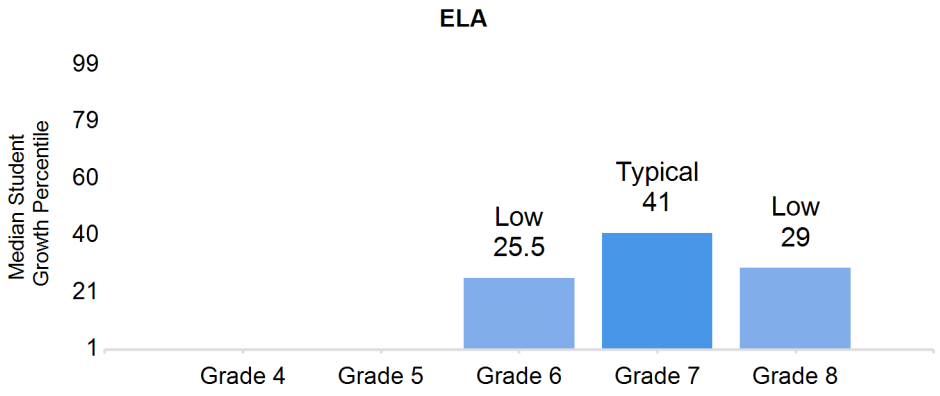
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

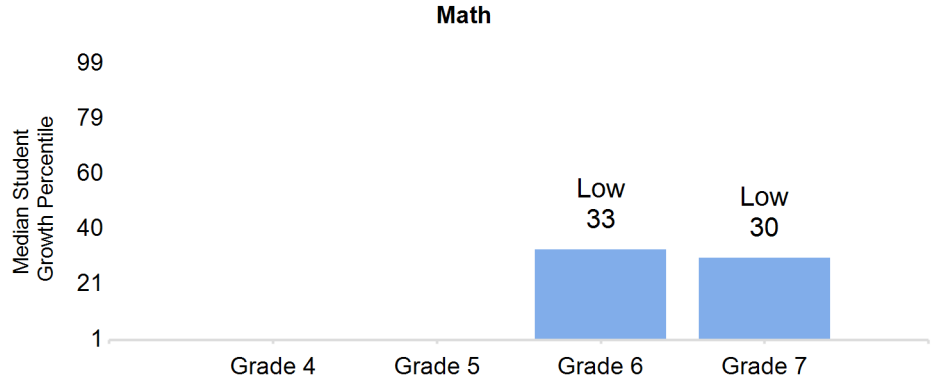




Student Growth by Grade

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





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Ezra L. Nolan School
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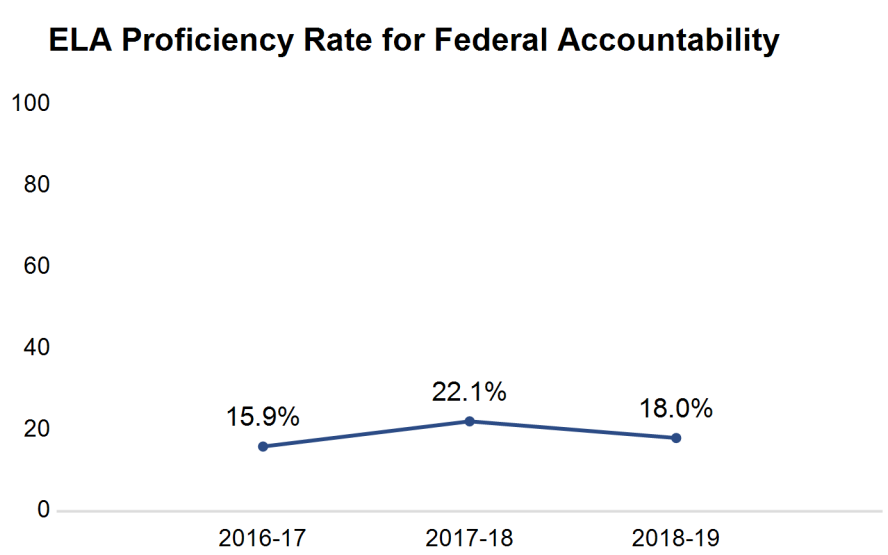
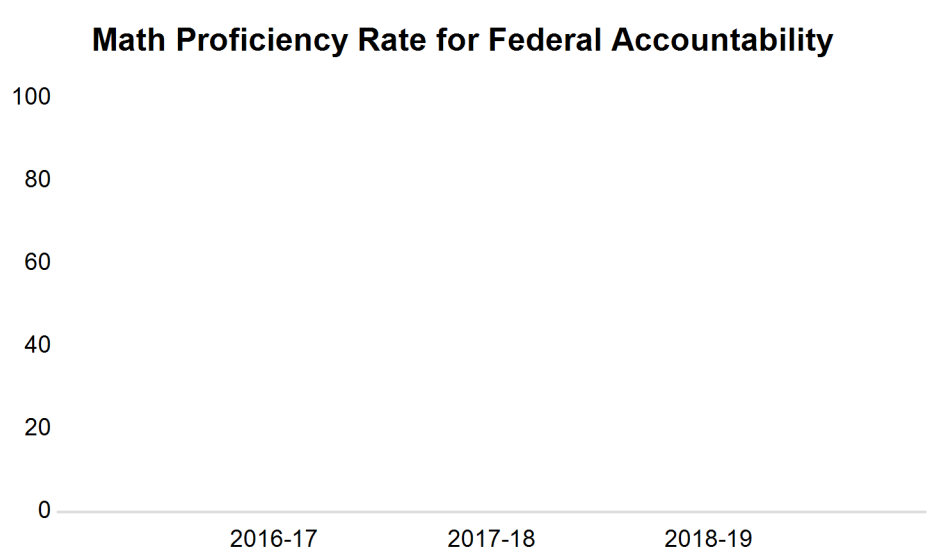
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	95.4%	95.0%	99.0%	96.2%	95.3%
Proficiency Rate for Federal Accountability	15.9%	22.1%	18.0%	*	*	*
Annual Target	17.5%	20.8%	24.1%	8.2%	12.0%	15.7%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	289	95.0	18.0	49.7	57.9	18.0	24.1	Not Met
White	*	*	*	55.9	66.9	*	**	**
Hispanic	124	97.7	21.0	46.4	43.9	21.0	27.6	Not Met
Black or African American	128	92.5	14.8	34.3	38.5	14.7	19	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	24.0	77.0	82.9	24.0	33.9	Met Target†
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	139	94.8	21.6	55.2	64.8	21.6		
Male	150	95.2	14.7	44.5	51.3	14.7		
Economically Disadvantaged Students	158	93.7	13.9	45.3	40.0	13.8	22.9	Not Met
Non-Economically Disadvantaged Students	131	96.6	22.9	56.3	67.9	22.9		
Students with Disabilities	52	90.3	*	14.4	22.7	*	14.2	Not Met
Students without Disabilities	237	96.1	*	56.2	65.1	*		
English Learners	44	100.0	11.4	16.0	29.3	11.4	12	Met Target†
Non-English Learners	245	94.2	19.2	53.6	60.6	19.2		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ezra L. Nolan School
(17-2390-345)
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2018-2019

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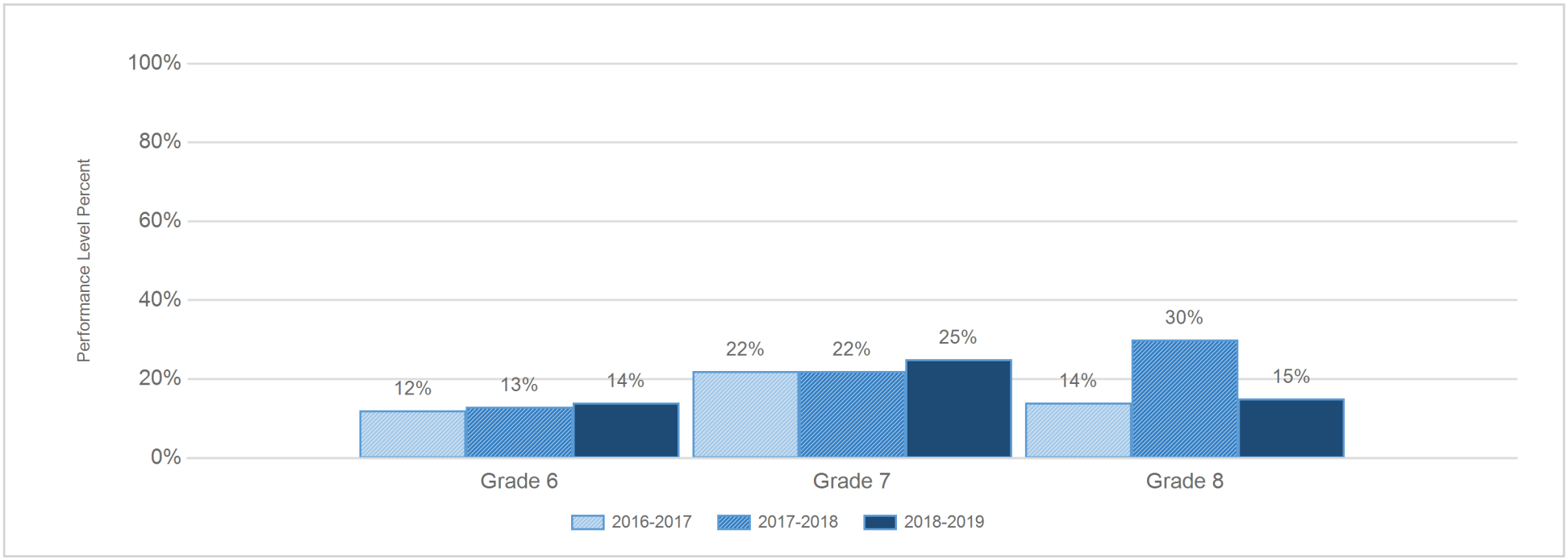
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	715	748	754	33%	25%	28%	14%	0%	14%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	41	719	745	743	32%	*	27%	*	*	20%	43%
Black or African American	57	710	730	738	39%	25%	26%	*	*	11%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	46	716	*	762	28%	28%	28%	*	*	15%	64%
Male	63	714	*	748	37%	22%	29%	*	*	13%	48%
Economically Disadvantaged Students	61	709	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	48	721	755	763	*	*	*	*	*	*	67%
Students with Disabilities	19	686	708	722	*	*	*	*	*	*	19%
Students without Disabilities	90	721	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	726	755	761	24%	25%	27%	*	*	25%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	46	730	751	747	*	*	30%	*	*	30%	50%
Black or African American	46	726	740	741	22%	28%	30%	*	*	20%	43%
Asian, Native Hawaiian, or Pacific Islander	12	717	785	790	*	*	*	*	*	17%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	54	730	762	769	22%	19%	30%	*	*	30%	71%
Male	52	723	748	753	25%	31%	25%	*	*	19%	55%
Economically Disadvantaged Students	54	730	*	743	19%	24%	31%	*	*	26%	45%
Non-Economically Disadvantaged Students	52	722	*	771	29%	25%	23%	*	*	23%	73%
Students with Disabilities	22	699	706	720	*	*	*	*	*	*	22%
Students without Disabilities	84	733	763	769	*	*	*	*	*	*	71%
English Learners	13	721	715	706	*	*	*	*	*	31%	12%
Non-English Learners	93	727	758	763	*	*	*	*	*	24%	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	711	751	762	43%	20%	23%	*	*	15%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	42	704	746	747	52%	*	*	*	*	12%	49%
Black or African American	32	716	739	741	34%	*	*	*	*	16%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	44	712	760	771	41%	*	23%	*	*	18%	71%
Male	43	711	*	753	44%	*	23%	*	*	12%	55%
Economically Disadvantaged Students	47	707	747	743	51%	*	*	*	*	11%	45%
Non-Economically Disadvantaged Students	40	717	758	772	33%	*	*	*	*	20%	72%
Students with Disabilities	12	699	711	721	*	*	*	*	*	*	22%
Students without Disabilities	75	713	759	770	*	*	*	*	*	*	71%
English Learners	23	691	706	708	*	*	*	*	*	*	12%
Non-English Learners	64	719	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	95.3	*	33.6	44.5	*	15.7	Not Met
White	*	*	*	45.3	54.1	*	**	**
Hispanic	135	98.0	*	27.2	28.8	*	14.2	Not Met
Black or African American	128	92.6	*	16.7	23.0	*	14.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	18.5	64.6	76.5	18.5	28.5	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	144	95.1	*	34.0	44.9	*		
Male	158	95.5	*	33.3	44.2	*		
Economically Disadvantaged Students	168	94.2	*	29.3	26.3	*	15.5	Not Met
Non-Economically Disadvantaged Students	134	96.7	*	39.8	54.9	*		
Students with Disabilities	52	90.3	*	*	17.4	*	13.1	Not Met
Students without Disabilities	250	96.4	*	*	50.0	*		
English Learners	57	100.0	*	16.0	25.0	*	7.3	Not Met
Non-English Learners	245	94.2	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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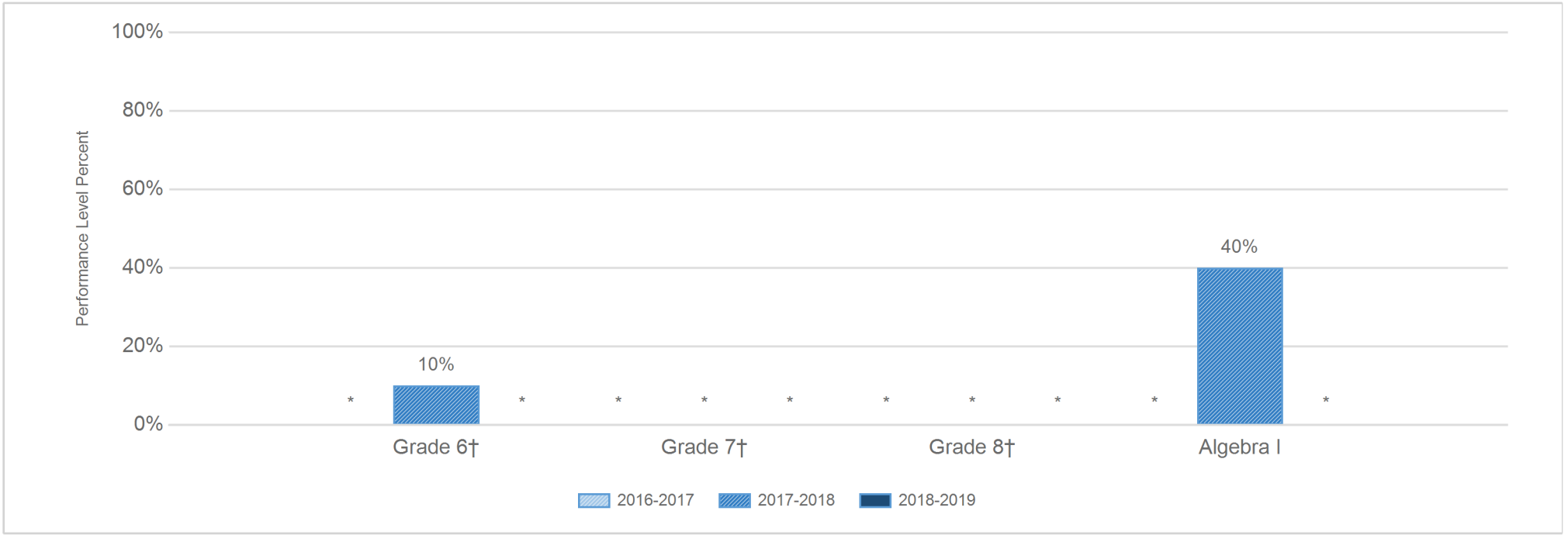
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	706	731	741	*	*	*	*	*	*	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	46	710	726	729	*	*	*	*	*	*	24%
Black or African American	58	701	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	48	703	*	742	*	*	*	*	*	*	42%
Male	67	707	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	64	699	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	51	714	738	750	*	*	*	*	*	*	53%
Students with Disabilities	19	698	703	716	*	*	*	*	*	*	12%
Students without Disabilities	96	707	735	746	*	*	*	*	*	*	46%
English Learners	13	710	713	709	*	*	*	*	*	*	*
Non-English Learners	102	705	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Ezra L. Nolan School
(17-2390-345)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	714	737	744	*	*	*	*	*	*	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	49	717	732	733	*	*	*	*	*	*	26%
Black or African American	46	712	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	13	712	765	768	*	*	0%	*	*	15%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	55	715	*	744	*	*	*	*	*	*	42%
Male	55	714	736	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	57	716	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	53	713	*	751	*	*	*	*	*	*	53%
Students with Disabilities	22	704	708	718	*	*	*	*	*	*	13%
Students without Disabilities	88	717	741	749	*	*	*	*	*	*	48%
English Learners	17	715	715	716	*	*	*	*	*	*	10%
Non-English Learners	93	714	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	697	712	728	*	*	*	*	*	*	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	50	695	712	722	*	*	*	*	*	*	22%
Black or African American	30	699	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	49	692	716	731	*	*	*	*	*	*	31%
Male	43	704	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	54	696	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	38	699	715	735	*	*	*	*	*	*	36%
Students with Disabilities	11	681	694	707	*	*	*	*	*	*	10%
Students without Disabilities	81	700	717	734	*	*	*	*	*	*	35%
English Learners	35	696	704	706	*	*	*	*	*	*	10%
Non-English Learners	57	698	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	729	744	*	*	*	*	*	*	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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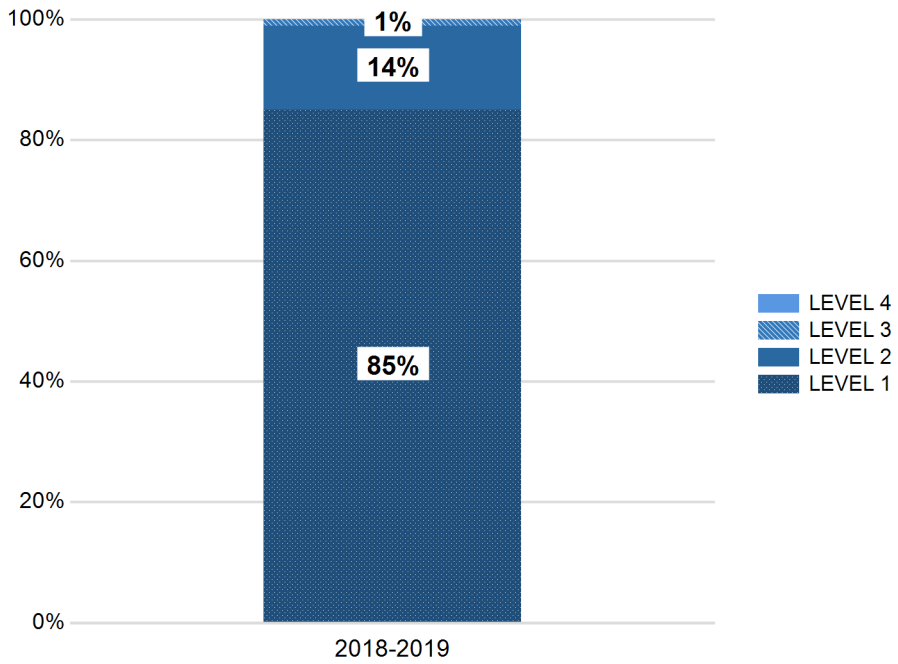
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	85	14	1	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	82	18	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	89	11	0	0
Male	81	17	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	86	14	0	0
Students without Disabilities	85	14	1	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	120
7	0	0	98
8	7	0	63
Total	7	0	281

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	122
7	0	0	0	0	0	0	98
8	0	0	0	0	0	0	70
Total	0	0	0	0	0	0	290

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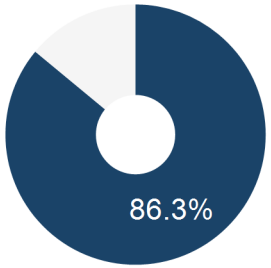
Visual and Performing Arts – Course Participation

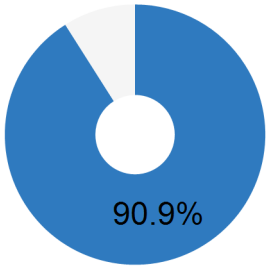
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

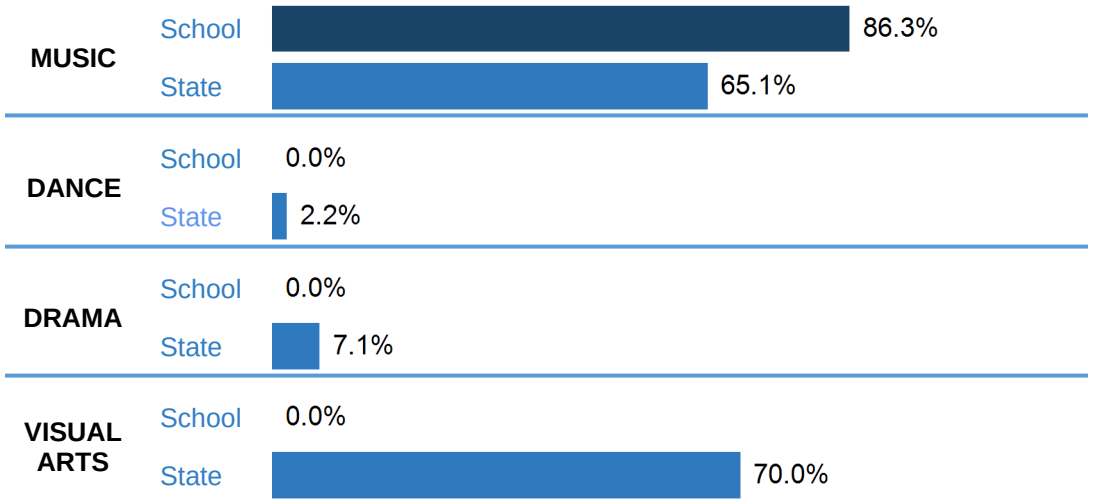


School



State

Students enrolled in one or more classes by discipline:



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

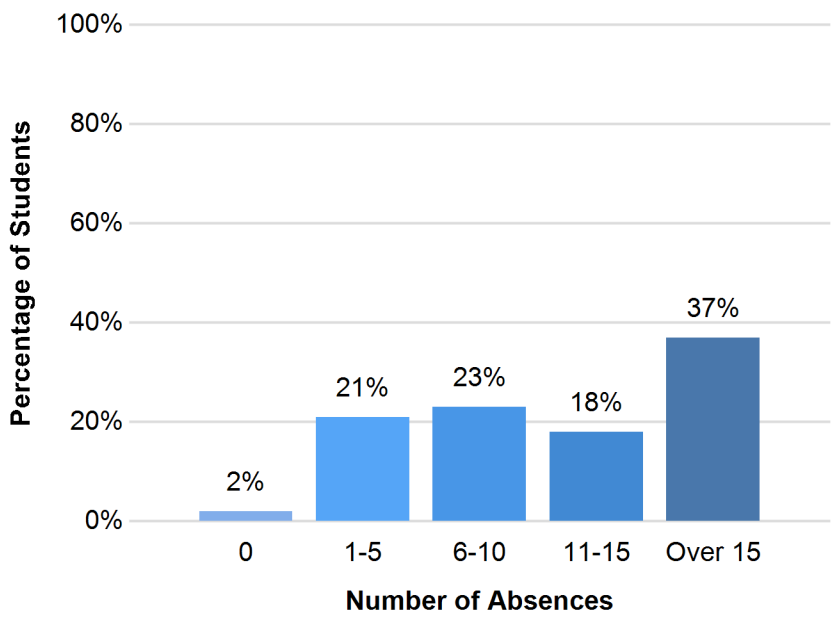
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	101	28.1	9.1	Not Met
White	3	21.4	**	**
Hispanic	34	21.5	9.1	Not Met
Black or African American	58	36.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	5	20.0	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	38	22.9		
Male	63	32.5		
Economically Disadvantaged Students	61	28.1	9.1	Not Met
Students with Disabilities	27	31.0	9.1	Not Met
English Learners	4	6.2	9.1	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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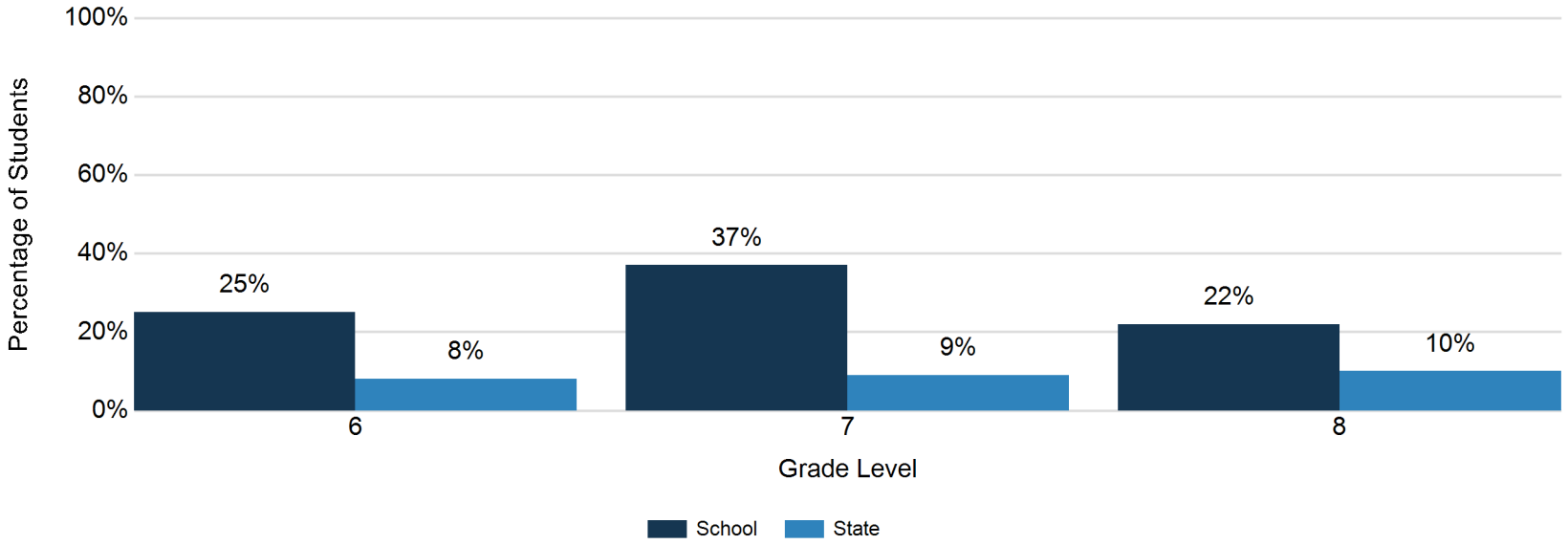
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	19
Weapons	6
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	12.29

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	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	11	11
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	23	7.8%
Any Suspension	23	7.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
91

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	15.4	10.8
Percentage of Teachers with 4 or more years experience in the district	96.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.7%	60.0%	N	48.4%	77.1%	54.9%
Male	57.3%	40.0%	N	51.6%	22.9%	45.1%
White	3.8%	56.0%	N	42.4%	83.6%	77.4%
Hispanic	34.1%	20.0%	N	29.9%	7.3%	7.2%
Black or African American	53.9%	20.0%	N	15.0%	6.6%	13.9%
Asian	4.8%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.4%	4.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	N	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Ezra L. Nolan School
(17-2390-345)
Grades Offered: 06-08
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

Teacher 16%

Admin N/A

Master's Degree

Teacher 84%

Admin

Doctoral Degree

Teacher 0%

Admin *

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%

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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	15.9%	22.1%	18.0%
Math Proficiency	*	*	*
ELA Growth	38	53	31
Math Growth	45	44	32
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	24.9%	30.4%	28.1%

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

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• MS 40 is recepient of 21C Grant in Partnership with St. Peter's University • First Lego League Team participates in annual District robotic competition • MS 40 STEM Program annually competes online in national NASA contest to develop solutions for NASA scientists & engineers
Mission, Vision, Theme:	The mission of the Ezra L. Nolan STEM Academy is to foster each student's innate curiousity and joy of discovery. We will prepare students to be academically successful, socially aware, scientifically literate and to be respectful, responsible citizens in the global community.
Awards, Recognition, Accomplishments:	$2mil 5-year grant for after school program to run 3 pm-6pm Mon-Fri and 20 days of summer learning time; Naional Winner 2017 Promising Practices in Character Education by Character.org; $100,000 Governor's Fitness Award; Recipient STEM Grant from Verizon, MOSAICS partnership with Rutgers University

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Courses, Curriculum, Instruction:	Algebra is offered in Grade 8 & One-to-One Chromebooks in MATH & ELA
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Swimming (Boys & Girls) Coed Recreation
Clubs and Activities:	Drones Club, Art, Fashion Design, Theater, Dance, Music, Social Media, Student Council

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Before and After School Programs:	21st Century After School Program, Mon-Fri
Staff and Professional Learning:	Cross content and grade level Professional Learning Communities

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Student Supports and Services:	After school Homework Support, Inclusion and Self-Contained Sp Ed options, MOSAICs Character Education
Student Health and Wellness:	Sports Physicals, Annual Vision screening
Parent and Community Involvement:	St. Peter's University, Parent Council, Big Brothers Big Sisters, Rutgers University

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Facilities:	Swimming pool, 2 computer Labs, 1:1 Chromebook, state of the art gym and auditorium, Fitness Center, Zen Gardens
School Safety:	School Safety Team, MOSAICs Character Education Program

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School Narrative

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Technology and STEM:	Social Media Club, online and virtual Science Labs, Google Classrooms used school-wide

NJ SCHOOL PERFORMANCE REPORT

Frank R Conwell School
(17-2390-100)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Darren Mischel
Address	111 BRIGHT STREET JERSEY CITY, NJ 07302-4342
Phone Number	201-915-6100
Email Address	dmischel@jcboe.org
Website	http://www.jcboe.org/
Facebook	http://www.facebook.com/conwelltigers1819

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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	140	129	130
KG	104	77	84
1	89	115	75
2	80	81	113
3	84	71	85
4	75	80	66
5	87	73	74
Total	659	626	627

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.5%	55.6%	53.7%
Male	47.5%	44.4%	46.3%
Economically Disadvantaged Students	57.8%	49.8%	53.7%
Students with Disabilities	13.7%	12.6%	14.0%
English Learners	9.0%	6.7%	10.8%
Homeless Students	1.2%	1.6%	0.0%
Students in Foster Care	0.2%	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	16.5%	16.9%	19.9%
Hispanic	47.6%	50.2%	47.5%
Black or African American	22.9%	20.8%	20.6%
Asian	10.3%	9.4%	9.9%
Native Hawaiian or Pacific Islander	1.1%	0.8%	0.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.4%	1.9%	1.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	140	129	130
KG - Half Day	0	0	0
KG - Full Day	104	77	84

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	61.9%
Spanish	21.7%
Uncoded languages	7.3%
Arabic	1.6%
Urdu	1.4%
Other Languages	6.1%

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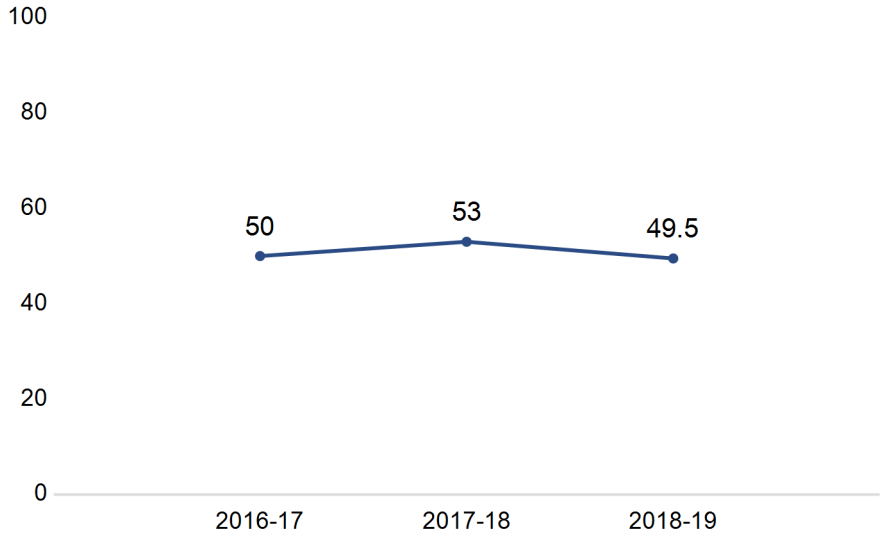
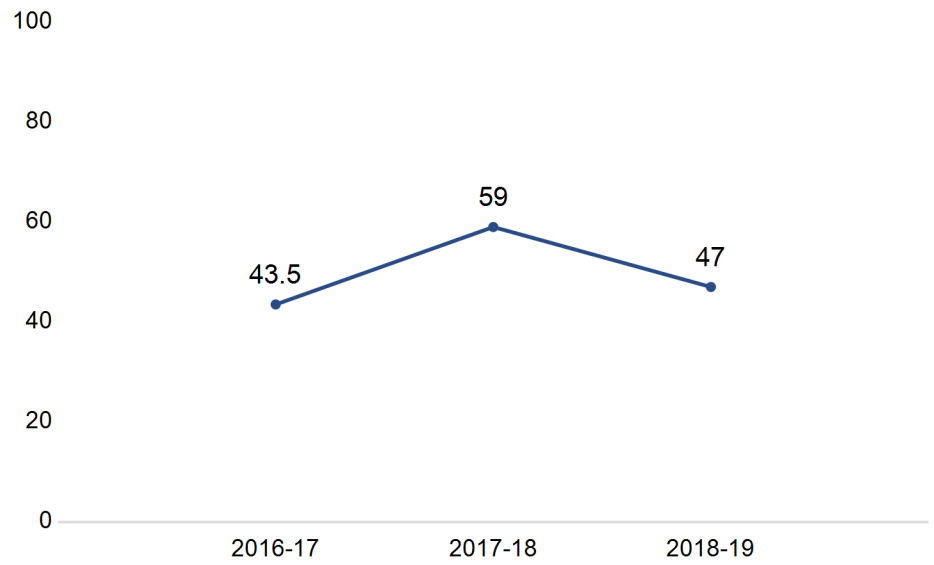
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	53	49.5	43.5	59	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49.5	52	50	Met Standard	47	46	50	Met Standard
White	61	57	50	**	40	52	52	**
Hispanic	46	50	49	Met Standard	47.5	45	47	Met Standard
Black or African American	52	48	45	Met Standard	45	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	54	55	53	N	45	45	50	N
Male	47	50	47	N	47	48	51	N
Economically Disadvantaged Students	45	52	48	Met Standard	42.5	45	46	Met Standard
Students with Disabilities	34	41	43	**	28.5	42	45	**
English Learners	*	55	52	**	*	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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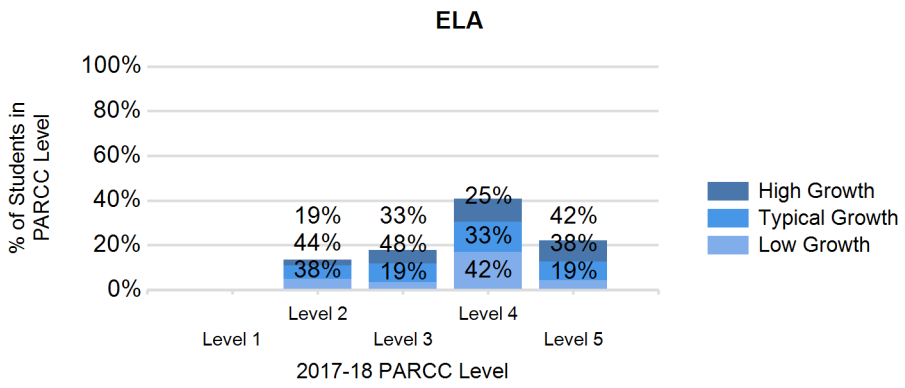
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

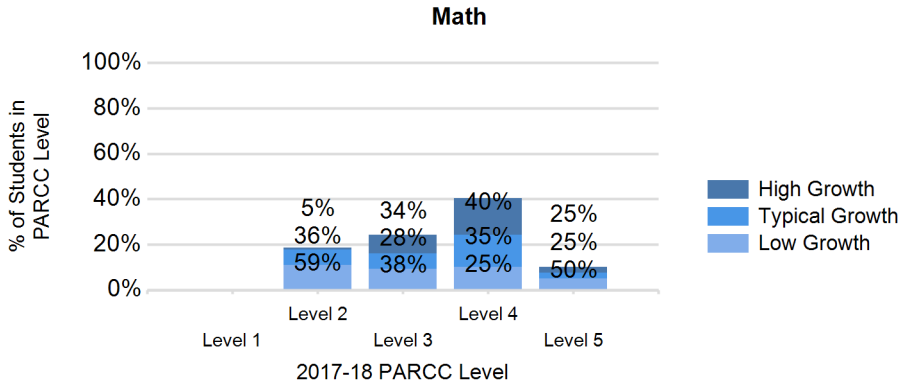
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

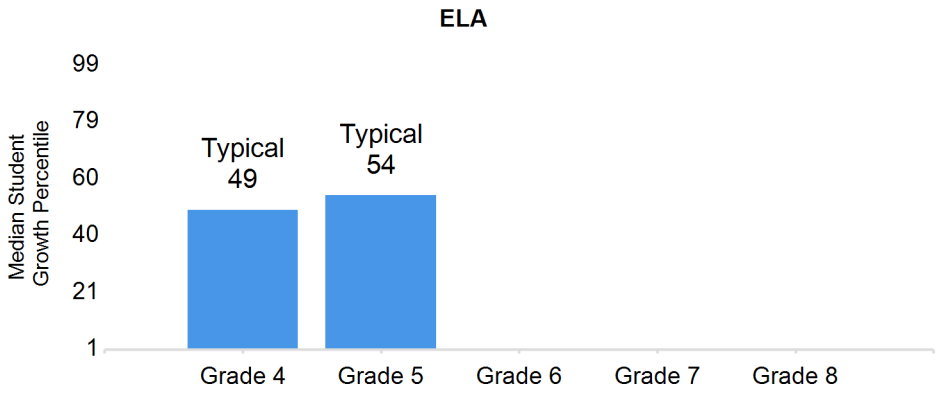
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

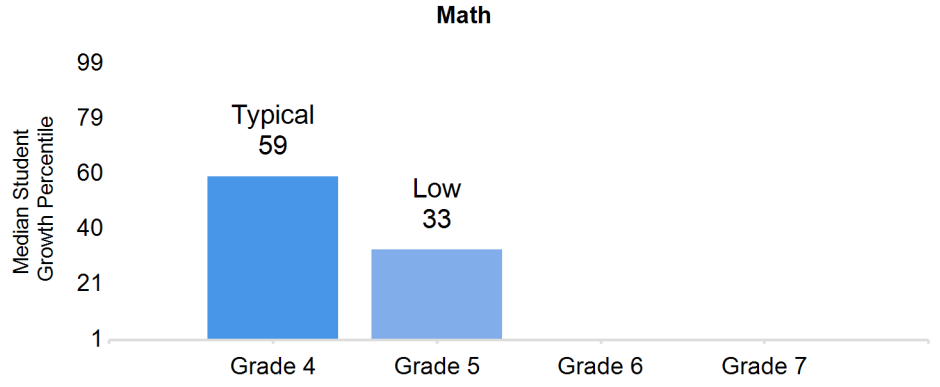




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Frank R Conwell School
(17-2390-100)
Grades Offered: PK-05
2018-2019

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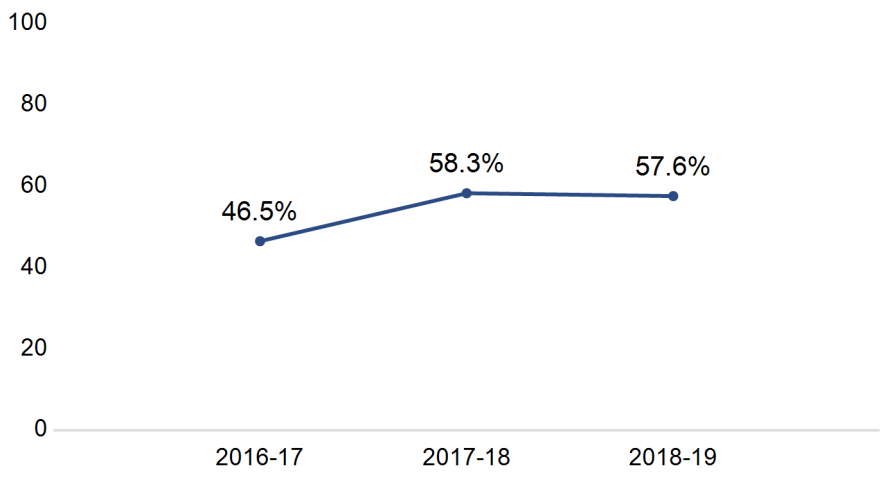
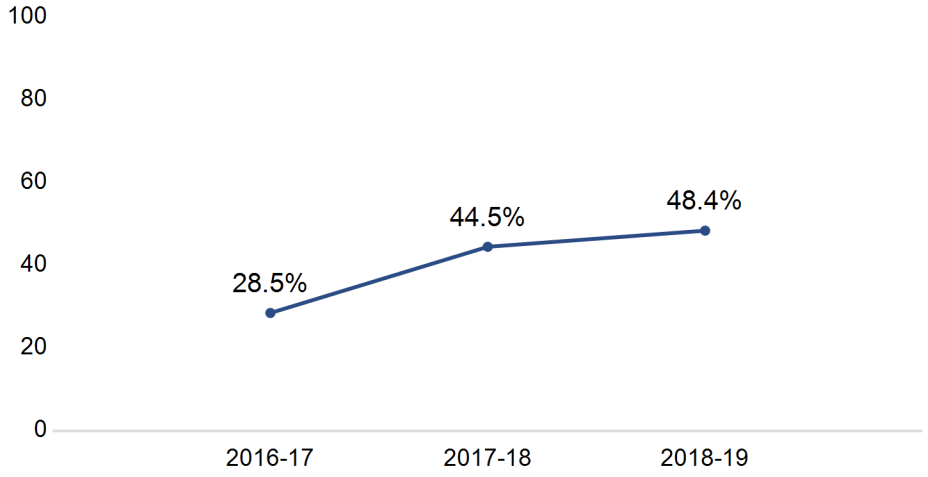
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	93.2%	94.5%	95.5%	93.2%	94.0%
Proficiency Rate for Federal Accountability	46.5%	58.3%	57.6%	28.5%	44.5%	48.4%
Annual Target	47.6%	49.3%	51.0%	28.2%	31.0%	33.7%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	200	94.5	58.0	49.7	57.9	57.6	51	Met Target
White	31	94.1	83.9	55.9	66.9	82.8	80	Met Goal
Hispanic	113	97.5	52.2	46.4	43.9	52.2	50	Met Target
Black or African American	39	93.0	51.3	34.3	38.5	50.1	39.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	N	N
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	113	95.9	64.6	55.2	64.8	64.6		
Male	87	92.7	49.4	44.5	51.3	48.2		
Economically Disadvantaged Students	115	98.3	45.2	45.3	40.0	*	47.6	Met Target†
Non-Economically Disadvantaged Students	85	89.7	75.3	56.3	67.9	*		
Students with Disabilities	34	92.1	17.6	14.4	22.7	17.0	27.4	Met Target†
Students without Disabilities	166	95.0	66.3	56.2	65.1	66.3		
English Learners	16	94.1	25.0	16.0	29.3	24.7	**	**
Non-English Learners	184	94.5	60.9	53.6	60.6	60.4		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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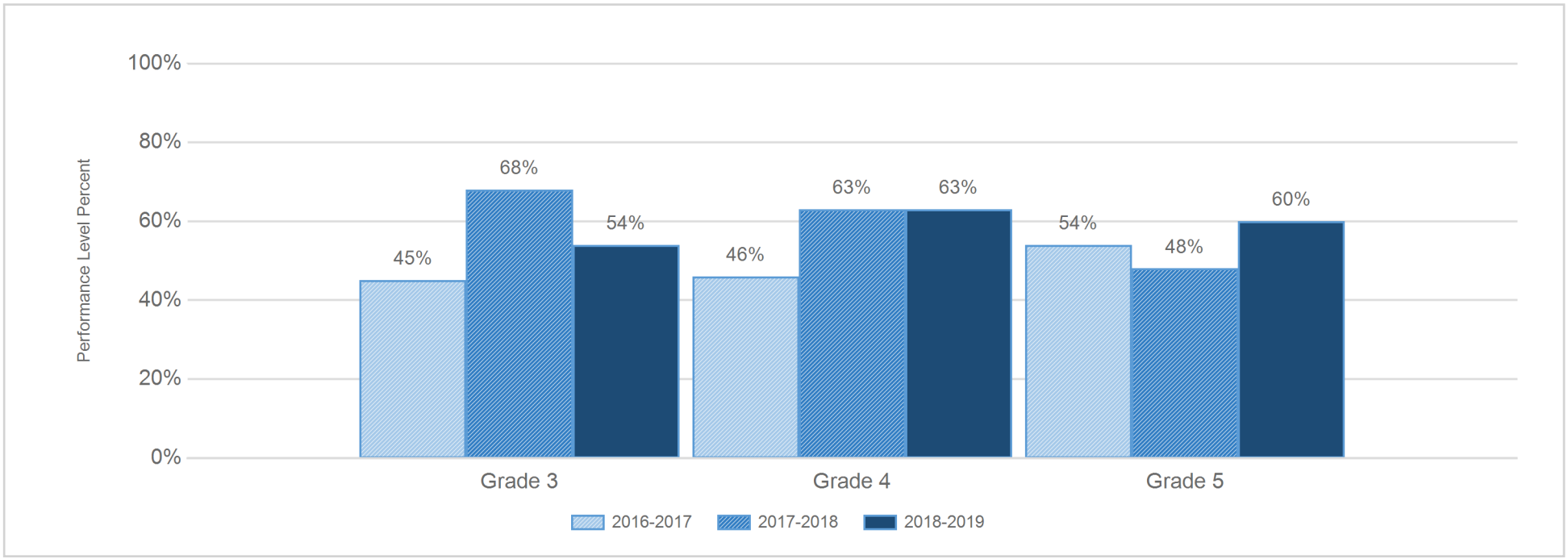
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	748	746	748	16%	*	19%	*	*	54%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	43	741	739	734	*	*	*	*	*	53%	36%
Black or African American	16	737	730	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	46	758	*	753	*	*	*	*	*	63%	55%
Male	33	734	*	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	44	737	735	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	35	761	762	759	*	*	*	*	*	66%	61%
Students with Disabilities	12	689	697	719	*	*	0%	*	*	17%	24%
Students without Disabilities	67	758	753	754	*	*	22%	*	*	61%	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	764	753	755	*	*	24%	37%	25%	63%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	39	760	748	743	*	*	*	36%	26%	62%	44%
Black or African American	11	759	740	739	0%	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	29	769	757	760	*	*	*	*	*	62%	62%
Male	30	758	749	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	29	747	*	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	30	779	*	765	*	*	*	*	*	80%	69%
Students with Disabilities	12	717	712	725	*	*	*	*	*	17%	25%
Students without Disabilities	47	776	759	761	*	*	*	*	*	74%	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	762	748	756	*	19%	*	41%	19%	60%	58%
White	14	809	758	764	0%	0%	0%	*	*	100%	68%
Hispanic	31	749	745	743	*	32%	*	*	*	42%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	40	769	754	761	*	*	*	*	*	70%	64%
Male	23	749	742	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	41	747	744	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	22	790	755	766	*	*	*	*	*	86%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	200	94.0	49.0	33.6	44.5	48.4	33.7	Met Target
White	31	94.1	83.9	45.3	54.1	82.8	70	Met Goal
Hispanic	114	97.5	43.9	27.2	28.8	43.9	31	Met Target
Black or African American	38	90.7	31.6	16.7	23.0	30.1	26.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	N	N
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	113	95.1	48.7	34.0	44.9	48.7		
Male	87	92.7	49.4	33.3	44.2	48.2		
Economically Disadvantaged Students	115	98.3	36.5	29.3	26.3	*	27.2	Met Target
Non-Economically Disadvantaged Students	85	88.8	65.9	39.8	54.9	*		
Students with Disabilities	34	92.1	11.8	*	17.4	11.4	21.3	Not Met
Students without Disabilities	166	94.4	56.6	*	50.0	56.3		
English Learners	17	94.4	11.8	16.0	25.0	11.7	**	**
Non-English Learners	183	94.0	52.5	36.0	46.5	51.9		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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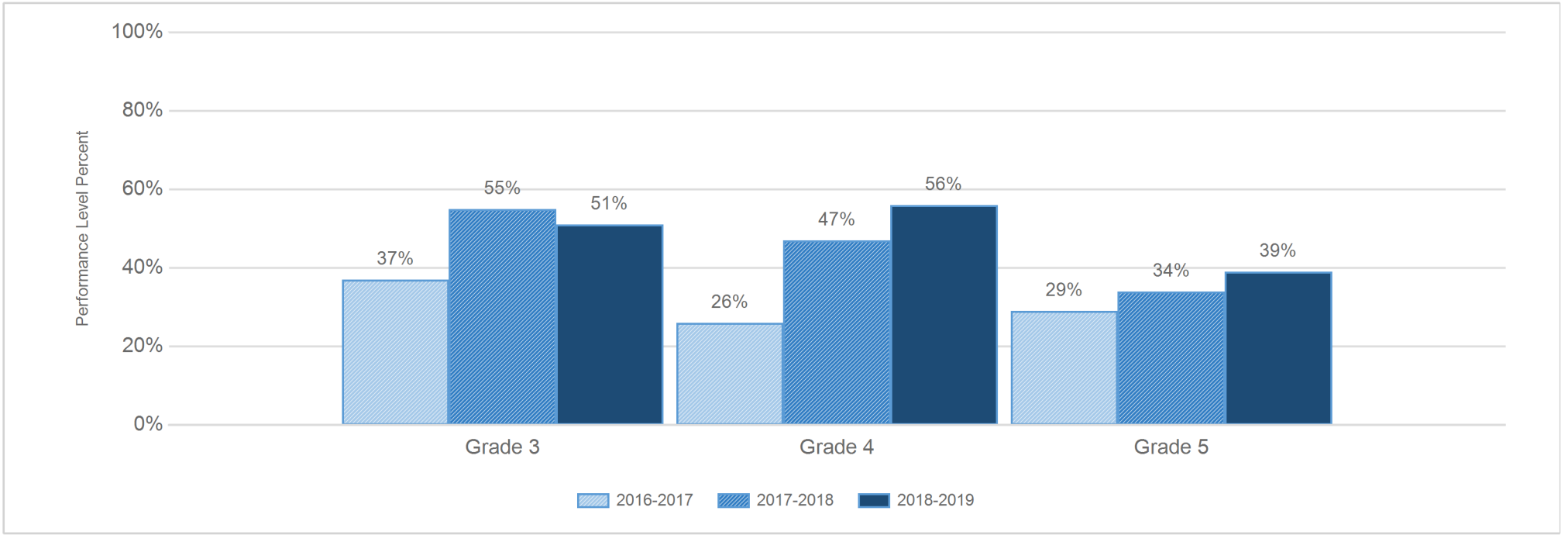
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	747	747	752	18%	*	22%	*	*	51%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	43	743	740	739	*	*	26%	*	*	49%	40%
Black or African American	15	733	730	735	*	*	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	45	746	*	751	*	*	*	*	*	51%	54%
Male	33	748	*	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	44	736	738	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	34	760	759	761	*	*	*	*	*	65%	67%
Students with Disabilities	12	699	714	731	*	*	*	*	*	*	31%
Students without Disabilities	66	755	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	753	740	749	*	19%	22%	*	*	56%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	39	754	735	737	*	*	26%	*	*	56%	36%
Black or African American	11	740	723	731	0%	*	*	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	29	753	739	749	*	*	*	*	*	52%	50%
Male	30	753	741	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	29	742	*	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	30	764	*	759	*	*	*	*	*	67%	63%
Students with Disabilities	12	716	714	726	*	*	*	*	*	*	25%
Students without Disabilities	47	763	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Frank R Conwell School
(17-2390-100)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	737	736	747	*	33%	17%	*	*	39%	47%
White	14	773	745	755	0%	*	*	*	*	86%	58%
Hispanic	32	726	733	735	*	47%	*	*	*	22%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	41	741	737	747	*	27%	*	*	*	44%	47%
Male	23	729	736	747	*	43%	*	*	*	30%	47%
Economically Disadvantaged Students	41	726	732	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	23	757	742	757	*	*	*	*	*	65%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.7%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	*	*
3-4	26	*	*
5 or more	24	79.2%	20.8%

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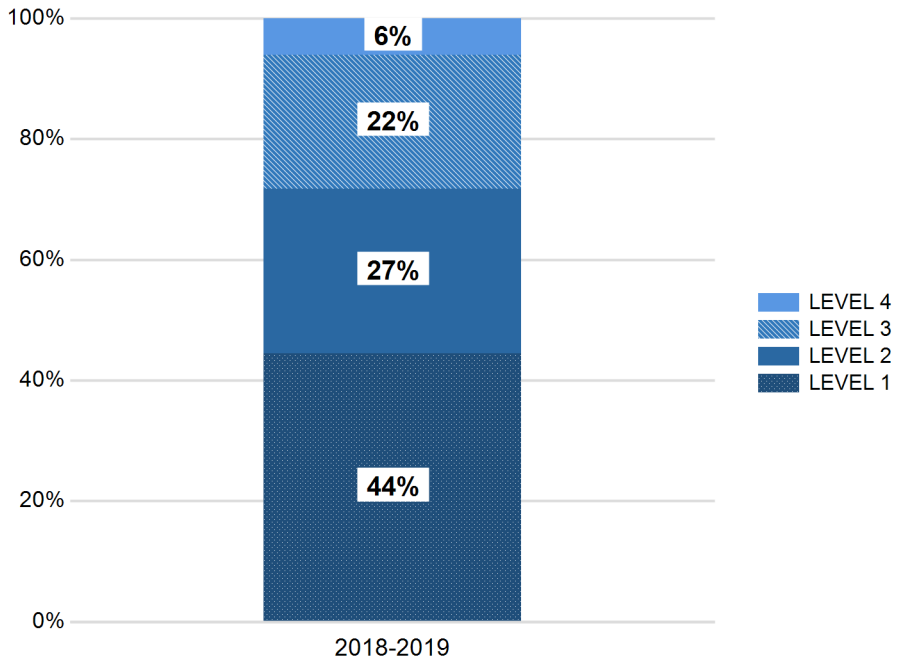
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	44	27	22	6
White	7	14	50	29
Hispanic	55	32	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	27	29	7
Male	59	27	9	5
Economically Disadvantaged Students	55	25	18	3
Non-Economically Disadvantaged Students	26	30	30	13
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

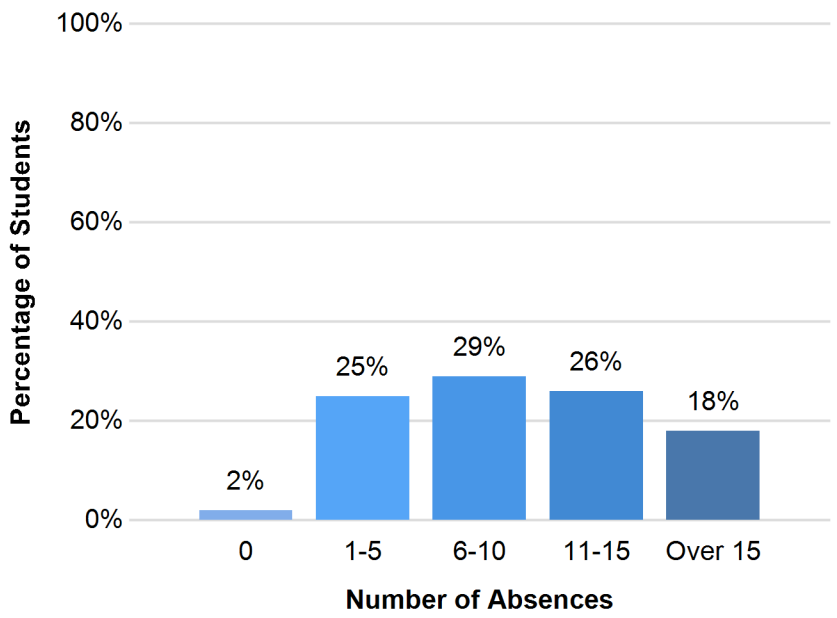
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	12.4	8.9	Not Met
White	8	9.3	8.9	Not Met
Hispanic	36	15.6	8.9	Not Met
Black or African American	11	10.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	25	9.7		
Male	34	15.6		
Economically Disadvantaged Students	44	16.2	8.9	Not Met
Students with Disabilities	20	24.1	8.9	Not Met
English Learners	4	13.3	8.9	Not 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.



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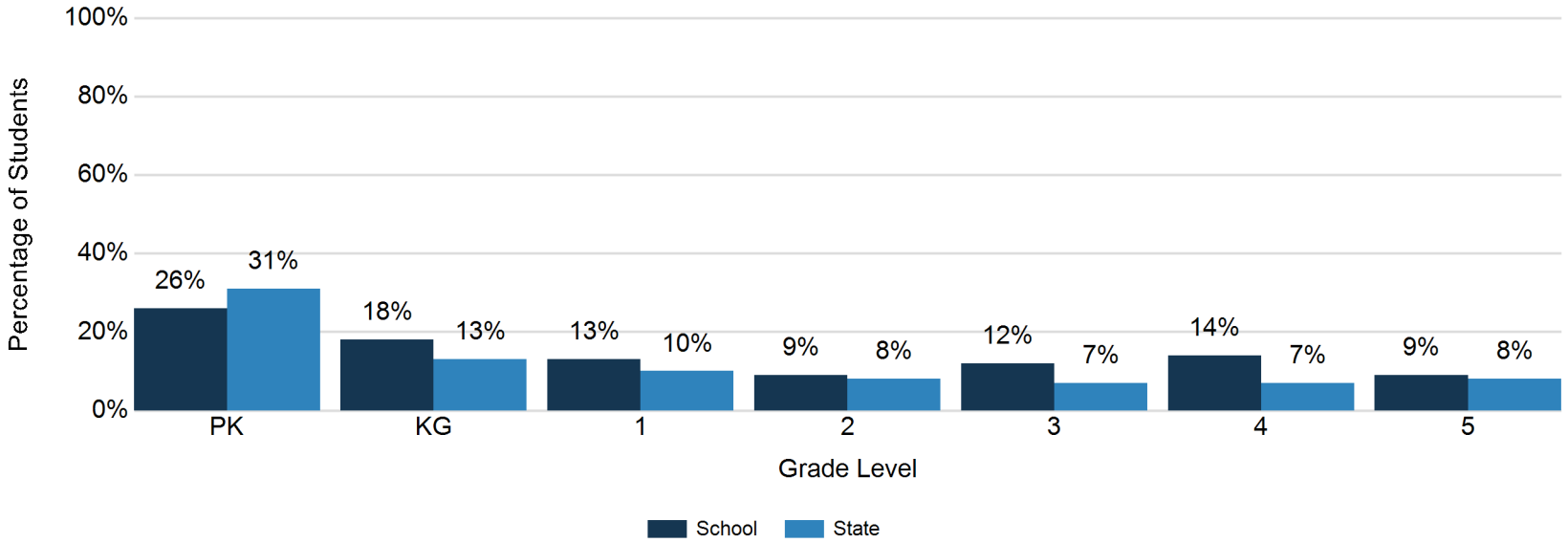
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	0		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 Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	16.4	12.1
Average years experience in district	16.4	10.8
Percentage of Teachers with 4 or more years experience in the district	96.1%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	627:1	226:1
Teachers to Administrators	51:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.7%	96.1%	0.0%	48.4%	77.1%	54.9%
Male	46.3%	3.9%	100.0%	51.6%	22.9%	45.1%
White	19.9%	52.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	47.5%	33.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	20.6%	7.8%	0.0%	15.0%	6.6%	13.9%
Asian	9.9%	3.9%	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	0.6%	2.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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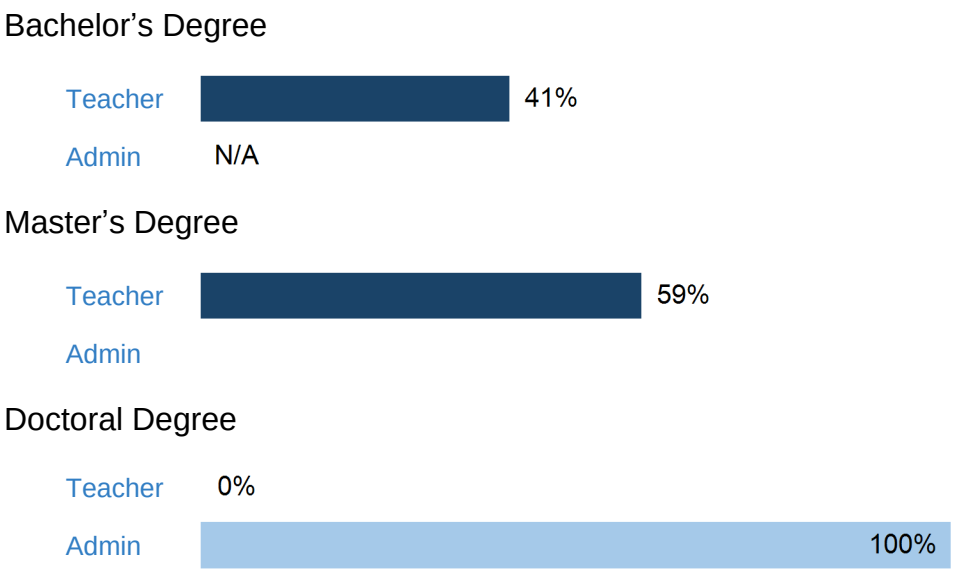
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.4%

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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	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.5%	58.3%	57.6%
Math Proficiency	28.5%	44.5%	48.4%
ELA Growth	50	53	50
Math Growth	44	59	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.3%	44.7%
Chronic Absenteeism	11.3%	11.5%	12.4%

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

NJ SCHOOL PERFORMANCE REPORT

Frank R Conwell School
(17-2390-100)
Grades Offered: PK-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.

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

Frank R Conwell School
(17-2390-100)
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 Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	Met Goal	Met Goal	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Nationally Acclaimed Conwell Kidz Drama Program (Junior Theater Festival/National Performing Arts Festival): Children audition in Grades 3-5 • Numerous students art work selected for the JCPS Permanent Art Collection. Artistically Talented Program. • Conwell Cubz-Inhouse Choir for 2nd grade children

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Courses, Curriculum, Instruction:	Dual Language Program Pre-K to 5th Grade, Conwell Kidz Drama Program, Conwell Cubz Choir, Engineering Club, Hands-on Science Based Discovery Room, Students2Science Virtual Labs, Project Based Enrichment Program for Grades 2-5, After-School PTA enrichment program and clubs.

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Before and After School Programs:	MORNING S.T.A.R.S. (before care), CASPER (after care)
Staff and Professional Learning:	All teachers are part of theme based committees and/or Professional Learning Communities where the primary focus is to enhance student engagement and improve student sustained discussions through smagll group instruction and Project Based Learning opportunities.

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Student Supports and Services:	Inclusion (ICS) Classes for students with disabilities in grades 1-5, Self-contained Special Education Classes for students with intellectual disabilities, Full-time Child Study Team including Speech Therapist, Physical Therapist, Art Therapist, Occupational Therapist, Full time Guidance Counselor who serves as the Anti-Bullying Specialist. The school has a full time ESL teacher for students who need to acquire English as a second language. In addition, the school provides reading and math support for students who are struggling through a pull-out resource program.
Student Health and Wellness:	Free breakfast for all students, Project RACE (Respect, Appreciate, Care, Empathize) monthly activities, PTA Health and Fitness Week, Recess
Parent and Community Involvement:	www.ps3pta.org http://www.facebook.com/ps3pta

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Facilities:	A/C, Library Media Center, Discovery Room, Theatre, Gymnasium, Production Kitchen for Cafeteria, Full campus with Basketball Courts, Outdoor Classroom, Pre-K Playground, Amphitheater
School Safety:	Montly Security Drills, 4 full time security guards

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School Narrative

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Technology and STEM:	Engineering Club, Students2Science Virtual Labs, Pre-K STEM initiatives, Outdoor Classroom, Outdoor Gardening, Trips to the Liberty Science Center, Trips to US Space Camp
Early Childhood Education:	Ful-day Pre-K 3 and 4 year old programs, Dual Language Pre-K 4 classes (lottery), Currently no students bussed

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
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Grades Offered: 06-08
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:

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Edwin Rivera
Address	222 LAIDLAW AVENUE JERSEY CITY, NJ 07306
Phone Number	201-714-8340
Email Address	erivera@jcboe.org
Website	http://www.jcboe.org/
Facebook	https://m.facebook.com/FranklinLWilliamsMS7

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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	271	310	285
7	318	289	309
8	332	335	325
Total	921	935	919

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	47.9%	51.3%	49.6%
Male	52.1%	48.7%	50.4%
Economically Disadvantaged Students	78.3%	80.4%	82.7%
Students with Disabilities	16.8%	15.6%	15.7%
English Learners	34.5%	33.7%	35.5%
Homeless Students	0.8%	1.5%	0.1%
Students in Foster Care	0.4%	0.4%	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	8.9%	9.1%	7.9%
Hispanic	66.9%	67.3%	70.2%
Black or African American	8.5%	9.5%	9.0%
Asian	14.8%	13.5%	12.1%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.3%	0.4%	0.8%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	55.2%
English	27.4%
Arabic	4.1%
Gujarati	3.9%
Tagalog	1.7%
Other Languages	7.6%

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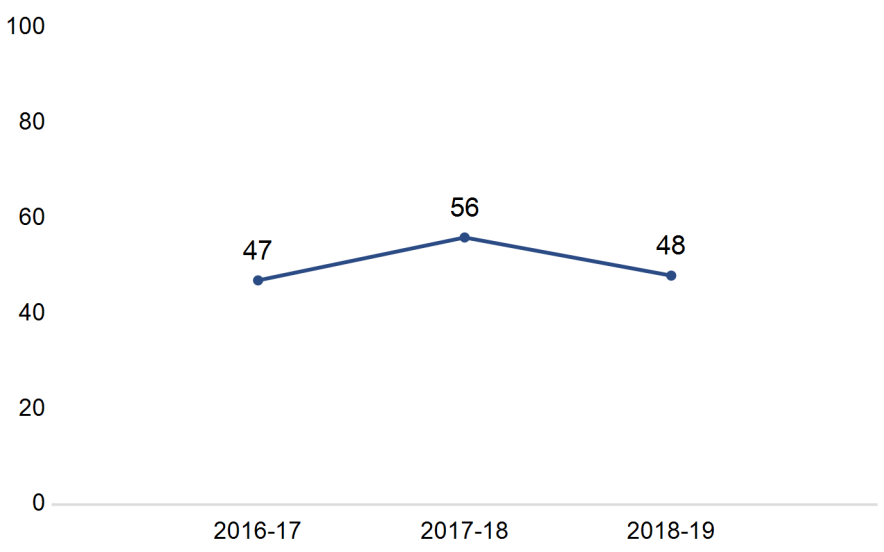
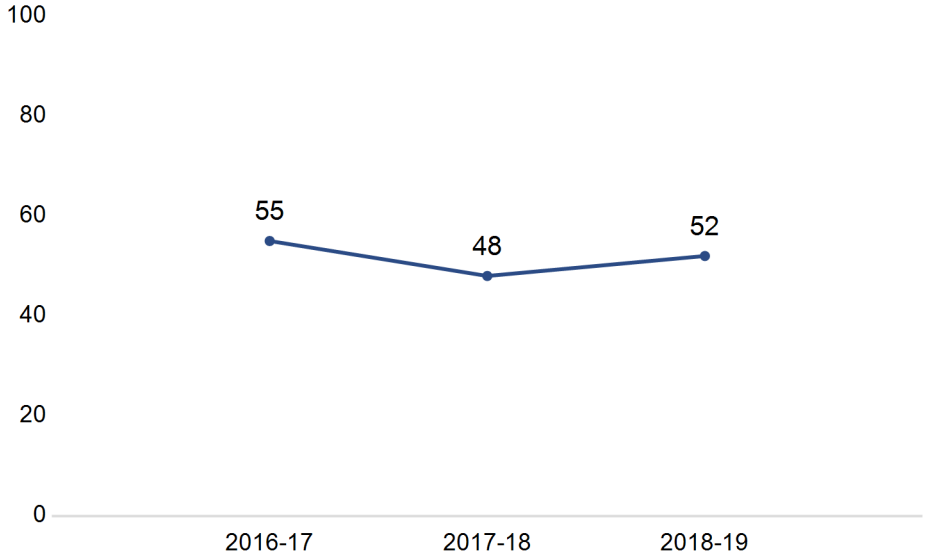
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	56	48	55	48	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	52	50	Met Standard	52	46	50	Met Standard
White	43	57	50	Met Standard	69.5	52	52	Exceeds Standard
Hispanic	46	50	49	Met Standard	46	45	47	Met Standard
Black or African American	44.5	48	45	Met Standard	50	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	61	59	Exceeds Standard	73	58	60	Exceeds Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	51	55	53	N	53	45	50	N
Male	43	50	47	N	52	48	51	N
Economically Disadvantaged Students	48	52	48	Met Standard	52	45	46	Met Standard
Students with Disabilities	29.5	41	43	Not Met	42.5	42	45	Met Standard
English Learners	58	55	52	Met Standard	50	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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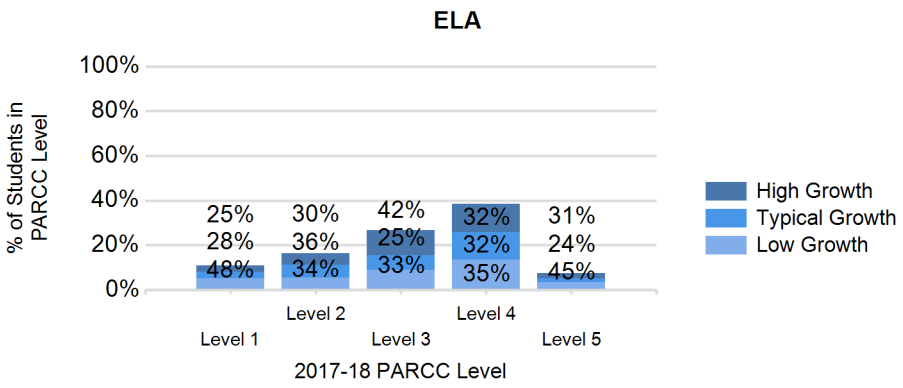
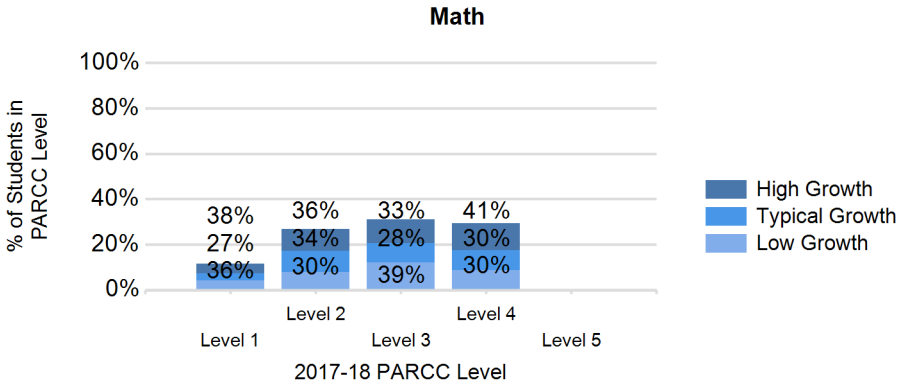
Student Growth by Performance Level

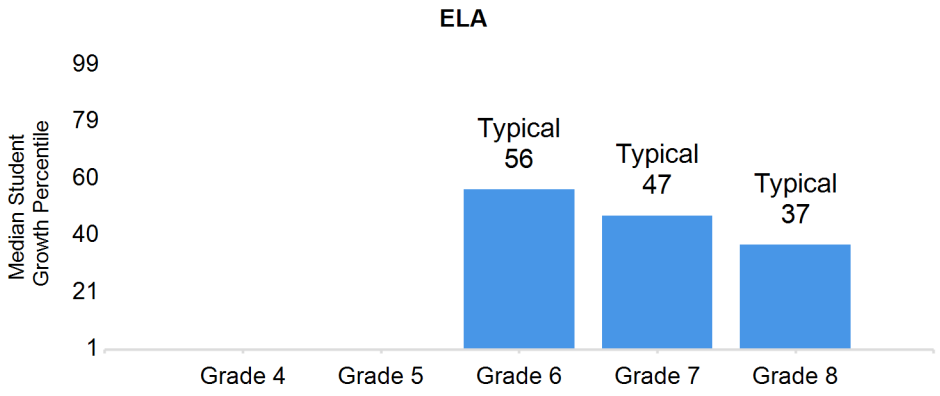
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

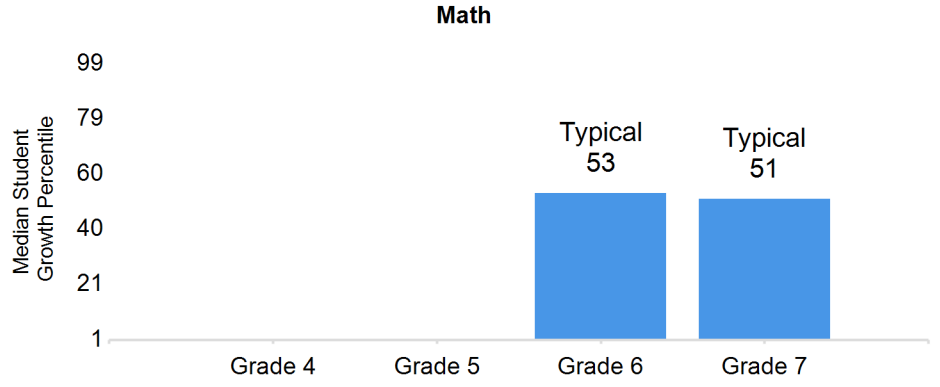




Student Growth by Grade

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





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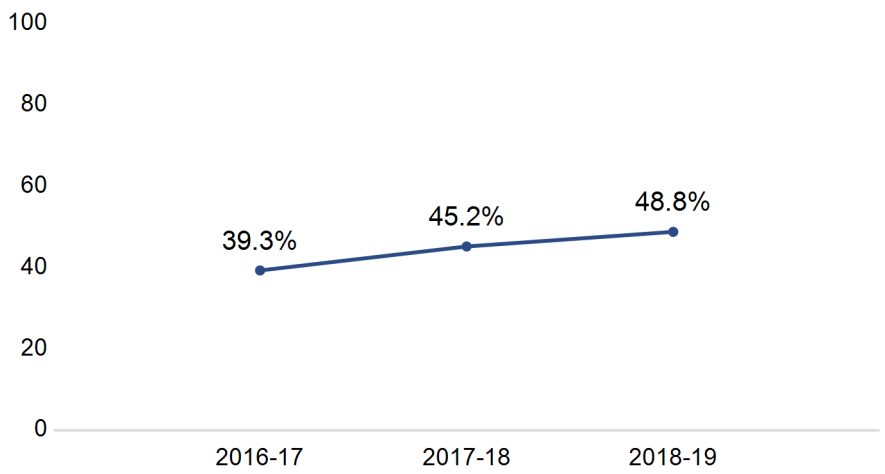
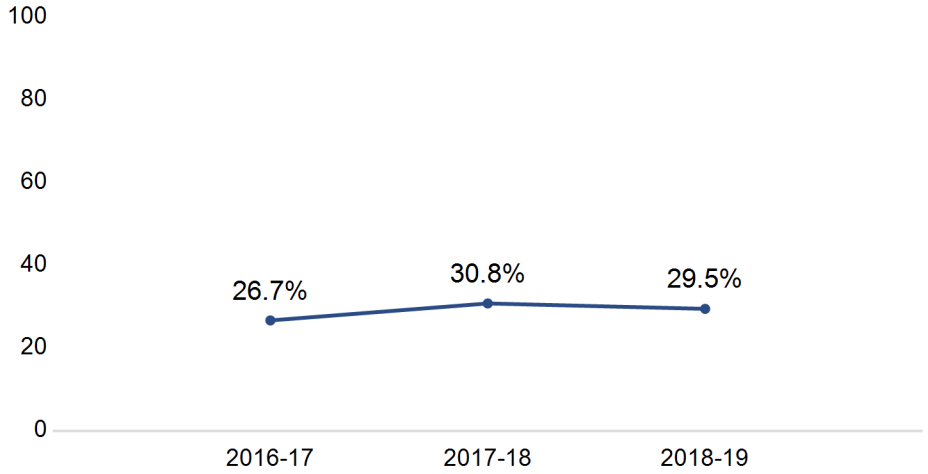
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	99.1%	98.7%	98.7%	99.0%	98.7%
Proficiency Rate for Federal Accountability	39.3%	45.2%	48.8%	26.7%	30.8%	29.5%
Annual Target	35.4%	37.7%	40.1%	25.8%	28.6%	31.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	604	98.7	48.8	49.7	57.9	48.8	40.1	Met Target
White	61	98.4	50.8	55.9	66.9	50.8	38	Met Target
Hispanic	383	98.7	44.9	46.4	43.9	44.9	37.2	Met Target
Black or African American	*	*	*	34.3	38.5	*	37.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	97	99.0	69.1	77.0	82.9	69.1	50.9	Met Target
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	296	98.7	54.7	55.2	64.8	54.7		
Male	308	98.8	43.2	44.5	51.3	43.2		
Economically Disadvantaged Students	461	98.9	47.5	45.3	40.0	47.5	37.9	Met Target
Non-Economically Disadvantaged Students	143	98.1	53.1	56.3	67.9	53.1		
Students with Disabilities	112	97.5	*	14.4	22.7	*	19.7	Not Met
Students without Disabilities	492	99.0	*	56.2	65.1	*		
English Learners	68	100.0	14.7	16.0	29.3	14.7	13.4	Met Target
Non-English Learners	536	98.6	53.2	53.6	60.6	53.2		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

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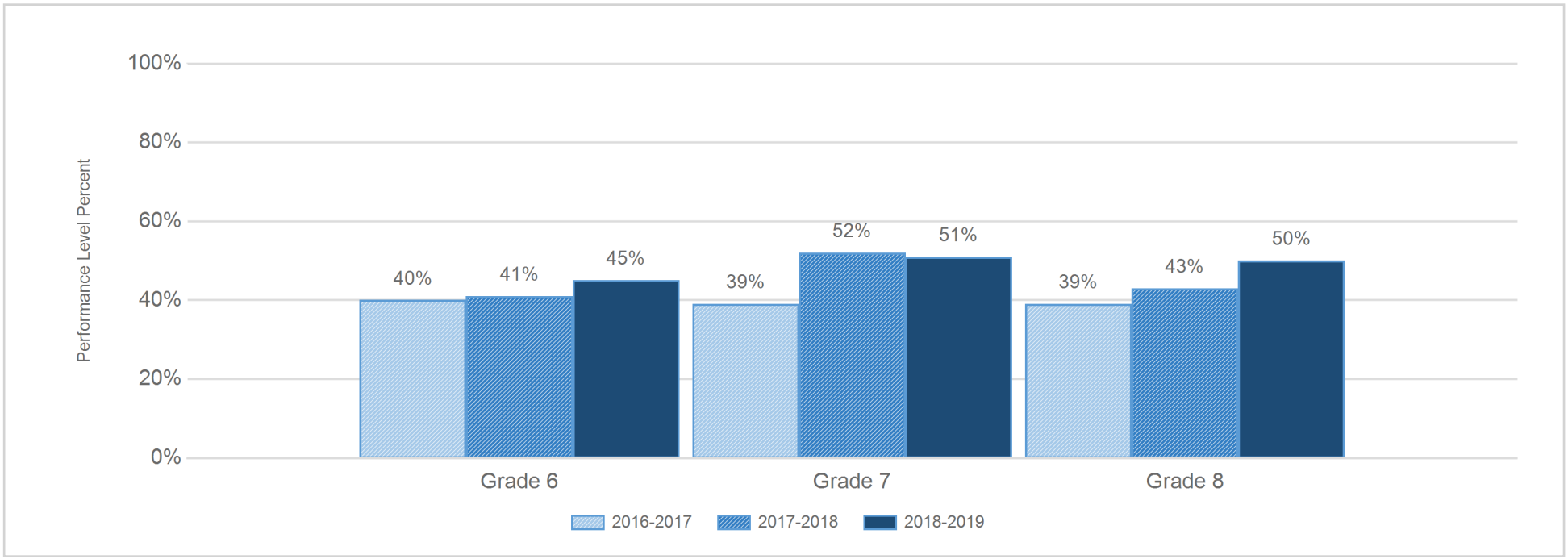
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	743	748	754	11%	17%	27%	38%	7%	45%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	116	741	745	743	10%	21%	28%	*	*	41%	43%
Black or African American	20	731	730	738	*	*	*	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	36	752	777	780	*	*	28%	*	*	56%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	98	749	*	762	*	13%	29%	*	*	51%	64%
Male	94	737	*	748	*	21%	26%	*	*	38%	48%
Economically Disadvantaged Students	147	742	*	740	*	*	27%	*	*	44%	39%
Non-Economically Disadvantaged Students	45	747	755	763	*	*	29%	*	*	49%	67%
Students with Disabilities	37	712	708	722	*	*	*	*	*	*	19%
Students without Disabilities	155	751	755	761	*	*	*	*	*	*	64%
English Learners	21	709	711	710	*	*	*	*	*	14%	*
Non-English Learners	171	747	751	756	*	*	*	*	*	49%	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	746	755	761	14%	14%	22%	37%	14%	51%	63%
White	25	746	760	769	*	*	*	*	*	44%	72%
Hispanic	142	741	751	747	17%	15%	23%	34%	11%	45%	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	37	768	785	790	*	*	*	43%	35%	78%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	112	752	762	769	9%	13%	23%	37%	18%	54%	71%
Male	114	739	748	753	18%	14%	20%	38%	10%	47%	55%
Economically Disadvantaged Students	184	743	*	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	42	756	*	771	*	*	*	*	*	62%	73%
Students with Disabilities	37	700	706	720	46%	27%	*	*	*	11%	22%
Students without Disabilities	189	754	763	769	7%	11%	*	*	*	59%	71%
English Learners	28	720	715	706	*	*	36%	*	*	11%	12%
Non-English Learners	198	749	758	763	*	*	20%	*	*	57%	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	741	751	762	19%	12%	20%	42%	8%	50%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	129	737	746	747	21%	16%	15%	*	*	49%	49%
Black or African American	23	730	739	741	*	*	*	*	*	30%	43%
Asian, Native Hawaiian, or Pacific Islander	29	755	780	794	*	*	*	*	*	66%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	93	750	760	771	*	*	18%	*	*	59%	71%
Male	107	732	*	753	*	*	21%	*	*	41%	55%
Economically Disadvantaged Students	136	741	747	743	*	9%	21%	*	*	50%	45%
Non-Economically Disadvantaged Students	64	739	758	772	*	19%	19%	*	*	48%	72%
Students with Disabilities	40	700	711	721	48%	25%	*	*	*	10%	22%
Students without Disabilities	160	751	759	770	11%	9%	*	*	*	59%	71%
English Learners	20	712	706	708	50%	*	*	*	*	20%	12%
Non-English Learners	180	744	756	764	15%	*	*	*	*	53%	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	617	98.7	29.5	33.6	44.5	29.5	31.5	Met Target†
White	61	98.4	37.7	45.3	54.1	37.7	35.6	Met Target
Hispanic	394	98.6	22.8	27.2	28.8	22.8	26.5	Not Met
Black or African American	*	*	*	16.7	23.0	*	23.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	99	99.1	57.6	64.6	76.5	57.6	47.4	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	298	98.7	27.2	34.0	44.9	27.2		
Male	319	98.6	31.7	33.3	44.2	31.7		
Economically Disadvantaged Students	469	98.8	27.5	29.3	26.3	27.5	29.9	Met Target†
Non-Economically Disadvantaged Students	148	98.2	35.8	39.8	54.9	35.8		
Students with Disabilities	112	97.5	*	*	17.4	*	14.6	Not Met
Students without Disabilities	505	98.9	*	*	50.0	*		
English Learners	82	100.0	14.6	16.0	25.0	14.6	23.3	Not Met
Non-English Learners	535	98.4	31.8	36.0	46.5	31.8		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

Report Key:
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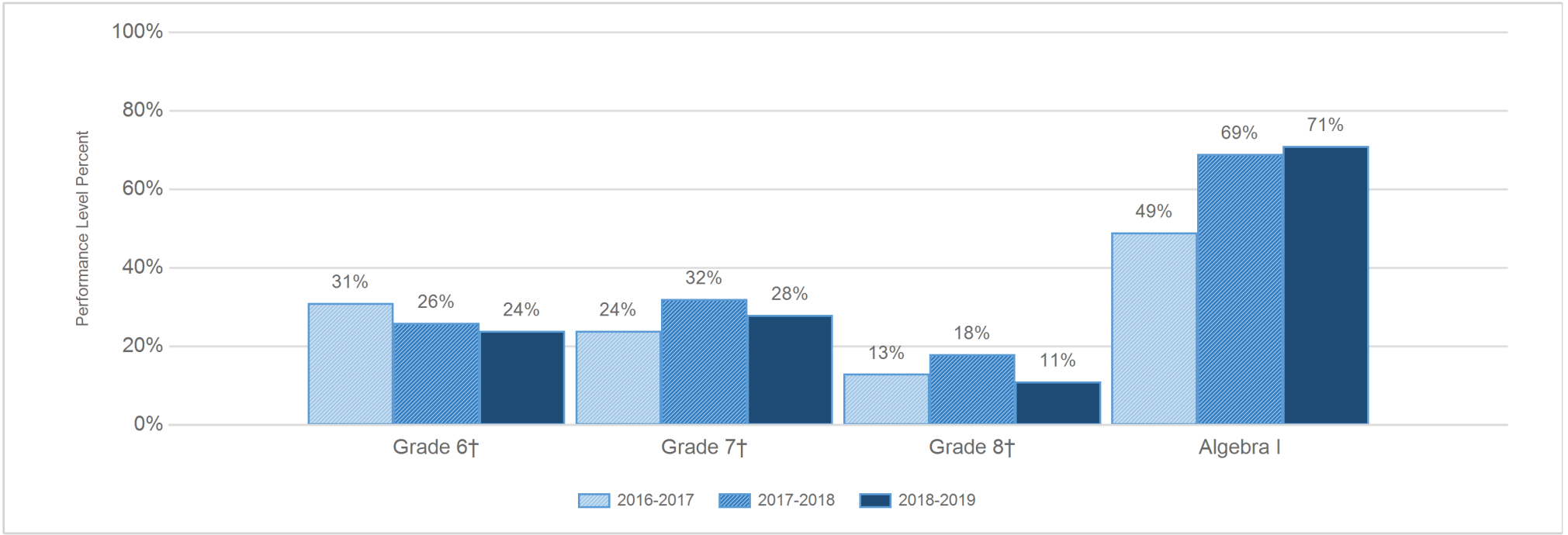
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	729	731	741	13%	30%	33%	*	*	24%	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	132	725	726	729	15%	33%	36%	16%	0%	16%	24%
Black or African American	20	715	713	722	*	*	*	*	*	10%	19%
Asian, Native Hawaiian, or Pacific Islander	38	744	759	769	*	*	26%	*	*	50%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	105	731	*	742	10%	29%	38%	*	*	24%	42%
Male	106	726	*	740	17%	31%	27%	*	*	25%	40%
Economically Disadvantaged Students	163	728	*	726	*	30%	34%	*	*	23%	21%
Non-Economically Disadvantaged Students	48	733	738	750	*	29%	29%	*	*	29%	53%
Students with Disabilities	37	708	703	716	*	*	*	*	*	*	12%
Students without Disabilities	174	733	735	746	*	*	*	*	*	*	46%
English Learners	38	718	713	709	*	42%	*	*	*	13%	*
Non-English Learners	173	731	732	743	*	27%	*	*	*	27%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	734	737	744	9%	31%	32%	*	*	28%	42%
White	25	742	747	751	*	*	*	*	*	32%	53%
Hispanic	146	729	732	733	11%	34%	36%	*	*	20%	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	38	753	765	768	0%	*	*	*	*	58%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	114	733	*	744	*	34%	35%	*	*	23%	42%
Male	118	735	736	743	*	28%	29%	*	*	33%	42%
Economically Disadvantaged Students	188	733	734	731	*	*	31%	*	*	26%	24%
Non-Economically Disadvantaged Students	44	741	*	751	*	*	36%	*	*	39%	53%
Students with Disabilities	37	712	708	718	*	*	*	*	*	*	13%
Students without Disabilities	195	739	741	749	*	*	*	*	*	*	48%
English Learners	35	717	715	716	*	*	*	*	*	*	10%
Non-English Learners	197	738	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	711	712	728	40%	26%	24%	11%	0%	11%	29%
White	11	728	718	737	*	*	*	*	*	*	38%
Hispanic	100	710	712	722	43%	25%	22%	10%	0%	10%	22%
Black or African American	19	697	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	727	729	747	*	*	*	*	*	27%	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	65	719	716	731	*	*	*	*	*	*	31%
Male	76	704	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	90	710	711	719	43%	24%	22%	*	*	10%	20%
Non-Economically Disadvantaged Students	51	712	715	735	33%	27%	27%	*	*	12%	36%
Students with Disabilities	40	695	694	707	*	*	*	*	*	*	10%
Students without Disabilities	101	717	717	734	*	*	*	*	*	*	35%
English Learners	30	705	704	706	60%	*	*	*	*	13%	10%
Non-English Learners	111	712	714	730	34%	*	*	*	*	10%	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	765	729	744	0%	*	26%	*	*	71%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	40	765	724	728	0%	*	*	*	*	75%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	768	755	775	0%	0%	*	*	*	68%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	31	761	730	745	0%	*	*	*	*	68%	44%
Male	41	768	729	743	0%	*	*	*	*	73%	41%
Economically Disadvantaged Students	52	762	728	727	0%	*	*	*	*	65%	23%
Non-Economically Disadvantaged Students	20	773	732	752	0%	*	*	*	*	85%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	72	765	732	748	0%	*	26%	*	*	71%	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	22.1%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	181	*	*
3-4	123	*	*
5 or more	34	*	*

NJ SCHOOL PERFORMANCE REPORT

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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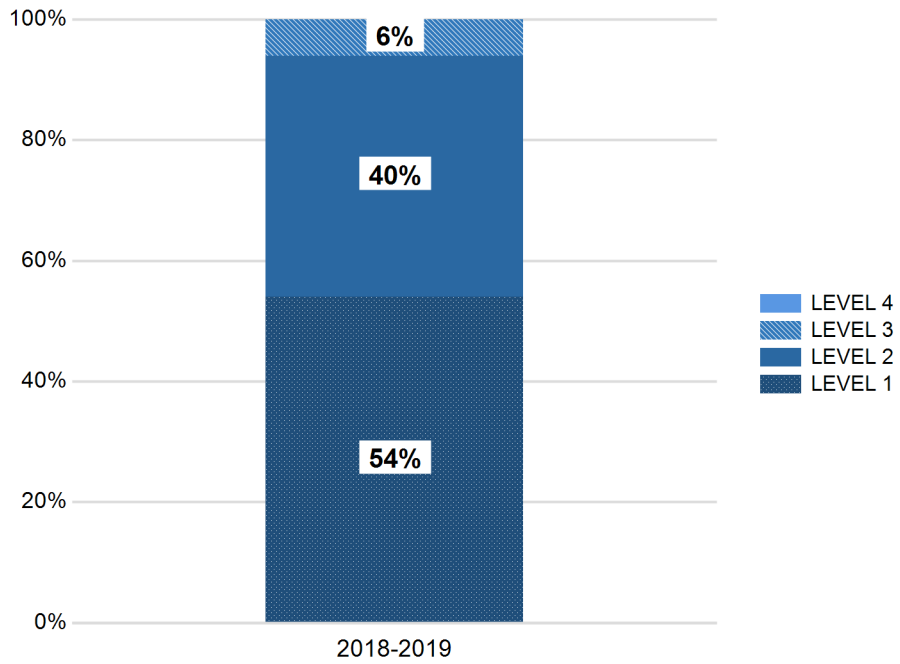
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	40	6	0
White	*	*	*	*
Hispanic	57	38	5	0
Black or African American	75	21	4	0
Asian, Native Hawaiian, or Pacific Islander	30	63	7	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	41	5	0
Male	54	39	7	0
Economically Disadvantaged Students	53	42	5	0
Non-Economically Disadvantaged Students	56	35	9	0
Students with Disabilities	81	19	0	0
Students without Disabilities	49	44	7	0
English Learners	76	24	0	0
Non-English Learners	49	43	7	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	286
7	0	0	291
8	74	0	248
Total	74	0	825

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	203
7	0	0	0	0	0	0	220
8	0	0	0	0	0	0	206
Total	0	0	0	0	0	0	629

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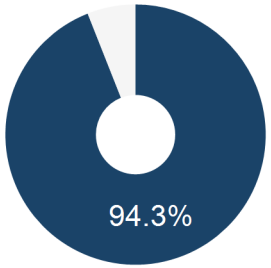
Visual and Performing Arts – Course Participation

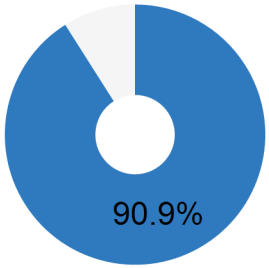
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

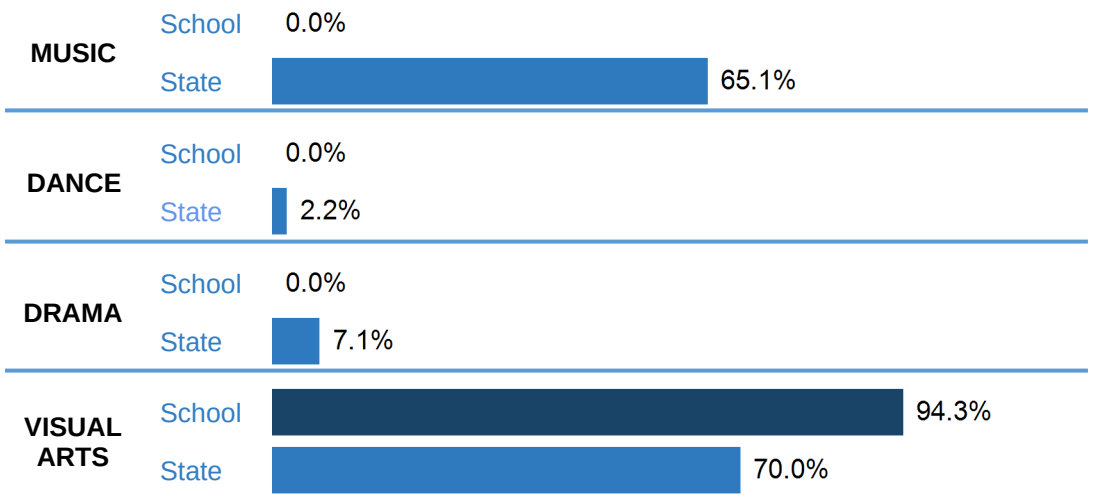


School



State

Students enrolled in one or more classes by discipline:



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

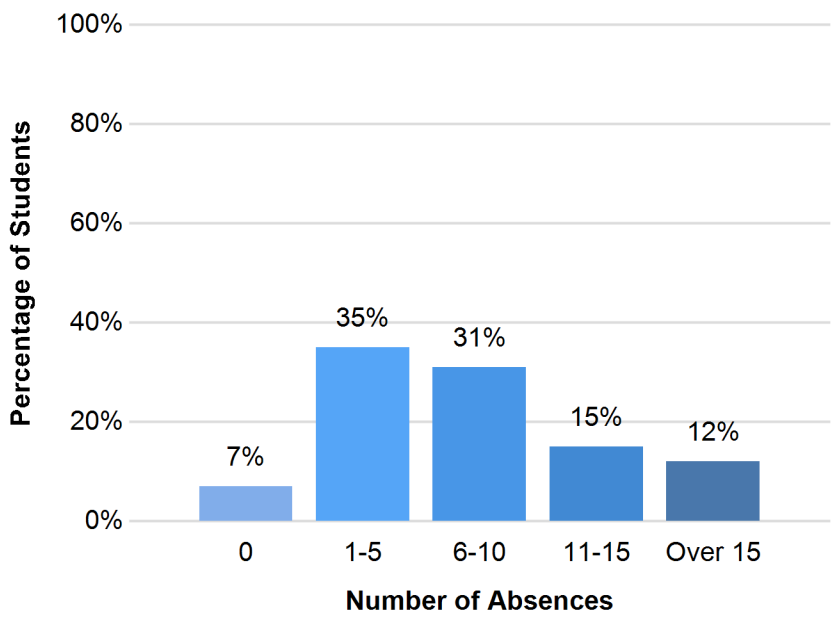
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	54	7.9	9.1	Met
White	*	*	9.1	Met
Hispanic	38	8.6	9.1	Met
Black or African American	9	12.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	3	2.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	6.6		
Male	32	9.1		
Economically Disadvantaged Students	47	8.5	9.1	Met
Students with Disabilities	21	15.8	9.1	Not Met
English Learners	6	6.3	9.1	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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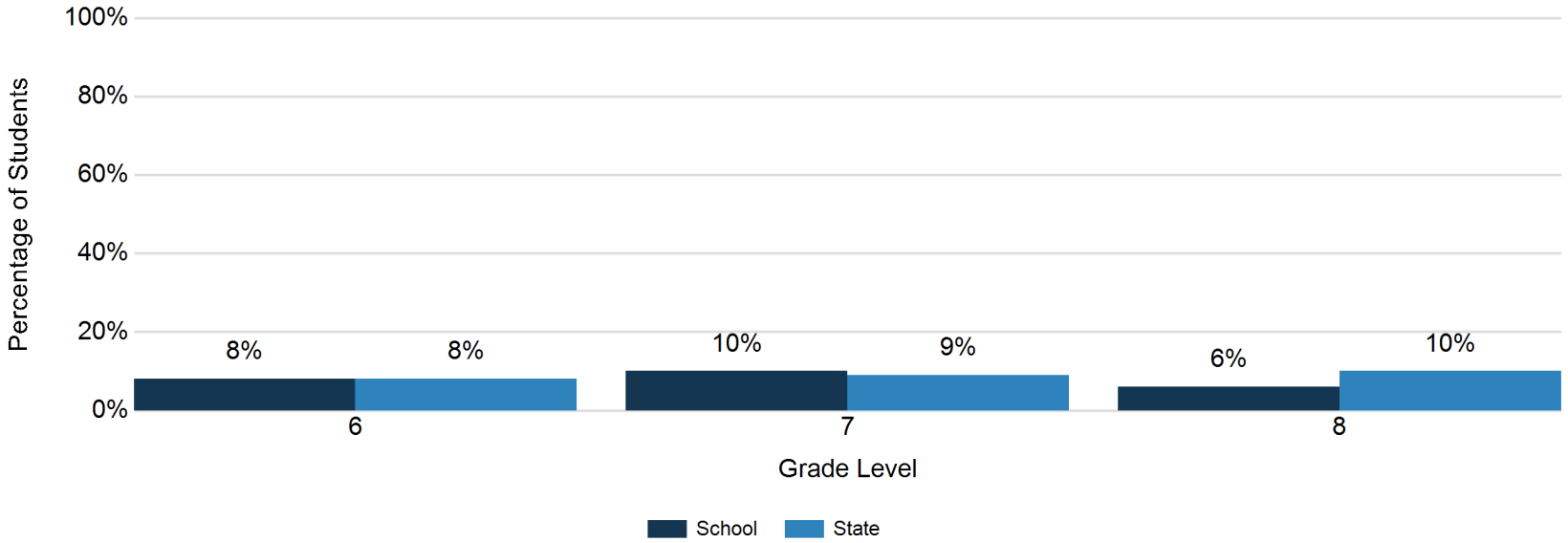
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	4
Vandalism	0
Substances	14
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.83

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	4
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

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 Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	4	4
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	18	2.0%
Any Suspension	18	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
73

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.8:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	15.0	10.8
Percentage of Teachers with 4 or more years experience in the district	87.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	460:1	226:1
Teachers to Administrators	39:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	58.4%	100.0%	48.4%	77.1%	54.9%
Male	50.4%	41.6%	0.0%	51.6%	22.9%	45.1%
White	7.9%	54.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	70.2%	32.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	7.8%	0.0%	15.0%	6.6%	13.9%
Asian	12.1%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.3%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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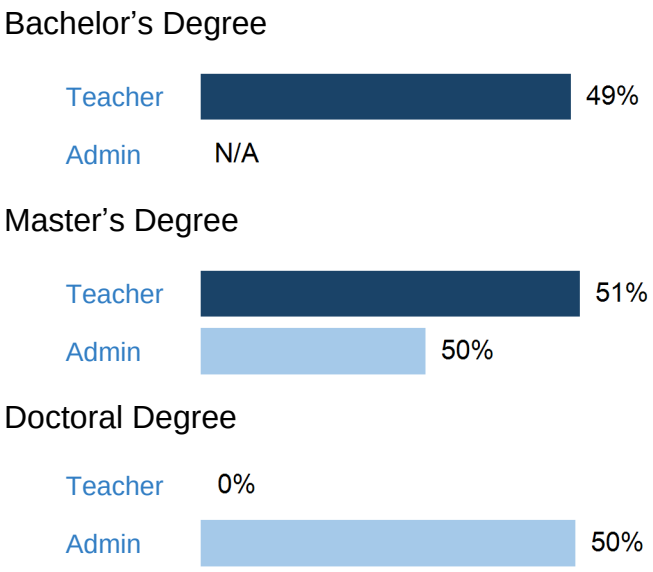
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.3%	45.2%	48.8%
Math Proficiency	26.7%	30.8%	29.5%
ELA Growth	47	56	48
Math Growth	55	48	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		28.2%	22.1%
Chronic Absenteeism	6.9%	6.3%	7.9%

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

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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

Franklin L. Williams School
(17-2390-155)
Grades Offered: 06-08
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• Course offerings at MS7 include HOPE classes, General Ed, Tiered ESL and Bilingual Spanish Classes, challenging yet supportive Special Education classes. • MS7 boasts an impressive line up of STEM/STEAM activities and programs that run throughout the year, including science fair, environmental action projects, ATC exibits and stage performances. • Students and staff loop together for 3 years. Award winning programs such as GEMS, CIA and others are specifically designed to enhance the social, emotional development of our middle school students.
Mission, Vision, Theme:	At MS7, we believe that success happens when teachers, administrators and the community work together to address the needs of the whole child. This deep commitment radiates within our school culture as students learn to care deeply about each other and their world. We are the MS7 SHARKS and our motto is to: Strive for Success, Have high Expectations for all Students, Act Responsibly, Respect Diversity, Keep Learning, Serve our Community.
Awards, Recognition, Accomplishments:	Honeywell Grant Recipient for Science Department, District Science Fair Winner, GEMS-National Character Education Program award winner, Jersey City Youth Grant Recipient, Multiple Art Contest Winners, NJ Audobon and Honeywell Grant Recipients, JC Parks Coalition donation recipients, Donors Choose Programs receipient, Little Kids Rock partnership allowing students to perform with Lady Gaga, Bruce Springsteen, Green Day, Alice Cooper, Jan Jett, Santana among others

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Courses, Curriculum, Instruction:	Courses at MS7 are designed with the mission to address the needs of every student. We offer challenging HOPE courses for the advanced students, Rigorous General Education courses, Tiered ESL and Bilingual Spanish classes and supportive, yet challenging classes for our special needs students. We offer curriculums from three different programs: the general JCPS curriculum offerings, Springboard Curriculum and Summit Learning Platforms. Students and teachers loop together 6th, 7th and 8th grade. Looping provides the opportunity to build the trusting partnership triad between students, parents and school faculty, thus ensuring the highest levels of individual and collective success possible.
Clubs and Activities:	While academics are a priority, we believe in supporting our students to be well rounded, global citizens. We offer a variety of clubs and activities that promote leadership, environmental consciousness, art and music appreciation and a love of science. Curretly we offer National Junior Honor Society, Student Council, Robotics, Environmental Club, Artistically Talented Club, Yearbook, GEMS (Girls Empowering Minds and Spirits) and CIA (Caballeros in Action) the Instrumental Band and Choir.

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Before and After School Programs:	In addition to the clubs and activities previously listed, MS7 also hosts academic programs outside of regular school hours. 7th grade students are offered a PSAT prep course to help prepare for the PSAT that is administered annually in October of their 8th grade year. The majority of our 8th grade students are administered the PSAT each year. Extended day academic programs are offered throughout the year to help provide additional support in Language Arts and Math class. Our Extended Year program is run in the summer, at the conclusion of the regular school year. This program offers an opportunity to review concepts from the previous grade curriculum and preview the expectations and content of the following grade level curriculum.
Staff and Professional Learning:	We believe that optimal learning occurs when the teachers are well trained in their craft. Ongoing professional growth is promoted via our Professional Learning Communities (PLC's.) PLC's are implemented at MS7 weekly to discuss student progress, review data, share resources and refine our teaching practices. There are multiple days built into each school year calendar for teacher inservice that are provided by the district to allow time to train teachers on new initiatives and programs.

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Student Supports and Services:	As the middle school bilingual hub of Jersey City Public Schools, the MS7 student body is as varied and diverse as Jersey City itself. We offer a complete transitional bilingual (Spanish) program in all academic content areas. Our English as a Second Language (ESL) department services students from all around the world. Our students are provided support based on their individual needs to develop their proficiency in reading, writing, listening and speaking. Our staff can communicate with students and parents in 13 languages. Each year our ESL department hosts the International Mother Language Day and Multicultural day that celebrates the linguistic and cutural diversity of our students. We offer a spectrum of academic settings for our students with special needs. We collaborate with outside resources such as the Jersey City Police Department, Jersey City Medical Center and Special Olympics to support our students' social and emotional needs.
Student Health and Wellness:	MS7 has a full service kitchen and offers hot breakfast and lunch daily to students including early dismissal days. Students take physical education class twice a week and outdoor recess is offered daily, weather permitting, in our expansive ball field and outdoor space. The MS7 guidance department offers emotional wellness programs with the GEMS and CIA programs that offer a holistic approach to motivating and empowering young ladies and gentlemen. Counselors also offer the Lunch Bunch social program that promotes social skills development and greatly impacts their academic progress.
Parent and Community Involvement:	Annual events, such as My Favorite Guy, My Favorite Gal allow our students to bring their parent or guardian to school to share special bonding activities. A Career Night is held annually and allows parents and students to attend and learn about various careers that student's may want to pursue. Parent Council meets regularly and runs multiple events throughout the year. National Junior Honor Society promotes multiple community-centered events throughout the year including Keep Jersey Beautiful initiative, Holiday Toy Drive/Giving Tree projects and Read Across America. The staff and students participate in various charity events such as Copa Maribel, where students fundraise to help local families who are dealing with cancer. During the holidays, we partner with Jersey City Police Dept. and PACO (a community organization) to help feed needy Jersey City families. We also host annual programs for Veteran's and Memorial Day rememberances.

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Facilities:	MS 7 School campus opened in September 2007 and is located in the Heights section of Jersey City. The campus provides large open spaces including several basketball courts, a softball field and plenty of room for our students to participate in outdoor activities. MS 7 is a modern state of the art climate controlled facility. The main building boasts a spacious gymnasium, auxiliary gym that serves as a boxing facility for students across the city, a 540 capacity auditorium, and 2 music rooms with practice rooms. The rest of the facility features 3 floors of spacious rooms, a Library/Media Center, 2 art studios, 4 science labs, and a fully equipped life-skills room. MS7 has building wide WIFI, with several technology options that include laptop carts, Chromebooks, I-Pads and desktops in all classrooms. The majority of our classrooms have an interactive whiteboard option.
School Safety:	MS7 has an in-house behavior management system that rewards positive behavior and promotes socially healthy habits by providing opportunities for students to compete to earn prizes both collectively as a homeroom, and individually. This character-building point system is broadcast daily with real time point accummulations posted for students to monitor.

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Technology and STEM:	MS7 is technologically competititve with building wide WIFI capabilities that utilize laptops, chromebooks, I-Pads and desktops in all classrooms. Smart Boards, Promethean Boards or Epson Projectors are available in 95% of the classrooms. We boast an exemplary STEAM program that includes the "Honeywell Project" that challenges students to focus on renewable energy and grounds beautification. Tackling a real-life ground erosion problem, the students collaboratively create projects that synthesize the content learned in the classroom/lab to real life application. The MS7 Robotics team also competes annually to design and build a functioning robot to complete "Coded" tasks.

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Other Information	MS7 adheres to the Jersey City Public School mandated uniform policy. Our school mascot is the Shark and each collared uniform shirt is embroidered with our school logo. Each grade level wears a specific color of either navy blue, maroon or grey collared shirt along with khaki or black pants. Gym uniforms of sweatpants and tee shirts follow the same general guidelines. Uniforms are available for students to purchase at our official school store, The Shark Shack.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Robert O'Connor
Address	123 CLAREMONT AVE JERSEY CITY, NJ 07305-3603
Phone Number	201-915-6520
Email Address	roconnor@jcboe.org
Website	http://www.jcboe.org/

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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	133	148	123
KG	43	41	43
1	47	47	46
2	43	46	40
3	31	43	42
4	37	33	31
5	35	34	27
Total	369	392	352

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	45.5%	46.2%	52.6%
Male	54.5%	53.8%	47.4%
Economically Disadvantaged Students	82.7%	55.1%	71.3%
Students with Disabilities	13.8%	11.7%	10.2%
English Learners	0.3%	0.8%	1.4%
Homeless Students	1.6%	4.3%	0.0%
Students in Foster Care	0.5%	2.0%	1.7%
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	8.1%	9.4%	8.0%
Hispanic	22.5%	20.2%	27.6%
Black or African American	62.3%	54.3%	63.1%
Asian	5.4%	15.6%	1.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	0.5%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	133	148	123
KG - Half Day	0	0	0
KG - Full Day	43	41	43

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	78.7%
Spanish	11.9%
Uncoded languages	2.8%
Arabic	2.6%
Catalan	1.1%
Other Languages	2.8%

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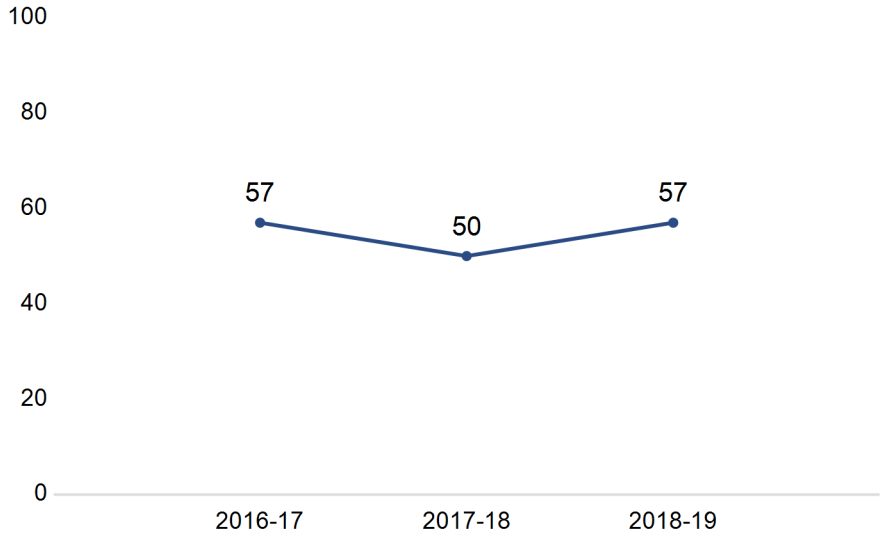
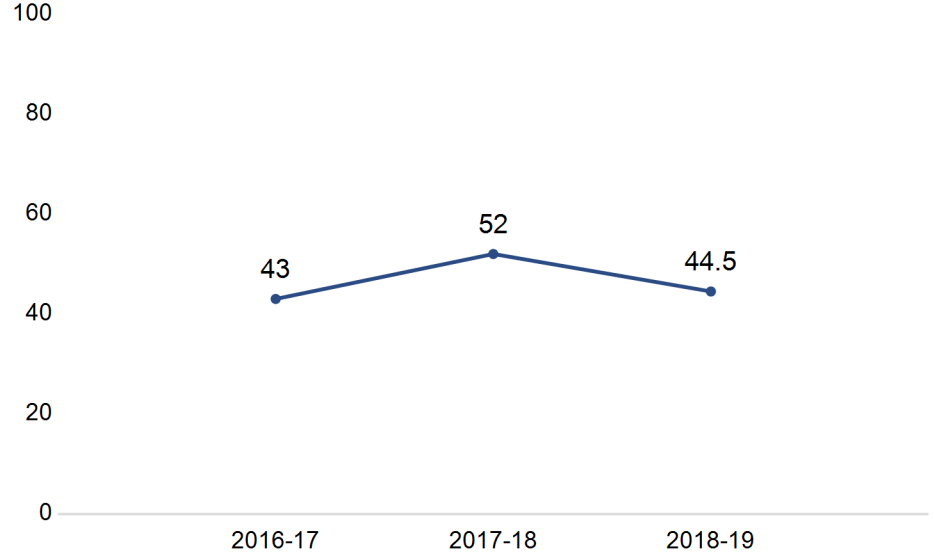
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	50	57	43	52	44.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	52	50	Met Standard	44.5	46	50	Met Standard
White	N	57	50	**	N	52	52	**
Hispanic	52.5	50	49	**	52.5	45	47	**
Black or African American	55	48	45	Met Standard	37	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	61	59	**	N	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	44	55	53	N	39.5	45	50	N
Male	62	50	47	N	47.5	48	51	N
Economically Disadvantaged Students	49.5	52	48	Met Standard	36	45	46	Not Met
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	*	55	52	**	*	50	50	**
Homeless Students	N	52	43	N	N	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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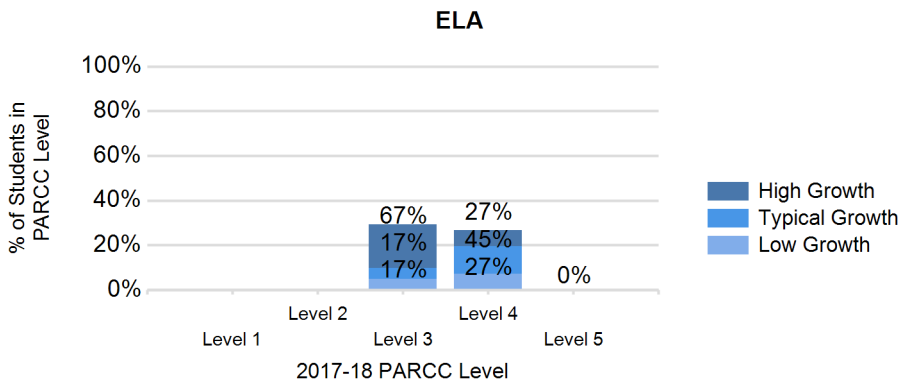
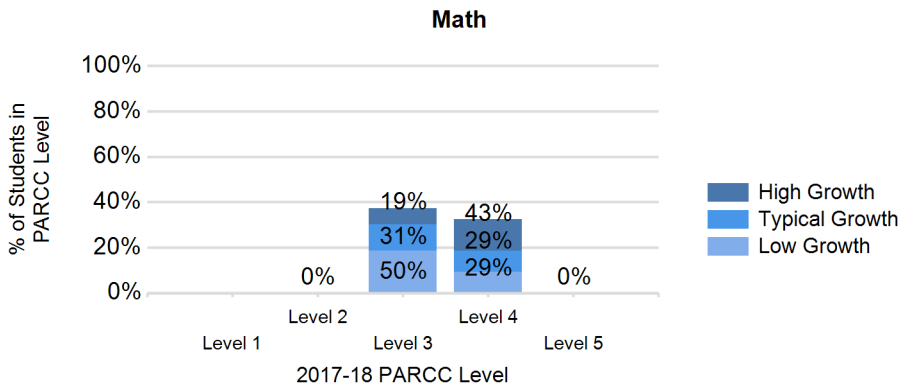
Student Growth by Performance Level

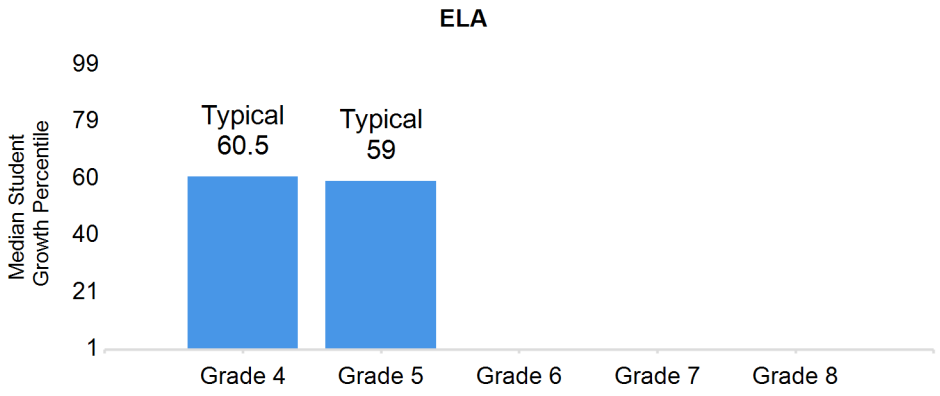
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

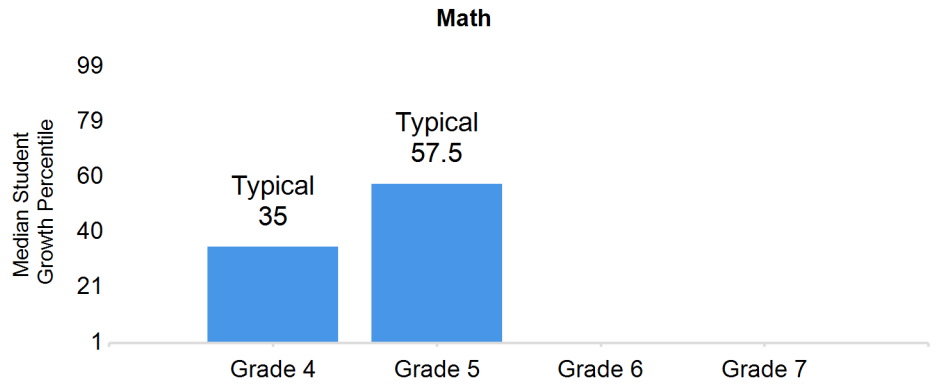




Student Growth by Grade

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





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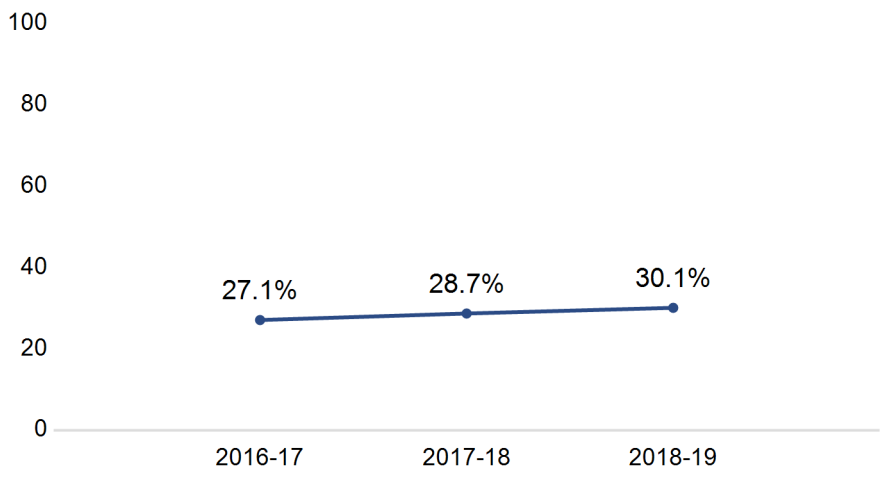
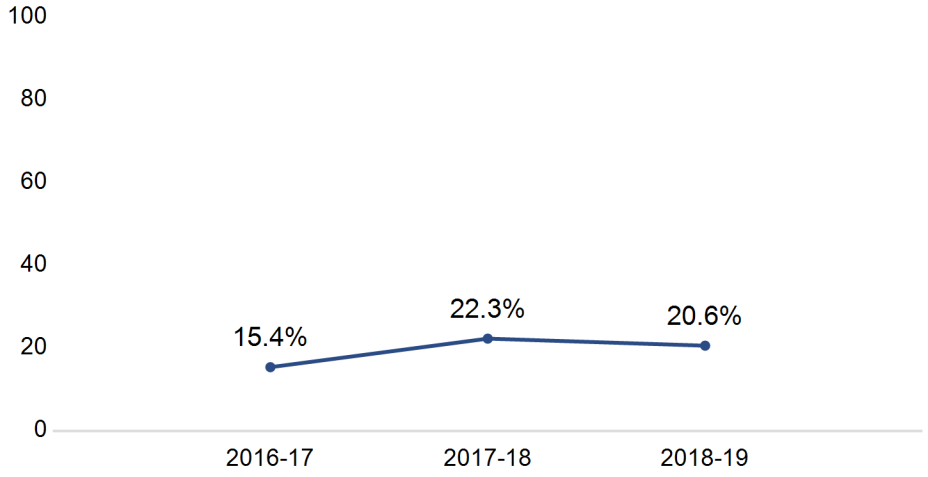
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	85.0%	87.7%	87.0%	85.1%	88.2%	87.6%
Proficiency Rate for Federal Accountability	27.1%	28.7%	30.1%	15.4%	22.3%	20.6%
Annual Target	22.4%	25.5%	28.5%	15.7%	19.1%	22.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
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
† 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	91	87.0	33.0	49.7	57.9	30.1	28.5	Met Target
White	*	*	*	55.9	66.9	*	**	**
Hispanic	27	96.4	29.6	46.4	43.9	29.6	31.7	Met Target†
Black or African American	61	83.1	36.1	34.3	38.5	31.3	27.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	77.0	82.9	N	**	**
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	48	85.0	35.4	55.2	64.8	31.4		
Male	43	89.6	30.2	44.5	51.3	28.5		
Economically Disadvantaged Students	60	87.3	35.0	45.3	40.0	*	28.1	Met Target
Non-Economically Disadvantaged Students	31	86.5	29.0	56.3	67.9	*		
Students with Disabilities	16	72.7	*	14.4	22.7	*	17.8	Not Met
Students without Disabilities	75	90.7	*	56.2	65.1	*		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

Report Key:
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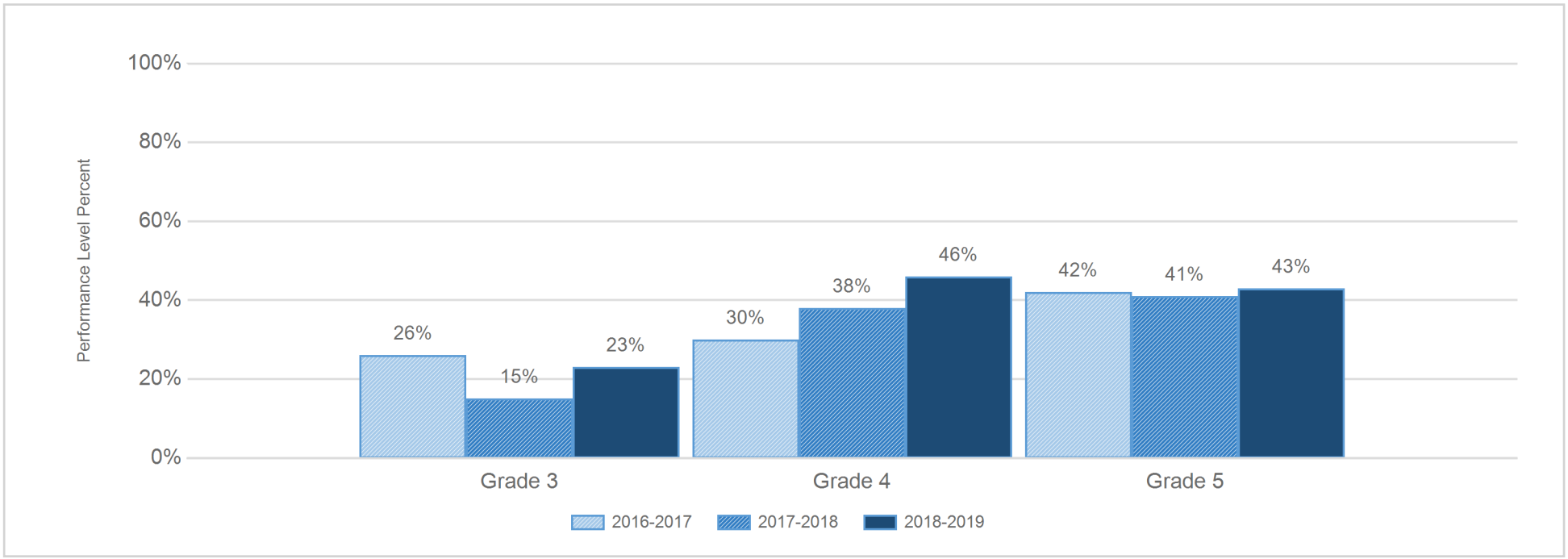
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	721	746	748	32%	27%	*	*	*	23%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	28	722	730	731	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	773	N	N	N	N	N	N	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	25	732	*	753	*	*	*	*	*	32%	55%
Male	19	706	*	743	*	*	*	*	*	11%	46%
Economically Disadvantaged Students	33	722	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	11	716	762	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	740	753	755	*	*	*	*	*	46%	57%
White	N	N	760	763	N	N	N	N	N	N	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	22	737	740	739	*	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	13	739	757	760	*	*	*	*	*	38%	62%
Male	15	741	749	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	16	736	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	12	746	*	765	*	*	*	*	*	42%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	739	748	756	*	*	*	*	*	43%	58%
White	N	N	758	764	N	N	N	N	N	N	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	*	*	754	761	*	*	*	*	*	*	64%
Male	*	*	742	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	755	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	93	87.6	22.6	33.6	44.5	20.6	22.5	Met Target†
White	*	*	*	45.3	54.1	*	**	**
Hispanic	29	97.0	17.2	27.2	28.8	17.2	23.7	Met Target†
Black or African American	61	83.1	24.6	16.7	23.0	21.3	21.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	64.6	76.5	N	**	**
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	50	85.7	26.0	34.0	44.9	23.2		
Male	43	90.0	18.6	33.3	44.2	17.5		
Economically Disadvantaged Students	62	87.8	*	29.3	26.3	*	22.3	Met Target
Non-Economically Disadvantaged Students	31	87.2	*	39.8	54.9	*		
Students with Disabilities	16	72.7	12.5	*	17.4	*	14.9	Met Target†
Students without Disabilities	77	91.2	24.7	*	50.0	*		
English Learners	*	*	*	16.0	25.0	*	**	**
Non-English Learners	*	*	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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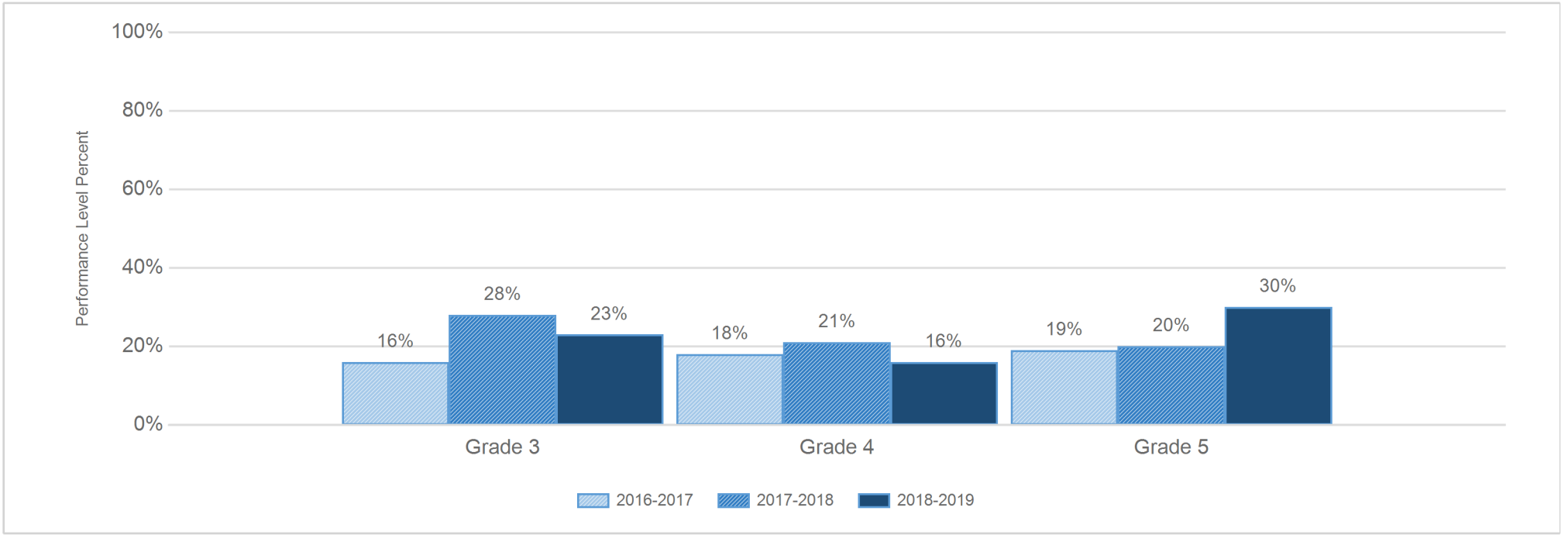
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	728	747	752	*	39%	27%	*	*	23%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	28	732	730	735	*	43%	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	778	N	N	N	N	N	N	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	25	733	*	751	*	*	*	*	*	32%	54%
Male	19	721	*	752	*	*	*	*	*	11%	56%
Economically Disadvantaged Students	33	728	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	11	726	759	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	728	740	749	*	42%	32%	*	*	16%	51%
White	N	N	748	757	N	N	N	N	N	N	62%
Hispanic	*	*	735	737	*	*	*	*	*	*	36%
Black or African American	22	726	723	731	*	*	*	*	*	14%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	15	720	739	749	*	*	*	*	*	*	50%
Male	16	735	741	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	18	729	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	13	727	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-260)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	728	736	747	*	43%	*	*	*	30%	47%
White	N	N	745	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	*	*	737	747	*	*	*	*	*	*	47%
Male	*	*	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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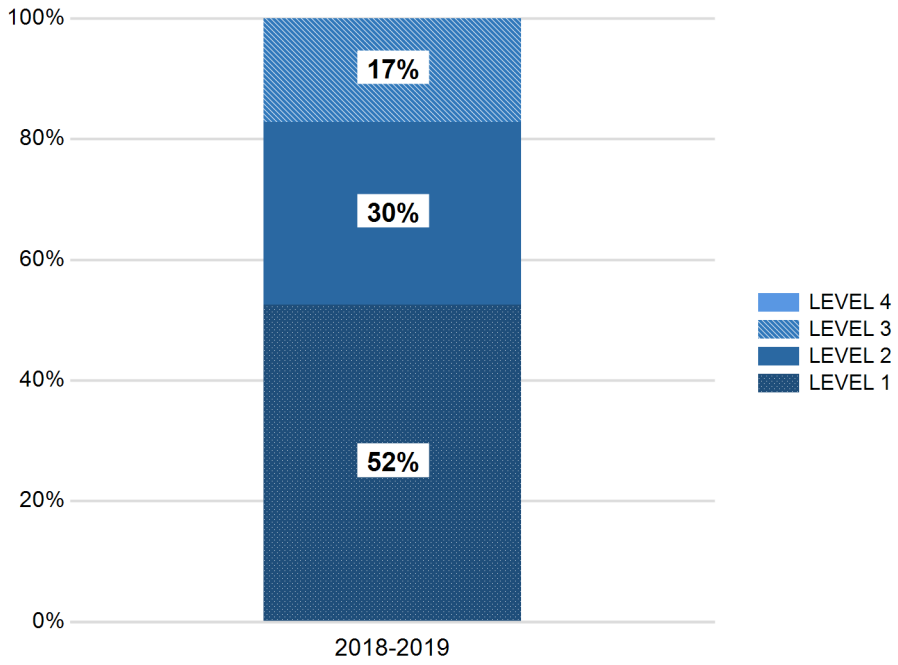
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	52	30	17	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

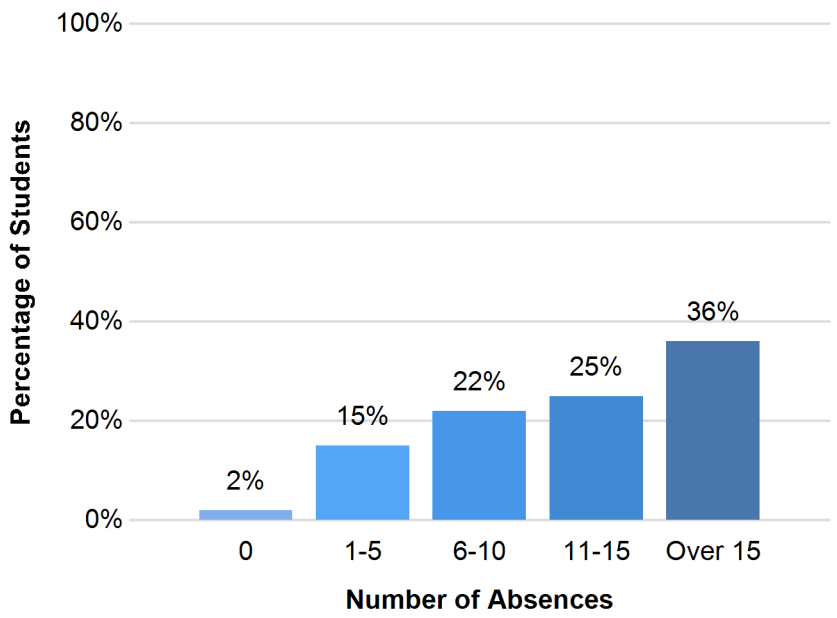
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	74	29.6	8.9	Not Met
White	*	*	**	**
Hispanic	21	26.3	8.9	Not Met
Black or African American	48	29.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	39	31.2		
Male	35	28.0		
Economically Disadvantaged Students	50	29.2	8.9	Not Met
Students with Disabilities	9	22.0	8.9	Not Met
English Learners	3	14.3	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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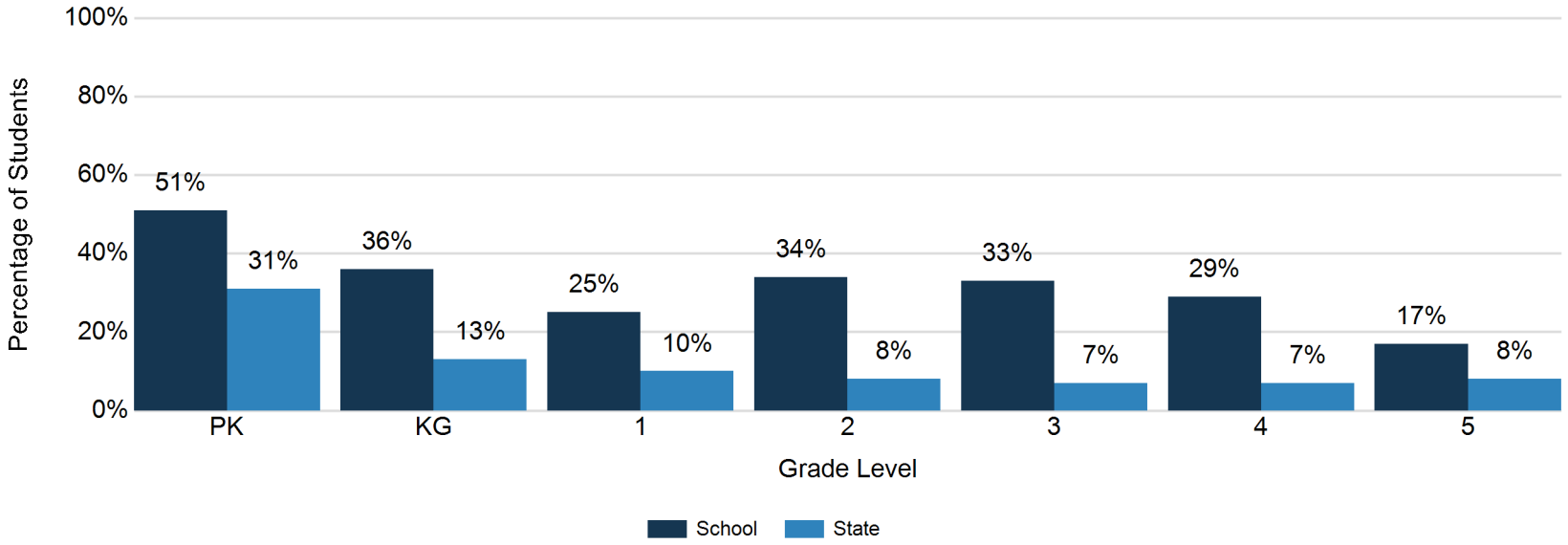
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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

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 Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	92.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.6%	92.9%	N	48.4%	77.1%	54.9%
Male	47.4%	7.1%	N	51.6%	22.9%	45.1%
White	8.0%	53.6%	N	42.4%	83.6%	77.4%
Hispanic	27.6%	7.1%	N	29.9%	7.3%	7.2%
Black or African American	63.1%	28.6%	N	15.0%	6.6%	13.9%
Asian	1.1%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	7.1%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	3.6%	N	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	N	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher	64%
Admin	N/A

Master's Degree

Teacher	36%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%

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Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	27.1%	28.7%	30.1%
Math Proficiency	15.4%	22.3%	20.6%
ELA Growth	57	50	57
Math Growth	43	52	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	30.3%	36.0%	29.6%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Students in Grade 4 participated in Liberty Science STEM program. • Parents had the opportunity to participate in family fun night, health fair, monthly classroom culminating activities, and school-wide donations to the community. • The school offers numerous opportunities for children to participate in educationally based clubs and/or activities.
Mission, Vision, Theme:	We equitably educate ALL students to become responsible, fulfilled and successful global citizens.
Awards, Recognition, Accomplishments:	Continued growth in PARCC ELA and Mathematics

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-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

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.

Courses, Curriculum, Instruction:	Extended day for grades 2-5, Chromebook 1 to 1 initiative in grades 2-5, Inspire Me program for students in grades 3-5
Clubs and Activities:	Book Club and Fitness Club

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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School Narrative

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Before and After School Programs:	Casper grades Prek-5 and Extended Day grades 2-5
Staff and Professional Learning:	Dr. Tracy Severns from Teach 4 Results provided professional development in promoting student to student discussion.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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School Narrative

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Student Supports and Services:	Inclusion and resource settings for special needs students, Mission Read and Collaborative and Consultation Teacher, Sondays Essentials and Moving with Math, Social and Emotional Counseling
Student Health and Wellness:	Breakfast program, fruit and vegetable grant, physical education, recess, and fitness club.
Parent and Community Involvement:	School Home Connection, Health Fair, Family Fun Night, Carnival, and Book Fair.

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
Grades Offered: PK-05
2018-2019

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School Narrative

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Facilities:	New windows and flooring in some rooms.
School Safety:	Anti-Bullying program through guidance

NJ SCHOOL PERFORMANCE REPORT

Gladys Nunery School
(17-2390-260)
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.

Technology and STEM:	We use Chromebooks, iPads, and computers.
Early Childhood Education:	Full day Pre-K

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
Grades Offered: 09-12
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:

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
Grades Offered: 09-12
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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Yvonne Waller
Address	239 BERGEN AVE JERSEY CITY, NJ 07305-1524
Phone Number	201-915-6600
Email Address	ywaller@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
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	253	251	228
10	191	199	215
11	179	155	210
12	144	160	169
Total	767	765	822

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	49.3%	48.1%	51.1%
Male	50.7%	51.9%	48.9%
Economically Disadvantaged Students	66.2%	55.0%	49.1%
Students with Disabilities	30.0%	26.4%	25.1%
English Learners	0.7%	0.8%	0.5%
Homeless Students	0.9%	1.7%	0.0%
Students in Foster Care	1.8%	1.2%	0.4%
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	3.4%	4.1%	3.0%
Hispanic	21.8%	24.8%	26.4%
Black or African American	65.6%	62.1%	61.4%
Asian	5.7%	5.2%	5.6%
Native Hawaiian or Pacific Islander	2.9%	3.4%	2.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.4%	0.7%

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	766	764	822
Shared Time Students	0	0	0
Full Time Equivalent	766	764	822

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	65.3%
Uncoded languages	16.3%
Spanish	11.6%
Tagalog	2.2%
Arabic	1.3%
Other Languages	3.3%

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
Grades Offered: 09-12
2018-2019

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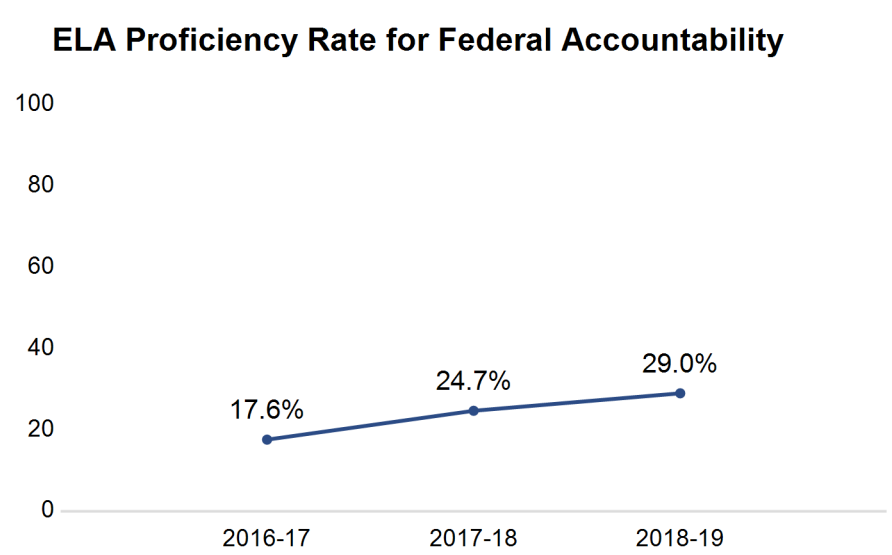
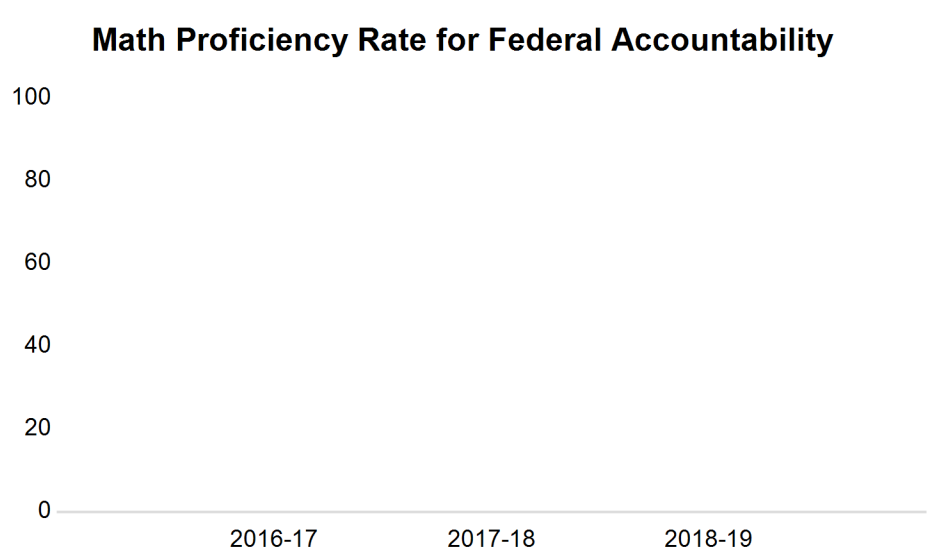
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.1%	94.7%	92.5%	92.8%	94.3%	93.6%
Proficiency Rate for Federal Accountability	17.6%	24.7%	29.0%	*	*	*
Annual Target	26.0%	28.9%	31.7%	9.6%	13.3%	17.0%
Met Annual Target?	Not Met	Not Met	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	406	92.5	29.8	49.7	57.9	29.0	31.7	Met Target†
White	*	*	*	55.9	66.9	*	**	**
Hispanic	126	91.7	34.1	46.4	43.9	32.8	40.5	Not Met
Black or African American	236	92.0	22.9	34.3	38.5	22.2	26.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	34	100.0	58.8	77.0	82.9	58.8	62.4	Met Target†
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	205	92.9	41.0	55.2	64.8	40.0		
Male	201	92.1	18.4	44.5	51.3	17.9		
Economically Disadvantaged Students	196	90.7	27.6	45.3	40.0	*	30.6	Met Target†
Non-Economically Disadvantaged Students	210	94.1	31.9	56.3	67.9	*		
Students with Disabilities	109	87.6	*	14.4	22.7	*	17.5	Not Met
Students without Disabilities	297	94.3	*	56.2	65.1	*		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
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Grades Offered: 09-12
2018-2019

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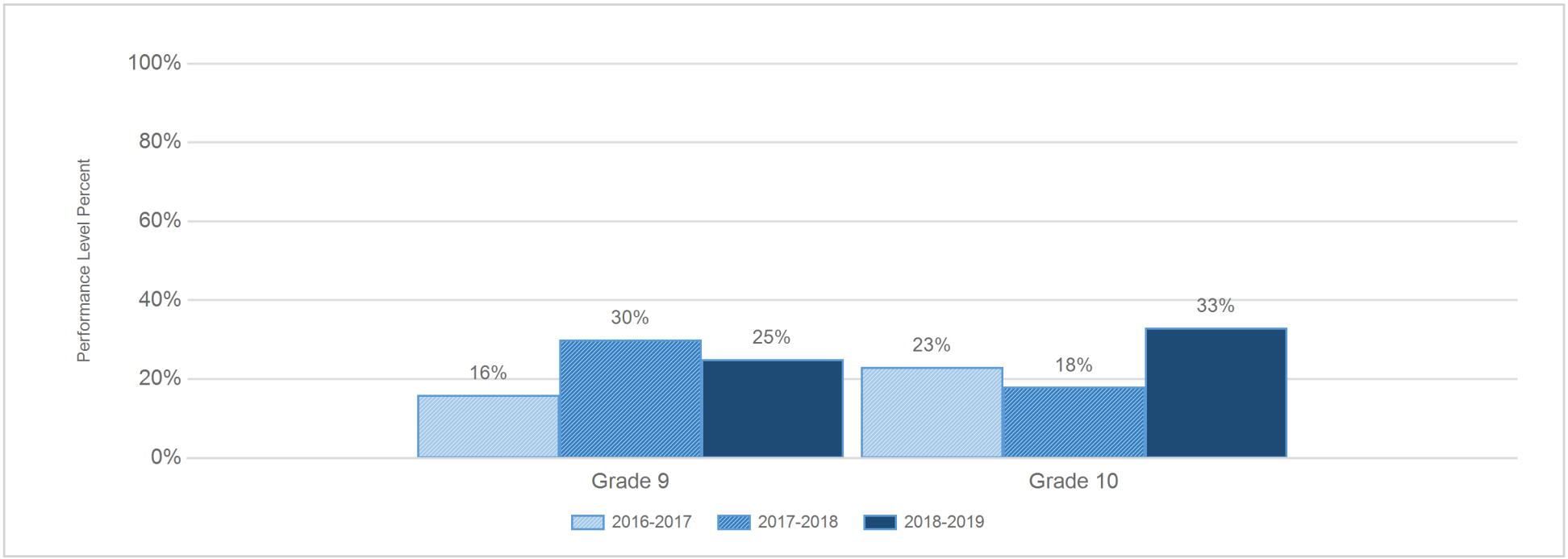
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	723	738	753	30%	20%	24%	*	*	25%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	65	724	730	737	26%	*	38%	*	*	22%	40%
Black or African American	117	719	724	732	32%	27%	19%	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	12	747	771	783	*	0%	*	*	*	75%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	103	734	744	760	17%	21%	23%	*	*	38%	63%
Male	98	710	732	746	43%	19%	26%	*	*	12%	49%
Economically Disadvantaged Students	94	722	734	734	32%	20%	23%	*	*	24%	36%
Non-Economically Disadvantaged Students	107	723	743	762	28%	21%	25%	*	*	26%	65%
Students with Disabilities	47	699	*	717	*	*	*	*	*	*	17%
Students without Disabilities	154	730	*	760	*	*	*	*	*	*	63%
English Learners	N	N	689	693	N	N	N	N	N	N	*
Non-English Learners	201	723	744	755	30%	20%	24%	*	*	25%	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	727	738	757	34%	16%	16%	21%	12%	33%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	61	741	735	738	25%	*	*	23%	23%	46%	43%
Black or African American	123	717	723	733	41%	18%	17%	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	110	737	745	766	26%	14%	18%	*	*	42%	66%
Male	97	716	731	749	42%	20%	14%	*	*	24%	51%
Economically Disadvantaged Students	95	725	737	735	36%	17%	17%	20%	11%	31%	40%
Non-Economically Disadvantaged Students	112	729	738	767	32%	16%	16%	22%	13%	36%	67%
Students with Disabilities	44	676	696	711	*	*	*	*	*	*	19%
Students without Disabilities	163	741	745	765	*	*	*	*	*	*	65%
English Learners	*	*	689	687	*	*	*	*	*	*	*
Non-English Learners	*	*	744	760	*	*	*	*	*	*	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	415	93.6	*	33.6	44.5	*	17	Not Met
White	*	*	10.0	45.3	54.1	*	**	**
Hispanic	128	94.4	*	27.2	28.8	*	20.7	Not Met
Black or African American	241	92.5	*	16.7	23.0	*	13.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	100.0	*	64.6	76.5	*	36.8	Not Met
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	209	94.1	*	34.0	44.9	*		
Male	206	93.0	*	33.3	44.2	*		
Economically Disadvantaged Students	201	91.7	*	29.3	26.3	*	16.2	Not Met
Non-Economically Disadvantaged Students	214	95.4	*	39.8	54.9	*		
Students with Disabilities	115	90.1	*	*	17.4	*	11.3	Not Met
Students without Disabilities	300	95.0	*	*	50.0	*		
English Learners	*	*	*	16.0	25.0	*	**	**
Non-English Learners	*	*	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
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Grades Offered: 09-12
2018-2019

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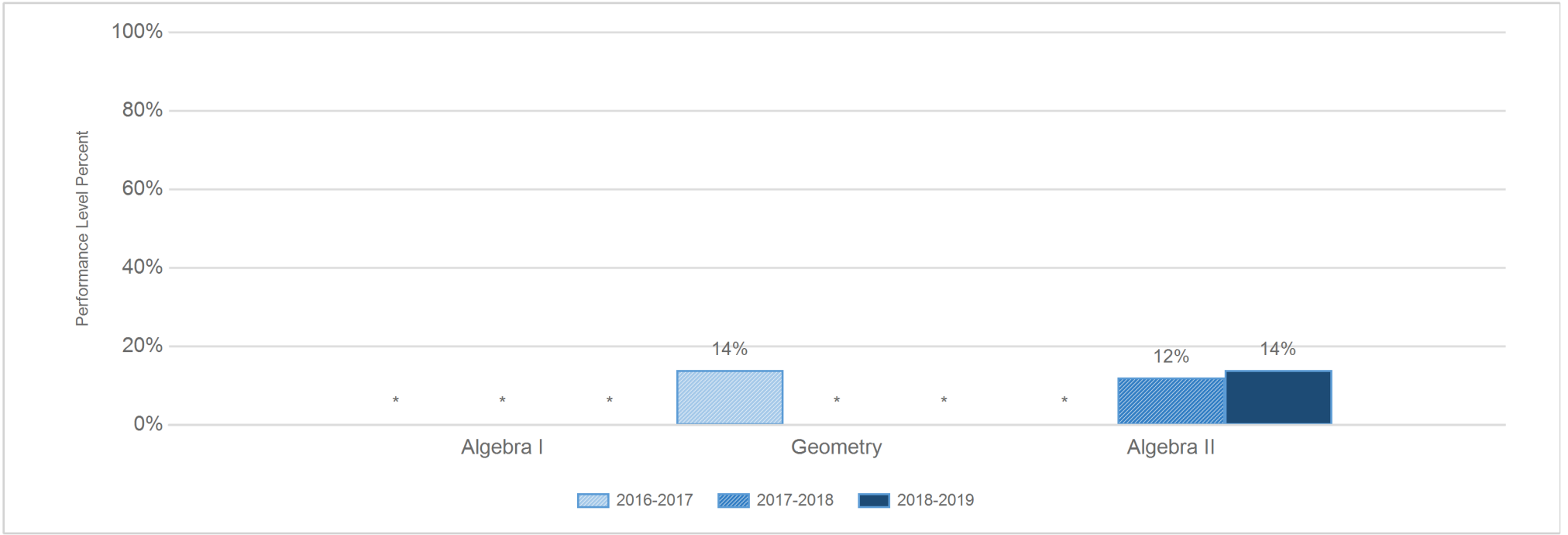
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	713	729	744	*	*	*	*	*	*	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	92	716	724	728	*	*	*	*	*	*	24%
Black or African American	163	711	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	714	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	150	714	730	745	*	*	*	*	*	*	44%
Male	133	711	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	135	712	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	148	713	732	752	*	*	*	*	*	*	52%
Students with Disabilities	57	704	706	717	*	*	*	*	*	*	12%
Students without Disabilities	226	715	732	748	*	*	*	*	*	*	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	*	*	707	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	713	733	737	*	*	*	*	*	*	35%
White	*	*	749	743	*	*	*	*	*	*	43%
Hispanic	32	714	722	724	*	41%	*	*	*	16%	17%
Black or African American	73	709	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	56	716	*	738	*	*	*	*	*	*	36%
Male	64	710	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	51	713	732	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	69	713	733	743	*	*	*	*	*	*	43%
Students with Disabilities	38	696	699	712	*	*	*	*	*	*	*
Students without Disabilities	82	721	742	741	*	*	*	*	*	*	*
English Learners	*	*	704	708	*	*	*	*	*	*	*
Non-English Learners	*	*	734	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	709	760	755	*	*	*	*	*	14%	58%
White	N	N	770	758	N	N	N	N	N	N	62%
Hispanic	*	*	741	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	757	752	*	*	*	*	*	*	55%
Male	*	*	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	753	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	14	709	*	755	*	*	*	*	*	14%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	22	22

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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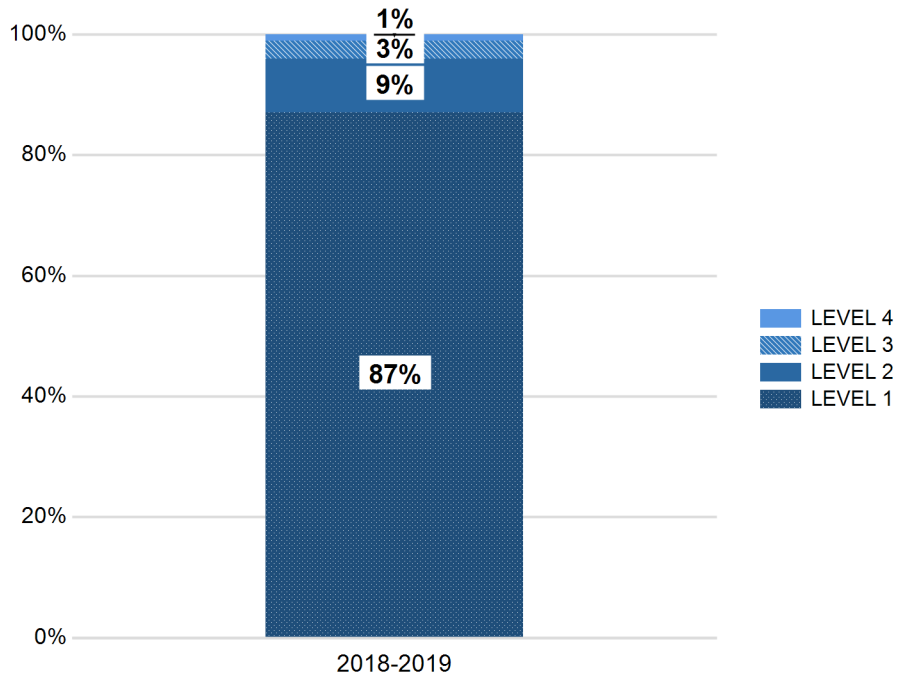
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	87	9	3	1
White	*	*	*	*
Hispanic	88	12	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	61	28	11	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	88	9	2	0
Male	86	8	4	1
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	89.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	394	476	Grade 10: 430 Grade 11: 460	24%	61%
PSAT 10/NMSQT - Math	392	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	431	539	480	27%	70%
SAT - Math	415	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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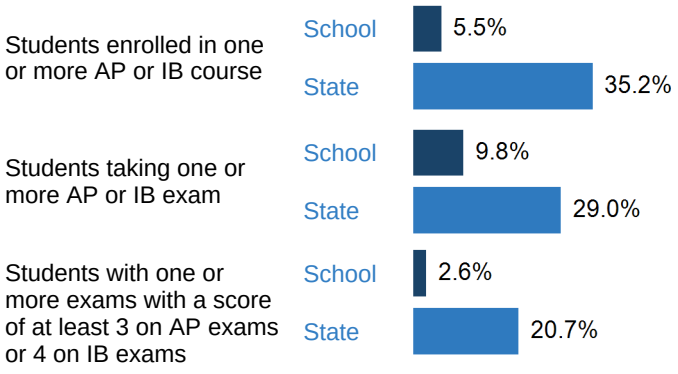
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

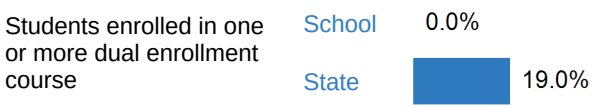
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	8	8
AP English Language and Composition	13	13
AP English Literature and Composition	0	9
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Demensional	0	5
AP U.S. History	0	8
Total Exams taken		46
Exams with scores of at least 3 on AP exams or 4 on IB exams		10

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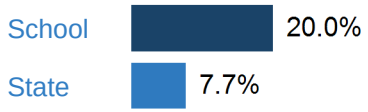
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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)

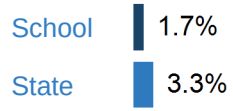


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	20.0%	*	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	18.9%	*	10.3%	11.3%
Black or African American	21.4%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	15.9%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	21.2%	*	7.3%	10.6%
Male	18.7%	*	8.0%	10.1%
Economically Disadvantaged Students	22.0%	*	10.4%	11.8%
Students with Disabilities	19.4%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Business Management & Administration	*		
Finance	*		
Hospitality & Tourism	*		
Human Services	*		
Information Technology	89		
Manufacturing	76		
Marketing	*		
Total (All Clusters)	173	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	200	20	0	0	0	0	4
10	11	180	2	0	0	0	12
11	7	70	10	0	1	5	110
12	0	11	17	1	7	9	61
Total	218	281	29	1	8	14	187
Enrolled in AP/IB Course					8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	159	3	0	0	1	0
10	59	57	0	42	5	0
11	64	35	0	0	33	0
12	18	14	0	0	23	1
Total	300	109	0	42	62	1
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	14	157	7	0	0	0
10	53	110	16	0	0	0
11	79	70	21	0	0	0
12	30	27	13	0	0	5
Total	176	364	57	0	0	5
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	55	0	0	0	0	0	0
10	138	0	0	0	0	0	0
11	90	0	0	0	0	0	0
12	65	0	0	0	0	0	0
Total	348	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	14	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	0	0	26
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	26
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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(17-2390-050)
Grades Offered: 09-12
2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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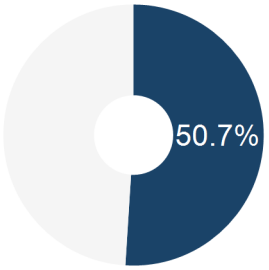
Visual and Performing Arts – Course Participation

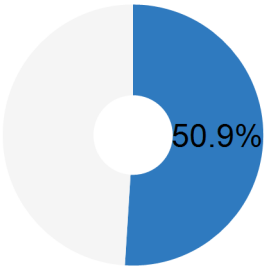
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

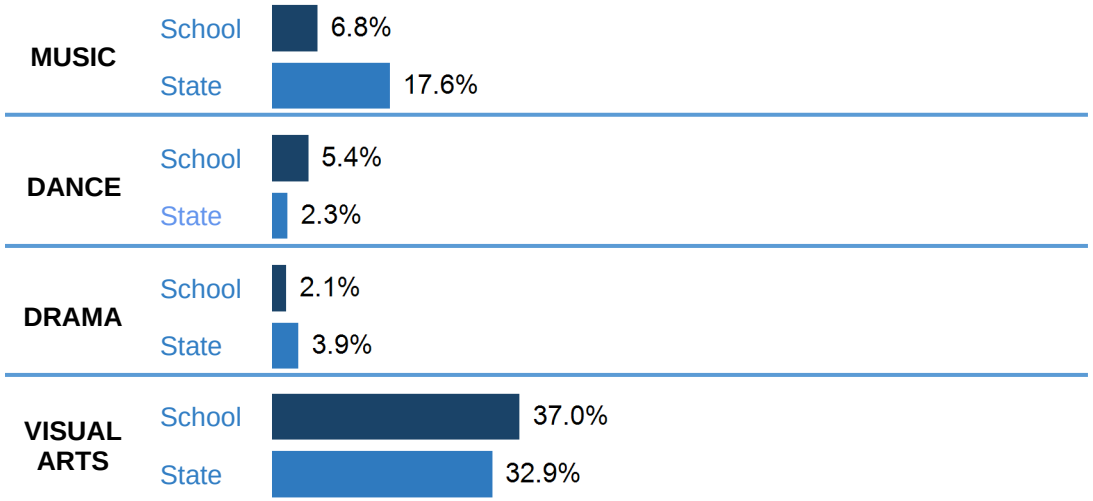


School



State

Students enrolled in one or more classes by discipline:



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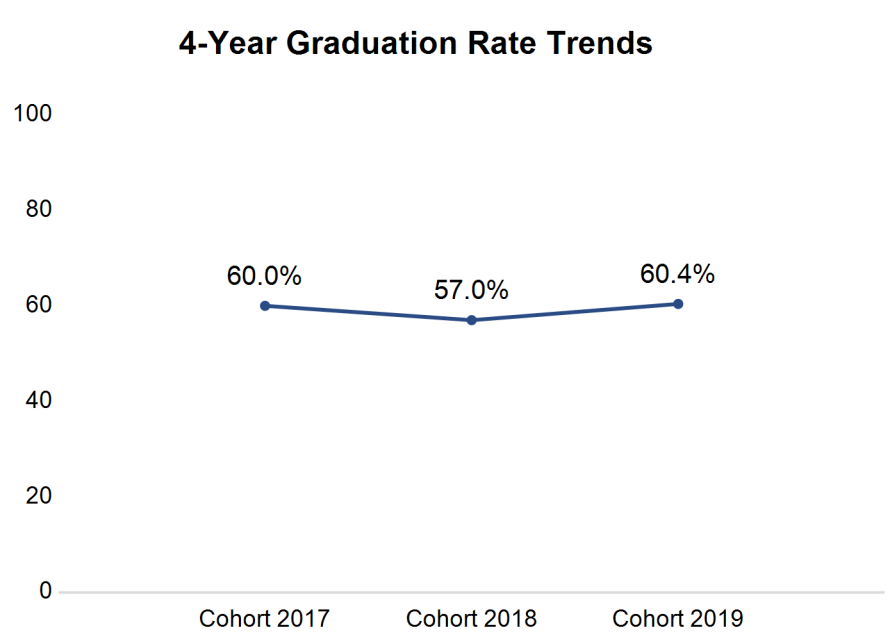
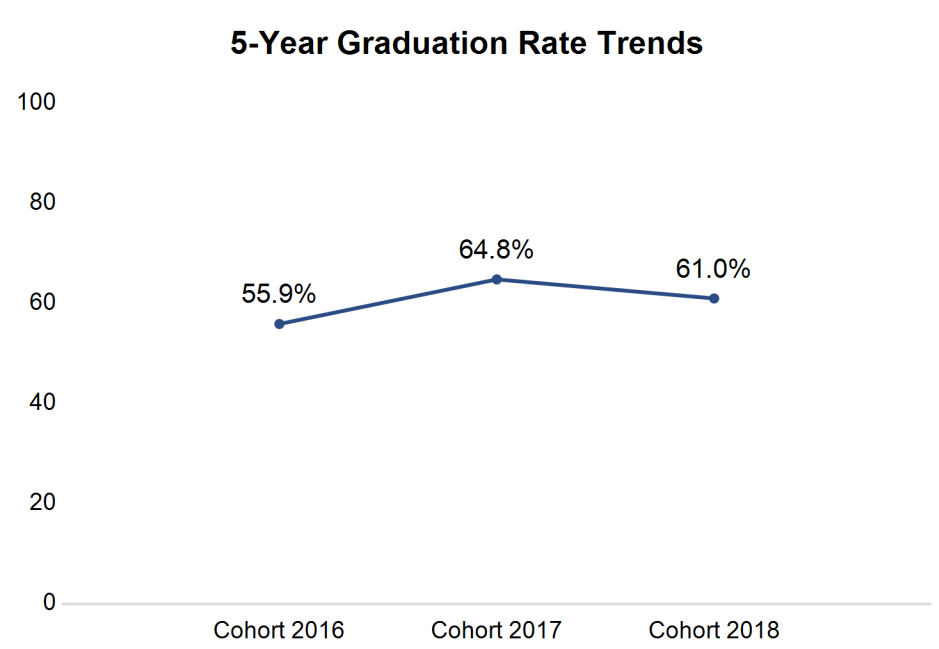
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	60.0%	57.0%	60.4%	55.9%	64.8%	61.0%
Annual Target	60.4%	62.3%		51.5%	54.0%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	60.4%	90.6%	61.0%	92.5%	57.0%	62.3%	Not Met	64.8%	54.0%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	60.8%	84.5%	60.8%	87.3%	57.1%	69.0%	Not Met	64.1%	47.0%	Met Target
Black or African American	57.5%	83.3%	59.5%	87.1%	56.2%	60.8%	Not Met	65.1%	54.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	77.8%	96.9%	*	97.8%	*	69.5%	Met Target	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	63.6%	92.8%	64.0%	94.4%	61.5%			67.5%		
Male	56.9%	88.5%	58.7%	90.8%	53.6%			62.2%		
Economically Disadvantaged Students	60.0%	84.0%	61.5%	87.3%	57.1%	61.3%	Not Met	59.7%	51.0%	Met Target
Students with Disabilities	45.2%	79.2%	52.9%	83.8%	43.7%	44.2%	Not Met	54.3%	42.7%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	54.0%	47.1%
Substitute Competency Test	7.5%	36.2%
Portfolio Appeals Process	23.6%	5.7%
Alternate Requirements specified in IEP	14.9%	10.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	1.7%	1.2%
2016-2017	3.0%	1.1%

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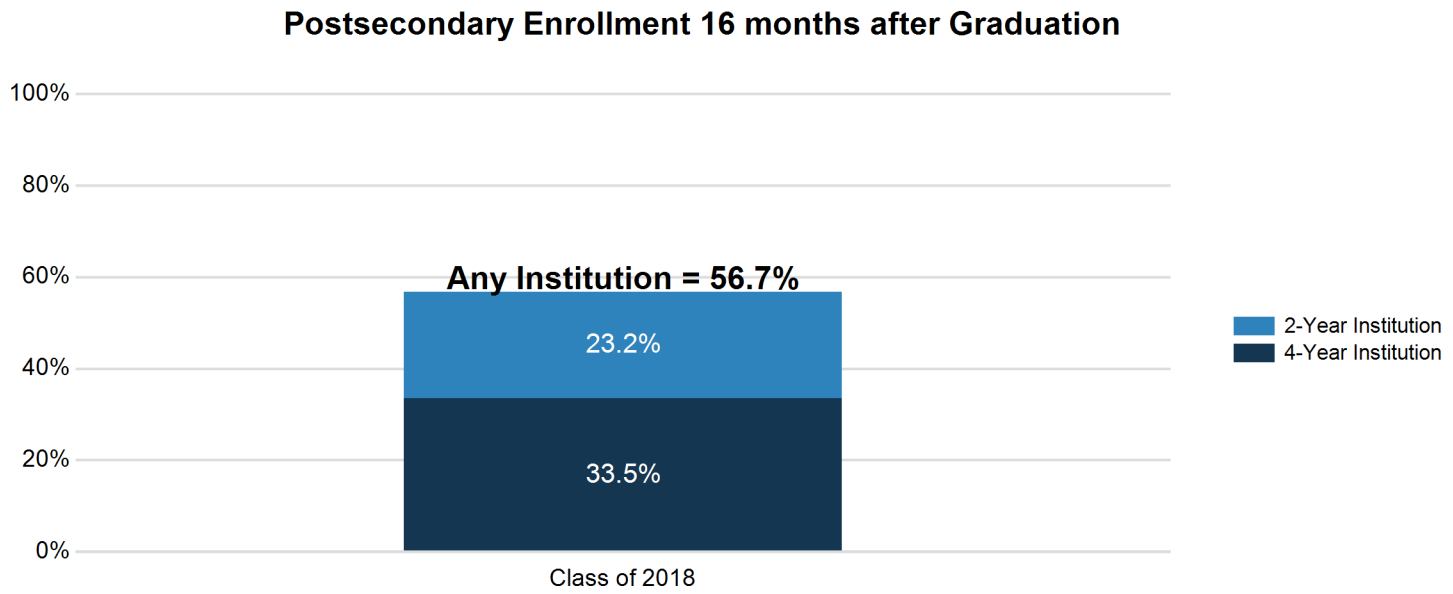
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	23.2%
% Enrolled in 4-Year Institution	33.5%
% Enrolled in Any Postsecondary Institution	56.8%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	45.4%	42.9%	57.1%
White	*	*	*
Hispanic	44.9%	36.4%	63.6%
Black or African American	44%	45.8%	54.2%
Asian, Native Hawaiian, or Pacific Islander	50%	22.2%	77.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	44.6%	56.8%	43.2%
Students with Disabilities	23.9%	63.6%	36.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	56.8%	40.9%	59.1%	79.5%	20.5%	85.2%	14.8%
White	*	*	*	*	*	*	*
Hispanic	62.5%	45%	55%	85%	15%	85%	15%
Black or African American	51%	37.7%	62.3%	73.6%	26.4%	81.1%	18.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	56.3%	42.5%	57.5%	82.5%	17.5%	80%	20%
Students with Disabilities	35%	57.1%	42.9%	78.6%	21.4%	78.6%	21.4%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

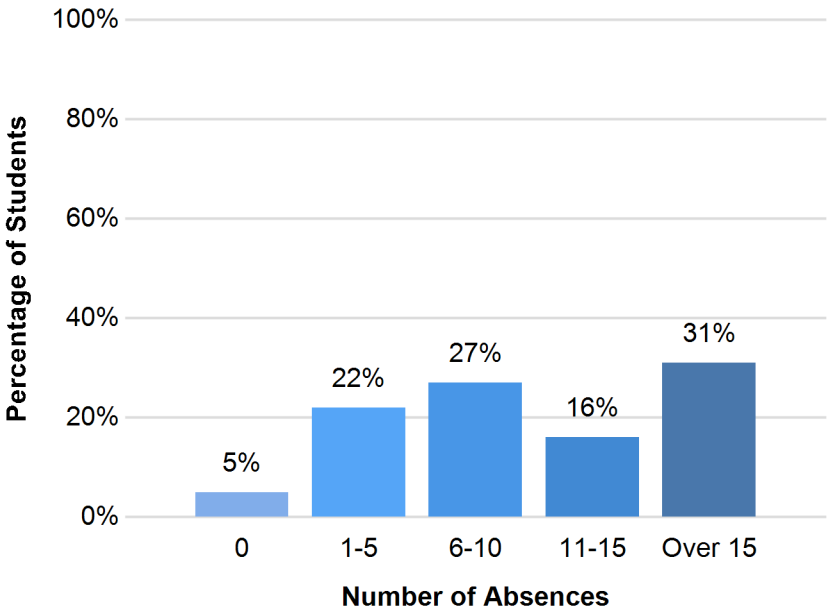
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	253	24.2	14.2	Not Met
White	*	*	14.2	Not Met
Hispanic	88	26.0	14.2	Not Met
Black or African American	143	24.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	11	12.9	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	127	25.2		
Male	126	23.3		
Economically Disadvantaged Students	156	29.3	14.2	Not Met
Students with Disabilities	82	24.8	14.2	Not Met
English Learners	26	23.0	14.2	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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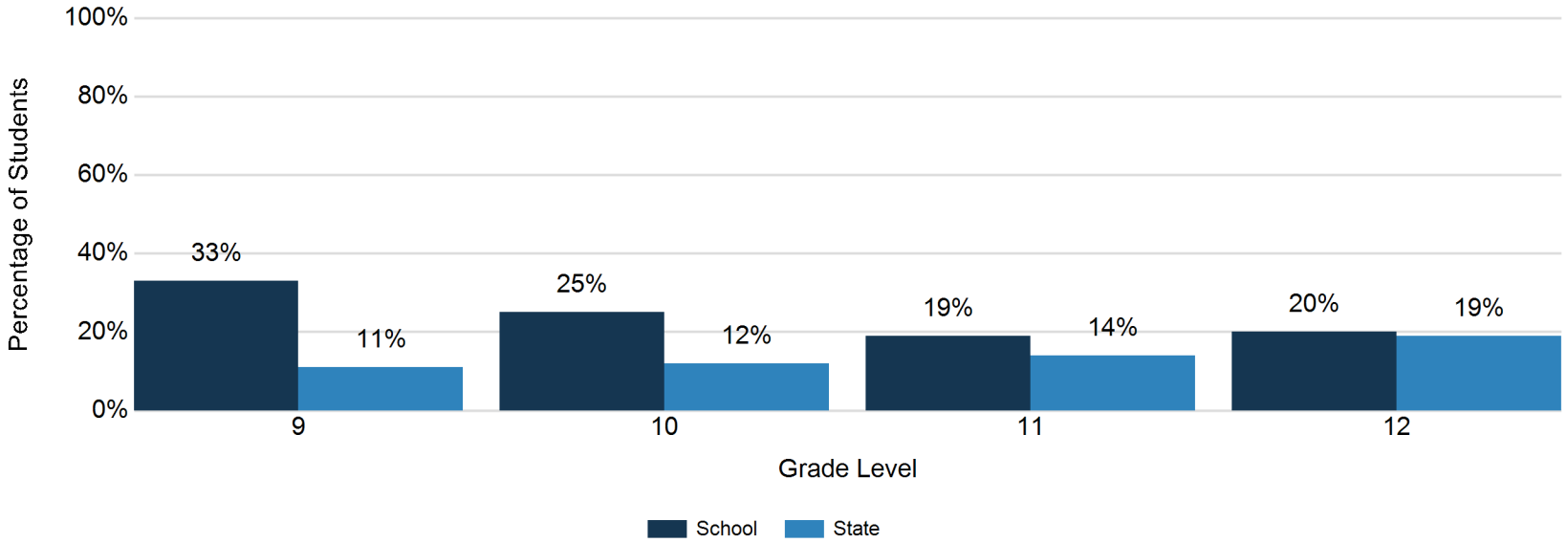
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	3
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.31

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	4
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	2.1%
Any Suspension	18	2.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
53

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	90.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	206:1	226:1
Teachers to Administrators	18:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	53.4%	75.0%	48.4%	77.1%	54.9%
Male	48.9%	46.6%	25.0%	51.6%	22.9%	45.1%
White	3.0%	46.6%	25.0%	42.4%	83.6%	77.4%
Hispanic	26.4%	17.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	61.4%	31.5%	75.0%	15.0%	6.6%	13.9%
Asian	5.6%	4.1%	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	2.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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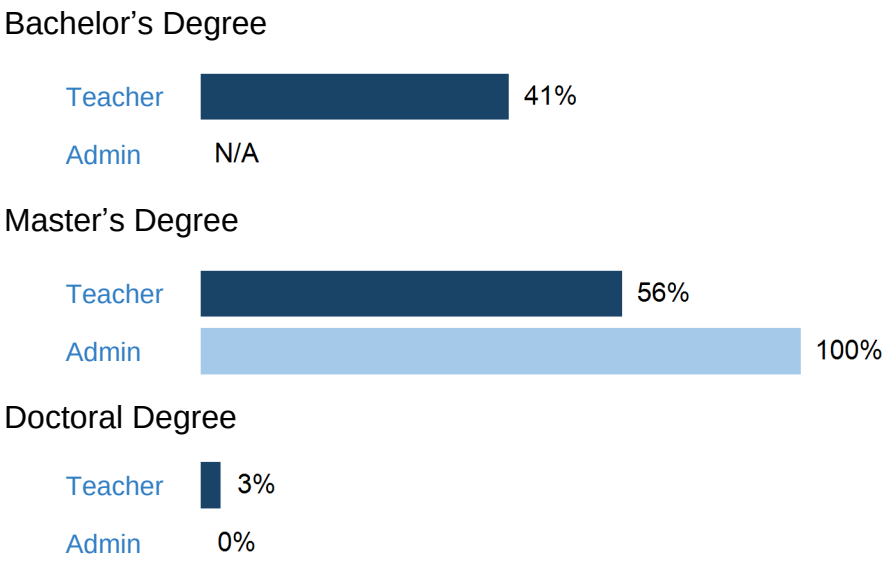
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.5%

NJ SCHOOL PERFORMANCE REPORT

Henry Snyder High School
(17-2390-050)
Grades Offered: 09-12
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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	17.6%	24.7%	29.0%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	60.0%	57.0%	60.4%
5-Year Graduation Rate†	55.9%	64.8%	61.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	20.2%	24.3%	24.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Met Target	**	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	Met Target	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Television Studio on Campus • Millions in scholarships earned by students in the Arts • Honors and AP Courses
Mission, Vision, Theme:	The mission on SHS is to prepare young people for success in high scool, college, and life through a rigorous academic program infused with the fine and performing arts.
Awards, Recognition, Accomplishments:	State & National Arts Recognitions

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Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	Dance, Theatre, Key Club, Strutters, Animation, Multi-cultural Club

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Climate Surveys:	Who is surveyed: Parents, Administrators, Teachers

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
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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:

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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Treniere Dobson
Address	193 Old Bergen Road Jersey City, NJ 07305
Phone Number	201-915-1404
Email Address	tdobson@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=428&Itemid=1044

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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	18	20	44
7	36	22	33
8	23	31	22
9	48	64	59
10	37	47	53
11	33	35	46
12	50	32	35
Total	245	251	292

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%	53.4%	53.1%
Male	52.7%	46.6%	46.9%
Economically Disadvantaged Students	62.4%	66.5%	65.8%
Students with Disabilities	1.6%	1.2%	0.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.2%	1.2%	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	18.8%	18.7%	22.9%
Hispanic	26.1%	26.3%	24.7%
Black or African American	26.1%	25.1%	21.6%
Asian	27.3%	27.9%	28.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.3%
American Indian or Alaska Native	0.8%	0.8%	0.3%
Two or More Races	0.4%	0.8%	1.4%

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	245	251	292
Shared Time Students	0	0	0
Full Time Equivalent	245	251	292

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	47.6%
Arabic	16.4%
Spanish	12.3%
Uncoded languages	5.8%
Urdu	4.8%
Other Languages	13.0%

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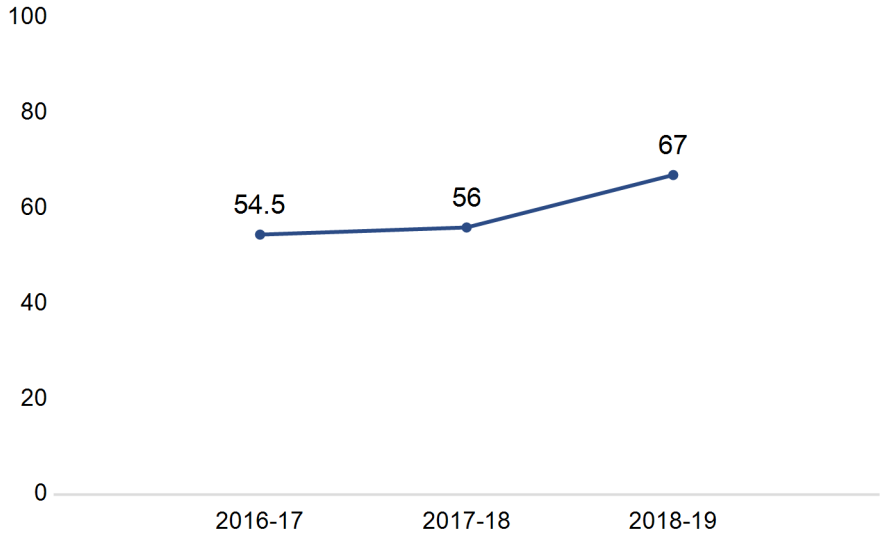
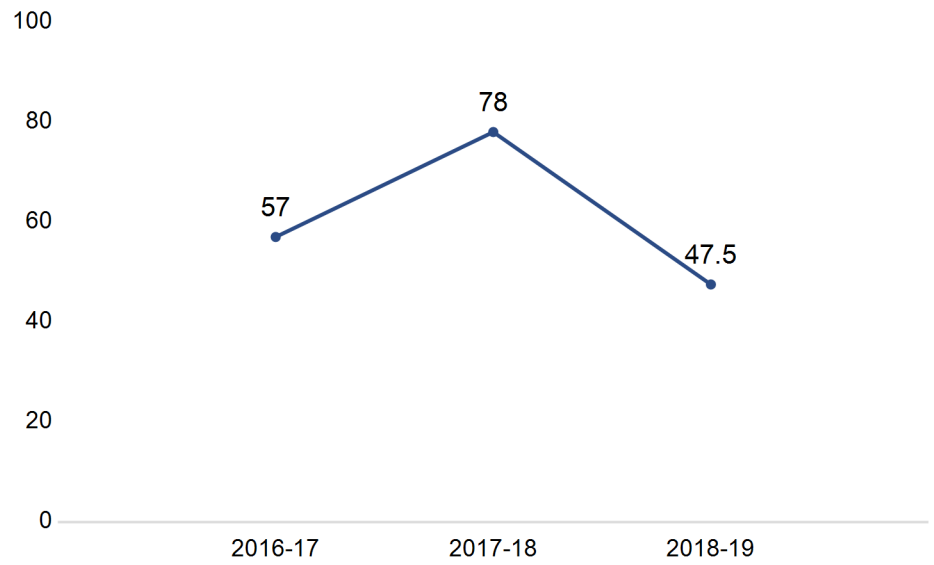
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54.5	56	67	57	78	47.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	67	52	50	Exceeds Standard	47.5	46	50	Met Standard
White	76	57	50	Exceeds Standard	70	52	52	**
Hispanic	73	50	49	Exceeds Standard	47	45	47	**
Black or African American	61.5	48	45	Exceeds Standard	47	38	43	**
Asian, Native Hawaiian, or Pacific Islander	53.5	61	59	Met Standard	45	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	72	55	53	N	52.5	45	50	N
Male	60	50	47	N	45.5	48	51	N
Economically Disadvantaged Students	72	52	48	Exceeds Standard	48.5	45	46	Met Standard
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	N	55	52	**	N	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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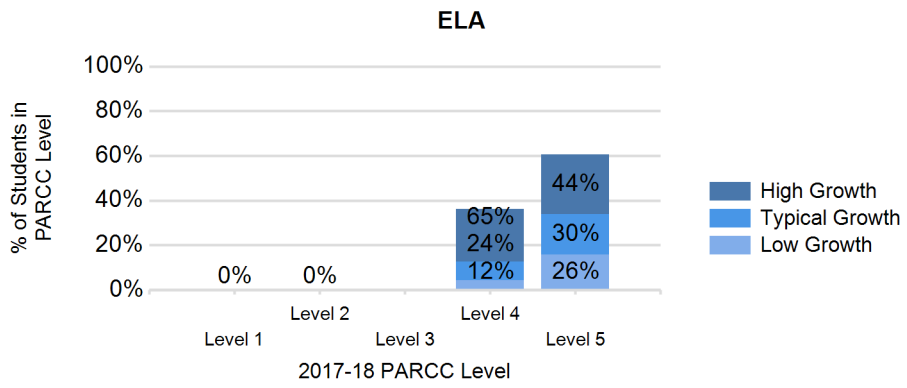
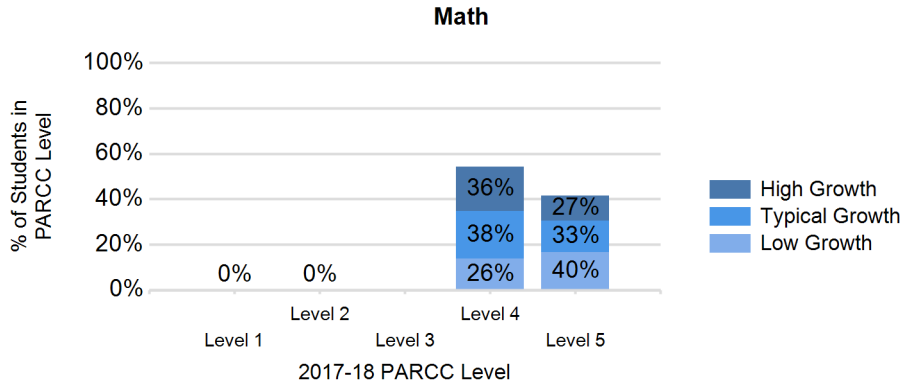
Student Growth by Performance Level

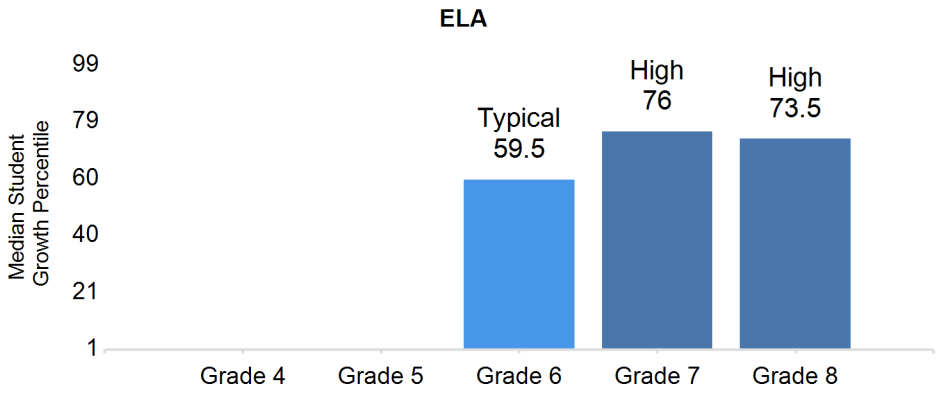
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

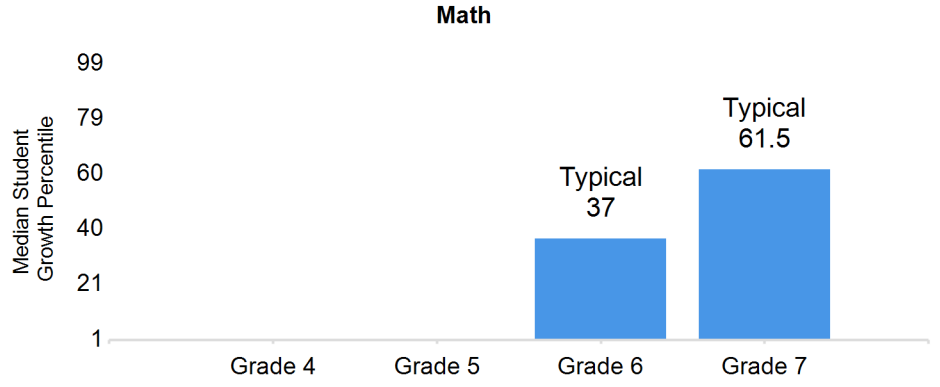




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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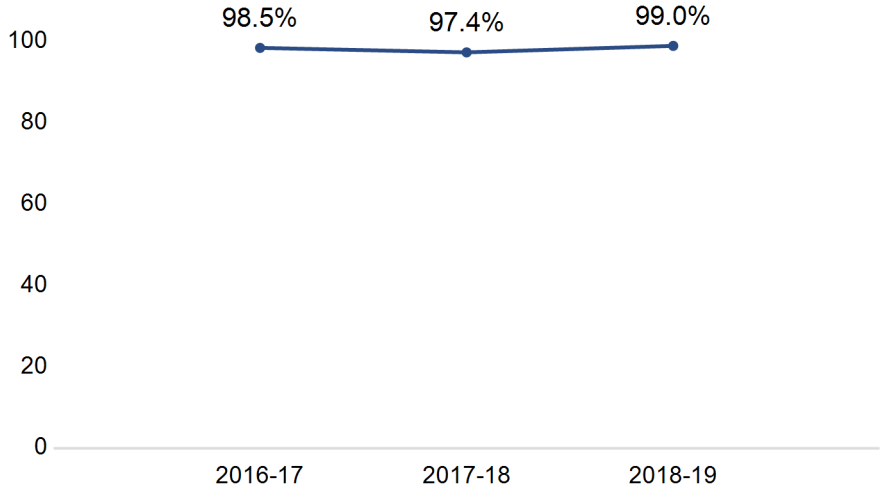
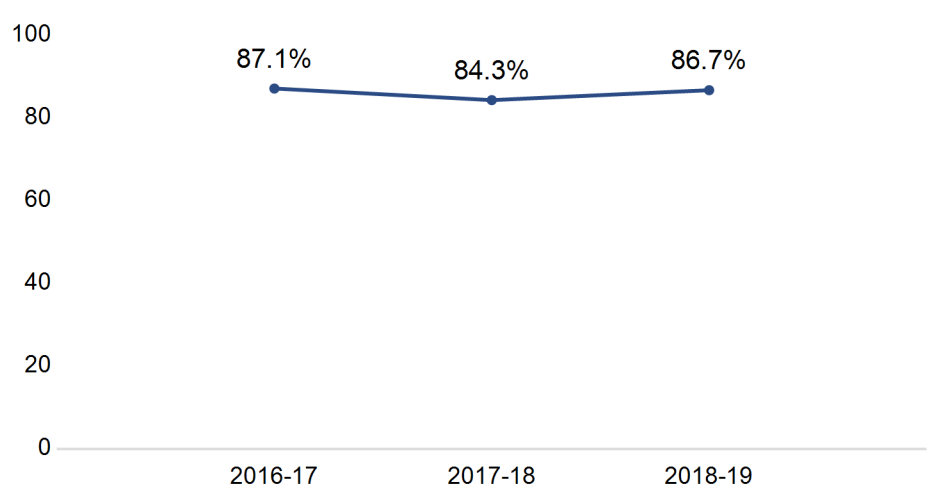
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	100.0%	100.0%	96.9%	100.0%	99.5%
Proficiency Rate for Federal Accountability	98.5%	97.4%	99.0%	87.1%	84.3%	86.7%
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 Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
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
† 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	200	100.0	99.0	49.7	57.9	99.0	80	Met Goal
White	*	*	*	55.9	66.9	*	80	Met Goal
Hispanic	50	100.0	98.0	46.4	43.9	98.0	80	Met Goal
Black or African American	44	100.0	100.0	34.3	38.5	100.0	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	62	100.0	100.0	77.0	82.9	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	111	100.0	99.1	55.2	64.8	99.1		
Male	89	100.0	98.9	44.5	51.3	98.9		
Economically Disadvantaged Students	135	100.0	99.3	45.3	40.0	99.3	80	Met Goal
Non-Economically Disadvantaged Students	65	100.0	98.5	56.3	67.9	98.5		
Students with Disabilities	*	*	*	14.4	22.7	*	**	**
Students without Disabilities	*	*	*	56.2	65.1	*		
English Learners	N	N	N	16.0	29.3	N	**	**
Non-English Learners	200	100.0	99.0	53.6	60.6	99.0		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

Report Key:
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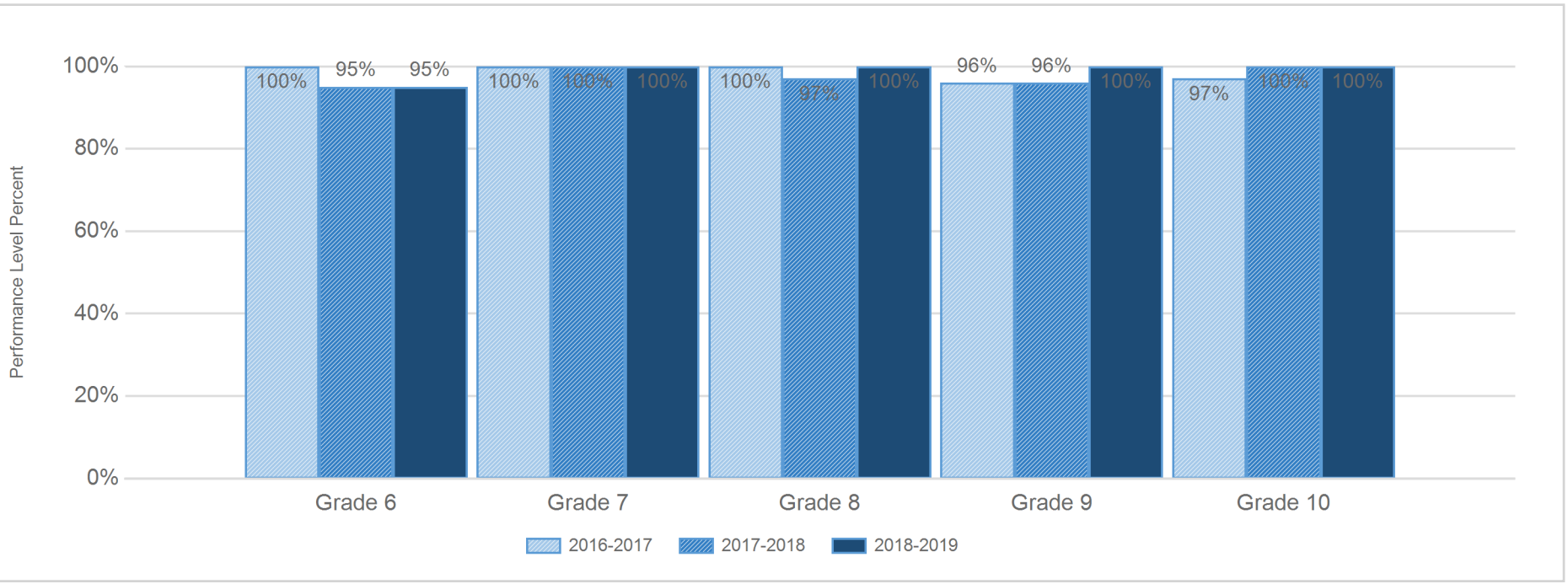
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	800	748	754	0%	0%	*	*	*	95%	56%
White	10	805	756	762	0%	0%	*	*	*	90%	65%
Hispanic	11	797	745	743	0%	0%	*	*	*	91%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	13	803	777	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	29	804	*	762	0%	0%	*	*	*	97%	64%
Male	15	792	*	748	0%	0%	*	*	*	93%	48%
Economically Disadvantaged Students	27	799	*	740	0%	0%	*	*	*	96%	39%
Non-Economically Disadvantaged Students	17	801	755	763	0%	0%	*	*	*	94%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	44	800	751	756	0%	0%	*	*	*	95%	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	813	755	761	0%	0%	0%	*	*	100%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	*	*	751	747	*	*	*	*	*	*	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	17	809	762	769	0%	0%	0%	*	*	100%	71%
Male	16	818	748	753	0%	0%	0%	*	*	100%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	N	N	706	720	N	N	N	N	N	N	22%
Students without Disabilities	33	813	763	769	0%	0%	0%	*	*	100%	71%
English Learners	N	N	715	706	N	N	N	N	N	N	12%
Non-English Learners	33	813	758	763	0%	0%	0%	*	*	100%	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	818	751	762	0%	0%	0%	*	*	100%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	*	*	760	771	*	*	*	*	*	*	71%
Male	*	*	*	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	758	772	*	*	*	*	*	*	72%
Students with Disabilities	N	N	711	721	N	N	N	N	N	N	22%
Students without Disabilities	22	818	759	770	0%	0%	0%	*	*	100%	71%
English Learners	N	N	706	708	N	N	N	N	N	N	12%
Non-English Learners	22	818	756	764	0%	0%	0%	*	*	100%	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	795	738	753	0%	0%	0%	46%	54%	100%	56%
White	11	792	749	762	0%	0%	0%	*	*	100%	65%
Hispanic	15	793	730	737	0%	0%	0%	*	*	100%	40%
Black or African American	13	791	724	732	0%	0%	0%	*	*	100%	33%
Asian, Native Hawaiian, or Pacific Islander	20	801	771	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	30	796	744	760	0%	0%	0%	37%	63%	100%	63%
Male	29	794	732	746	0%	0%	0%	55%	45%	100%	49%
Economically Disadvantaged Students	42	796	734	734	0%	0%	0%	*	*	100%	36%
Non-Economically Disadvantaged Students	17	793	743	762	0%	0%	0%	*	*	100%	65%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	17%
Students without Disabilities	59	795	*	760	0%	0%	0%	46%	54%	100%	63%
English Learners	N	N	689	693	N	N	N	N	N	N	*
Non-English Learners	59	795	744	755	0%	0%	0%	46%	54%	100%	*
Homeless Students	N	N	721	720	N	N	N	N	N	N	21%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
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Grades Offered: 06-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	812	738	757	0%	0%	0%	*	*	100%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	11	815	735	738	0%	0%	0%	*	*	100%	43%
Black or African American	*	*	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	810	762	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	20	811	745	766	0%	0%	0%	*	*	100%	66%
Male	22	813	731	749	0%	0%	0%	*	*	100%	51%
Economically Disadvantaged Students	25	810	737	735	0%	0%	0%	*	*	100%	40%
Non-Economically Disadvantaged Students	17	815	738	767	0%	0%	0%	*	*	100%	67%
Students with Disabilities	N	N	696	711	N	N	N	N	N	N	19%
Students without Disabilities	42	812	745	765	0%	0%	0%	*	*	100%	65%
English Learners	N	N	689	687	N	N	N	N	N	N	*
Non-English Learners	42	812	744	760	0%	0%	0%	*	*	100%	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	210	99.5	86.7	33.6	44.5	86.7	80	Met Goal
White	*	*	*	45.3	54.1	*	80	Met Goal
Hispanic	52	100.0	76.9	27.2	28.8	76.9	80	Met Target†
Black or African American	*	*	*	16.7	23.0	*	79.6	Met Goal
Asian, Native Hawaiian, or Pacific Islander	63	98.4	88.9	64.6	76.5	88.9	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	117	100.0	89.7	34.0	44.9	89.7		
Male	93	98.9	82.8	33.3	44.2	82.8		
Economically Disadvantaged Students	141	100.0	85.1	29.3	26.3	85.1	80	Met Goal
Non-Economically Disadvantaged Students	69	98.6	89.9	39.8	54.9	89.9		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	N	N	N	16.0	25.0	N	**	**
Non-English Learners	210	99.5	86.7	36.0	46.5	86.7		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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N No Data is available to display
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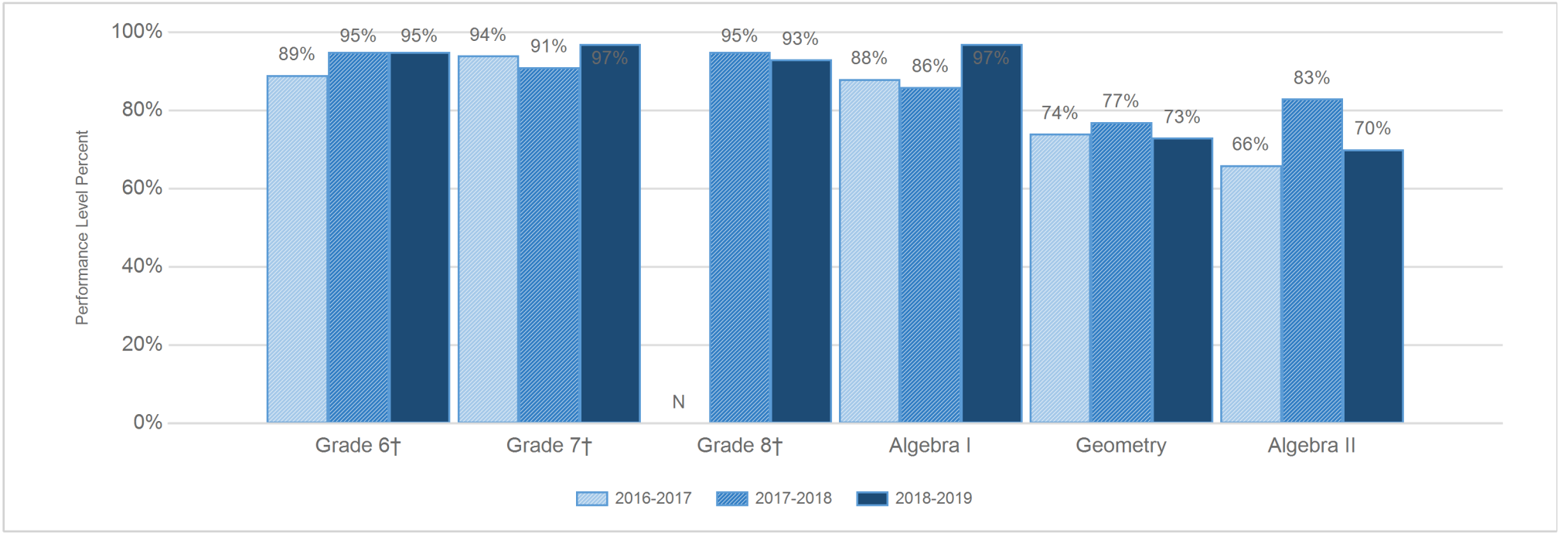
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	775	731	741	0%	*	*	70%	25%	95%	41%
White	10	779	743	749	0%	0%	*	*	*	90%	51%
Hispanic	11	770	726	729	0%	*	0%	*	*	91%	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	779	759	769	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	772	*	742	0%	*	*	*	*	93%	42%
Male	15	781	*	740	0%	*	*	*	*	100%	40%
Economically Disadvantaged Students	27	772	*	726	0%	*	*	*	*	100%	21%
Non-Economically Disadvantaged Students	17	780	738	750	0%	*	*	*	*	88%	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	N	N	713	709	N	N	N	N	N	N	*
Non-English Learners	44	775	732	743	0%	*	*	70%	25%	95%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	789	737	744	0%	0%	*	*	*	97%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	*	*	732	733	*	*	*	*	*	*	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	17	783	*	744	0%	0%	*	*	*	100%	42%
Male	16	795	736	743	0%	0%	*	*	*	94%	42%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	N	N	708	718	N	N	N	N	N	N	13%
Students without Disabilities	33	789	741	749	0%	0%	*	*	*	97%	48%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	33	789	739	745	0%	0%	*	*	*	97%	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	786	712	728	0%	0%	*	*	*	93%	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	716	731	*	*	*	*	*	*	31%
Male	*	*	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	N	N	694	707	N	N	N	N	N	N	10%
Students without Disabilities	14	786	717	734	0%	0%	*	*	*	93%	35%
English Learners	N	N	704	706	N	N	N	N	N	N	10%
Non-English Learners	14	786	714	730	0%	0%	*	*	*	93%	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	778	729	744	0%	0%	*	*	*	97%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	12	781	724	728	0%	0%	0%	100%	0%	100%	24%
Black or African American	13	774	718	725	0%	0%	*	*	*	92%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	26	776	730	745	0%	0%	*	*	*	96%	44%
Male	11	781	729	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	26	779	728	727	0%	0%	*	*	*	96%	23%
Non-Economically Disadvantaged Students	11	775	732	752	0%	0%	*	*	*	100%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	37	778	732	748	0%	0%	*	*	*	97%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	37	778	734	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	758	733	737	0%	0%	27%	*	*	73%	35%
White	*	*	749	743	*	*	*	*	*	*	43%
Hispanic	10	754	722	724	0%	0%	*	*	*	60%	17%
Black or African American	*	*	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	24	759	755	762	0%	0%	*	*	*	75%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	19	760	*	738	0%	0%	*	*	*	84%	36%
Male	30	757	*	736	0%	0%	*	*	*	67%	34%
Economically Disadvantaged Students	33	757	732	722	0%	0%	*	*	*	70%	16%
Non-Economically Disadvantaged Students	16	761	733	743	0%	0%	*	*	*	81%	43%
Students with Disabilities	N	N	699	712	N	N	N	N	N	N	*
Students without Disabilities	49	758	742	741	0%	0%	27%	*	*	73%	*
English Learners	N	N	704	708	N	N	N	N	N	N	*
Non-English Learners	49	758	734	738	0%	0%	27%	*	*	73%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	761	760	755	0%	*	*	*	*	70%	58%
White	10	770	770	758	0%	0%	*	*	*	90%	62%
Hispanic	*	*	741	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	773	775	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	15	760	757	752	0%	*	*	*	*	67%	55%
Male	18	762	763	758	0%	*	*	*	*	72%	62%
Economically Disadvantaged Students	19	755	753	729	0%	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	14	770	767	761	0%	*	*	*	*	86%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	33	761	*	756	0%	*	*	*	*	70%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	33	761	*	755	0%	*	*	*	*	70%	59%
Homeless Students	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	*

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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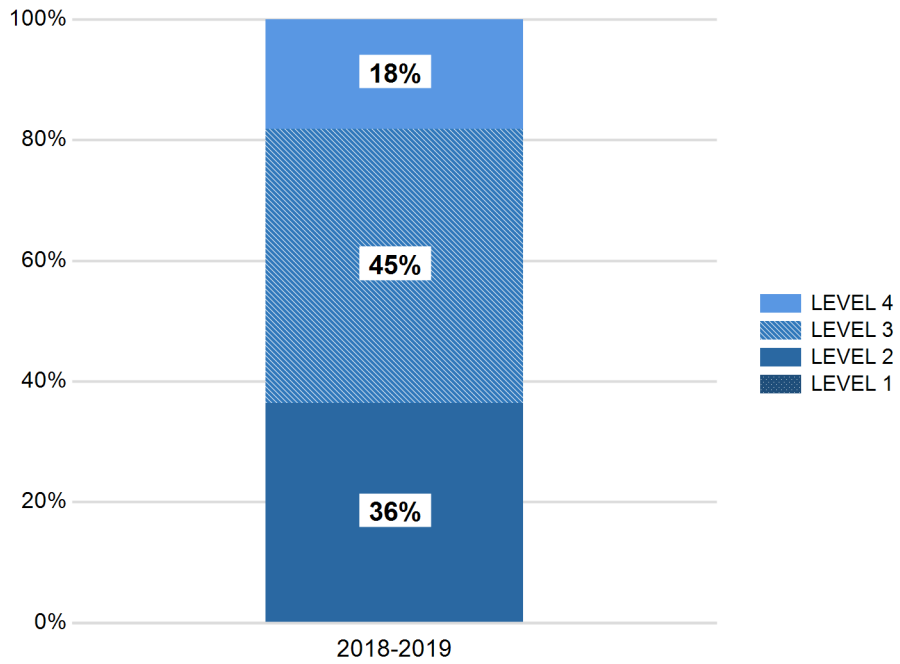
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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 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	0	36	45	18
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	0	36	45	18
English Learners	N	N	N	N
Non-English Learners	0	36	45	18
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
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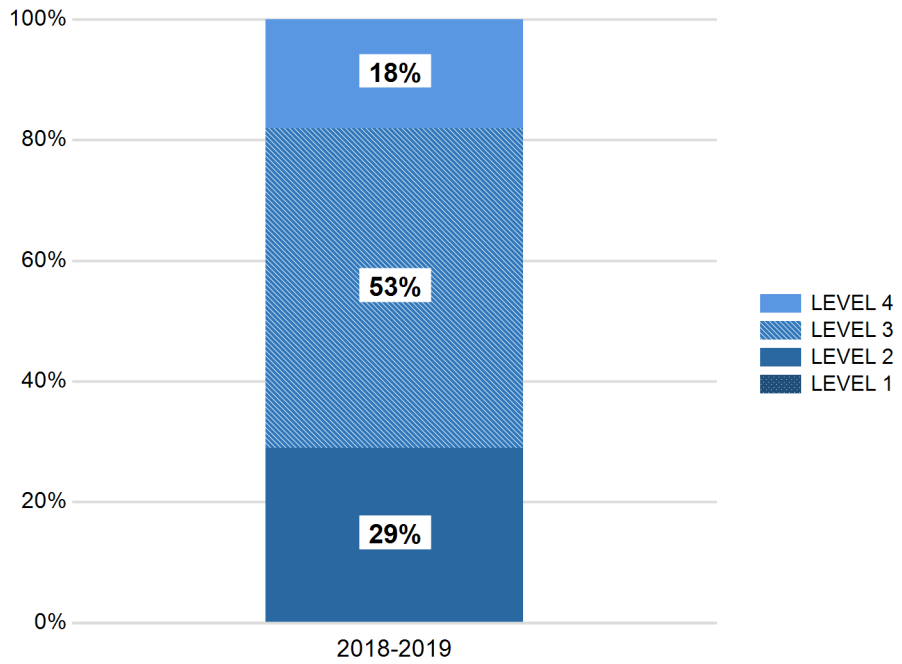
NJSLA Science Assessment: Grade 11 Summary

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	0	29	53	18
White	0	20	60	20
Hispanic	0	20	70	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	29	50	21
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	0	30	48	22
Male	0	27	59	14
Economically Disadvantaged Students	0	29	50	21
Non-Economically Disadvantaged Students	0	29	59	12
Students with Disabilities	N	N	N	N
Students without Disabilities	0	29	53	18
English Learners	N	N	N	N
Non-English Learners	0	29	53	18
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	538	476	Grade 10: 430 Grade 11: 460	96%	61%
PSAT 10/NMSQT - Math	533	477	Grade 10: 480 Grade 11: 510	79%	43%
SAT - Reading and Writing	604	539	480	97%	70%
SAT - Math	600	541	530	89%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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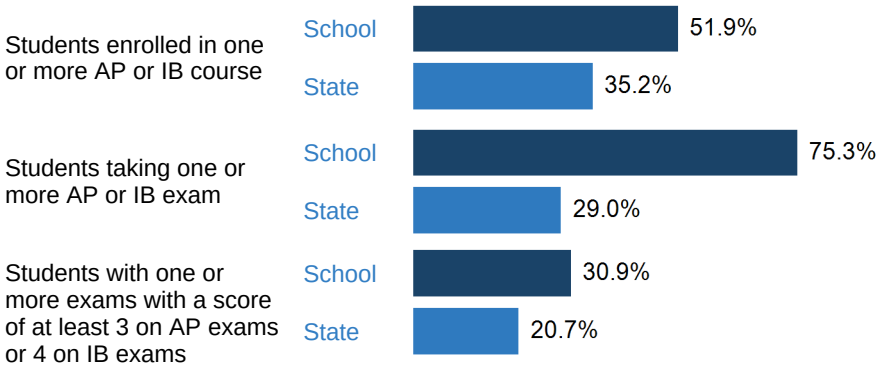
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

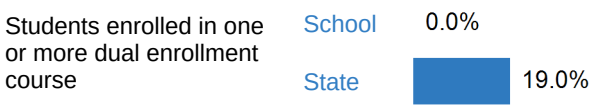
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	8
AP Biology	0	20
AP Calculus AB	18	18
AP English Language and Composition	24	24
AP Environmental Science	0	12
AP Government	11	0
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Demensional	0	4
AP U.S. Government and Politics	0	12
AP U.S. History	12	13
Total Exams taken		114
Exams with scores of at least 3 on AP exams or 4 on IB exams		33

NJ SCHOOL PERFORMANCE REPORT

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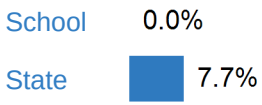
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

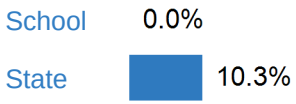
Career and Technical Education Participation

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)



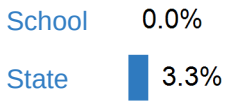
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	N	N	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	44
7	0	0	0	0	0	0	33
8	8	0	0	0	0	0	14
9	0	0	0	0	0	0	59
10	0	0	0	0	0	0	53
11	0	0	0	0	4	0	43
12	0	0	0	0	14	0	26
Total	8	0	0	0	18	0	272
Enrolled in AP/IB Course					18	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	59	0	0	0	3	0
10	0	53	0	10	10	27
11	15	3	0	10	20	11
12	5	0	0	9	34	7
Total	79	56	0	29	67	45
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	59	0	0	0	0
10	1	12	0	0	0	39
11	24	0	0	0	0	1
12	12	0	0	0	0	8
Total	37	71	0	0	0	48
Enrolled in AP/IB Course	0	12	0	0		11
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	20	0	0	0	0	0	0
7	16	0	0	0	0	0	0
8	0	11	0	0	0	0	0
9	34	25	0	0	0	0	0
10	27	22	0	0	0	0	0
11	34	19	0	0	0	0	0
12	22	0	0	0	0	0	0
Total	153	77	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	67	17	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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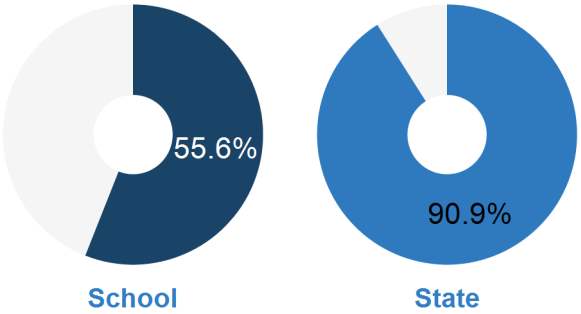
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

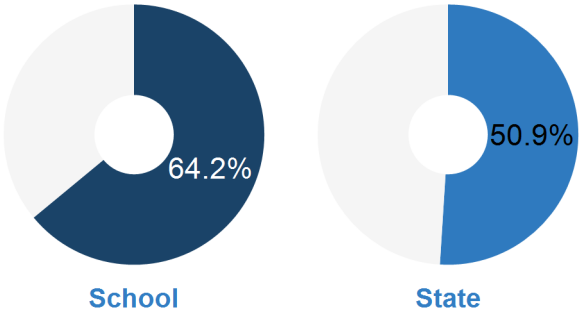
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

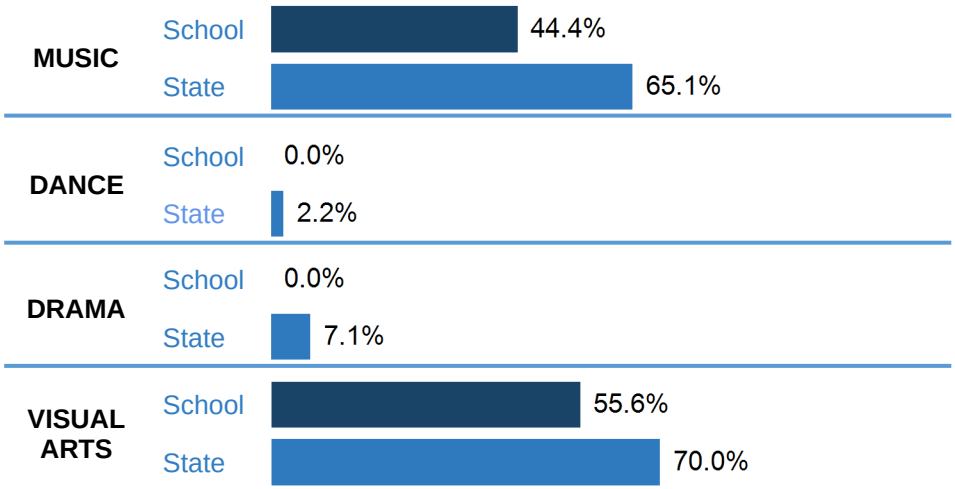


Grades 9-12:

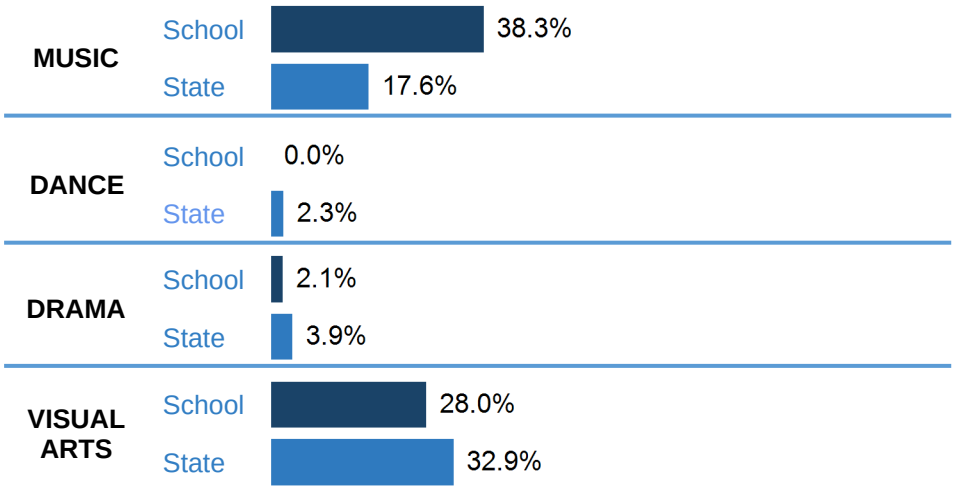
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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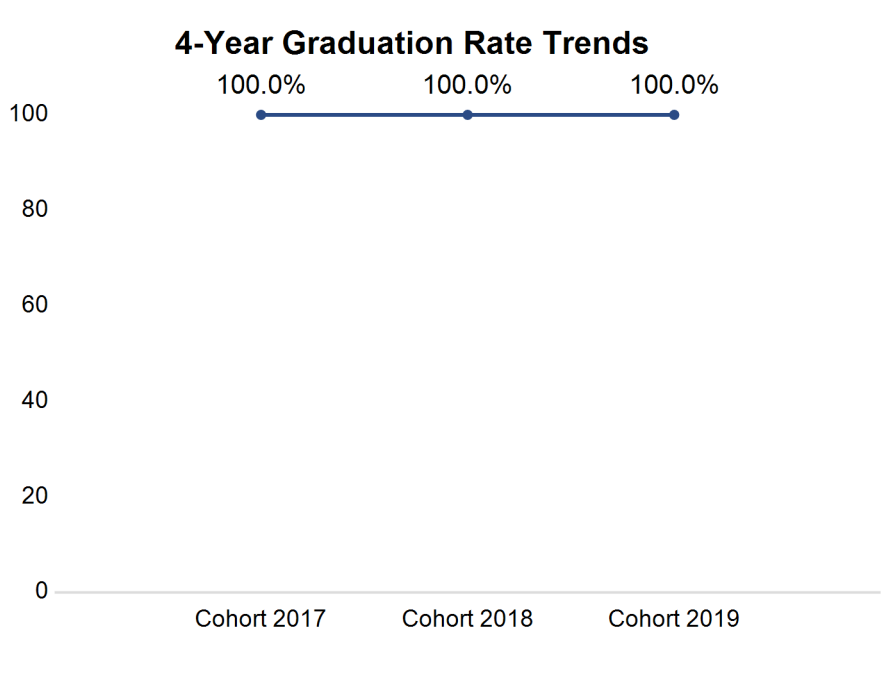
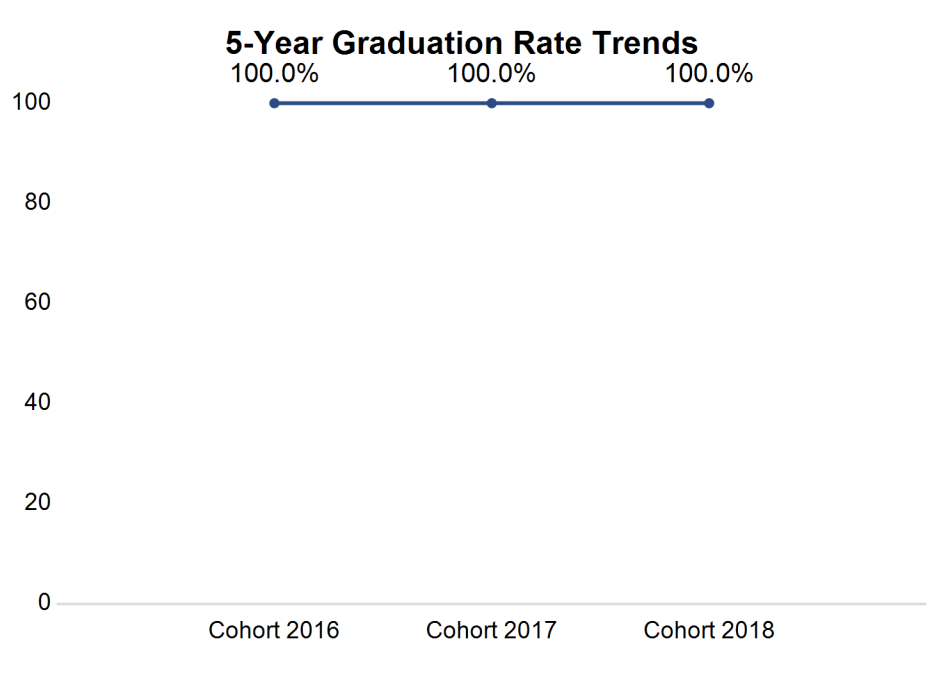
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	*	95.9%	*	**	**	100.0%	**	**
Hispanic	*	84.5%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	100.0%	84.0%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	N	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
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		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	100.0%	100.0%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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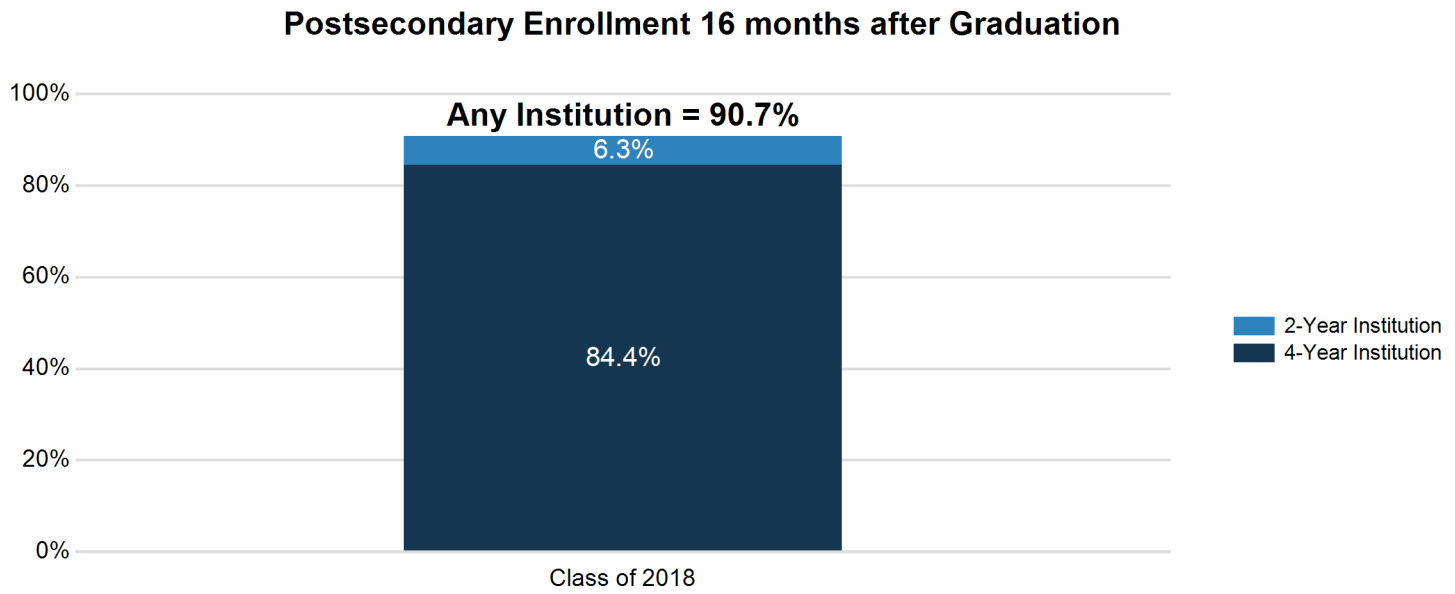
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	6.3%
% Enrolled in 4-Year Institution	84.4%
% Enrolled in Any Postsecondary Institution	90.6%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.9%	3.4%	96.6%
White	81.8%	0%	100%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.8%	0%	100%
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	90.6%	6.9%	93.1%	65.5%	34.5%	89.7%	10.3%
White	*	*	*	*	*	*	*
Hispanic	86.7%	7.7%	92.3%	69.2%	30.8%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	86.4%	5.3%	94.7%	73.7%	26.3%	89.5%	10.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

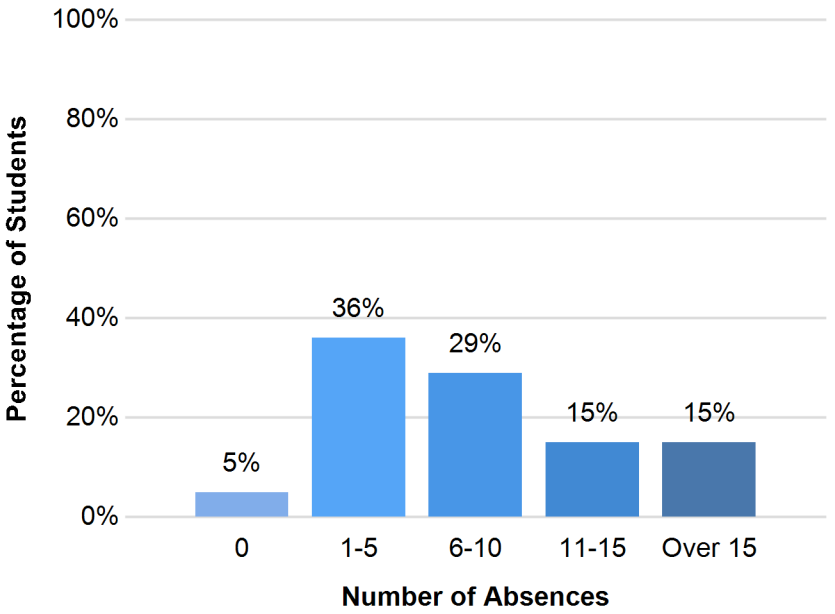
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	8.9	12.0	Met
White	5	7.5	12.0	Met
Hispanic	10	13.9	12.0	Not Met
Black or African American	6	9.5	12.0	Met
Asian, Native Hawaiian, or Pacific	5	5.9	12.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	10.3		
Male	10	7.3		
Economically Disadvantaged Students	14	7.3	12.0	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
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.



NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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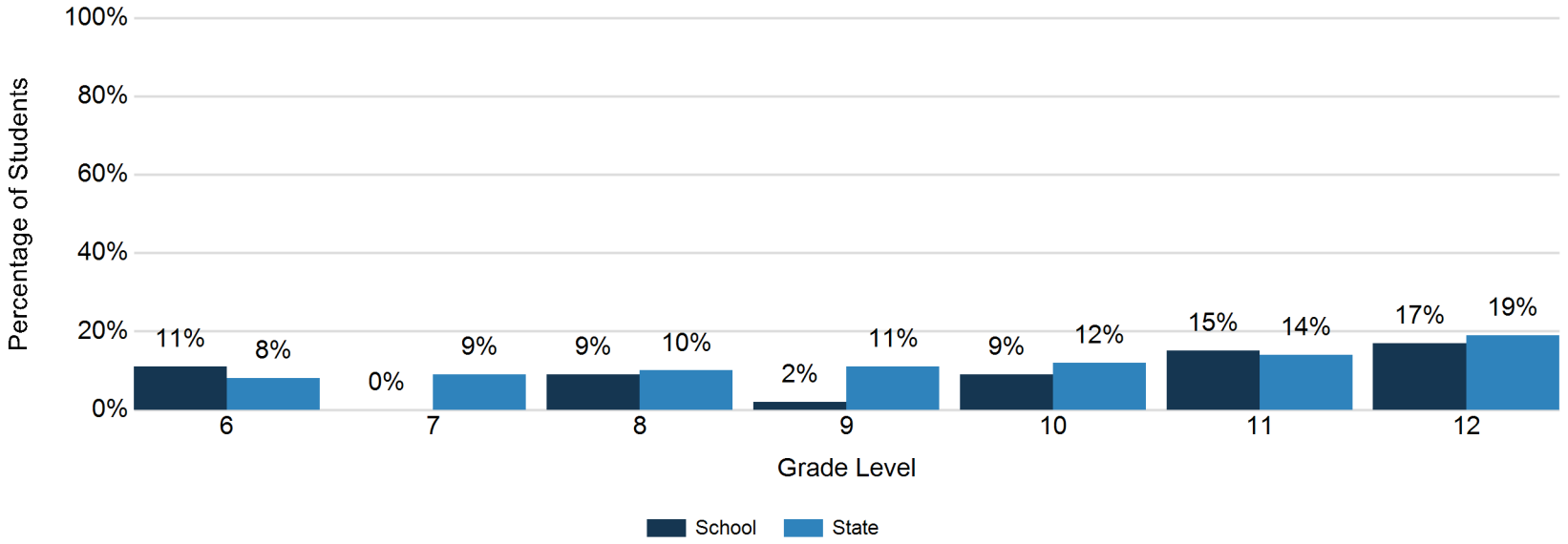
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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.



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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	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.68

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 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	1.3:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.3	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	292:1	226:1
Teachers to Administrators	21:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.1%	61.9%	100.0%	48.4%	77.1%	54.9%
Male	46.9%	38.1%	0.0%	51.6%	22.9%	45.1%
White	22.9%	33.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.7%	23.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.6%	33.3%	0.0%	15.0%	6.6%	13.9%
Asian	28.8%	9.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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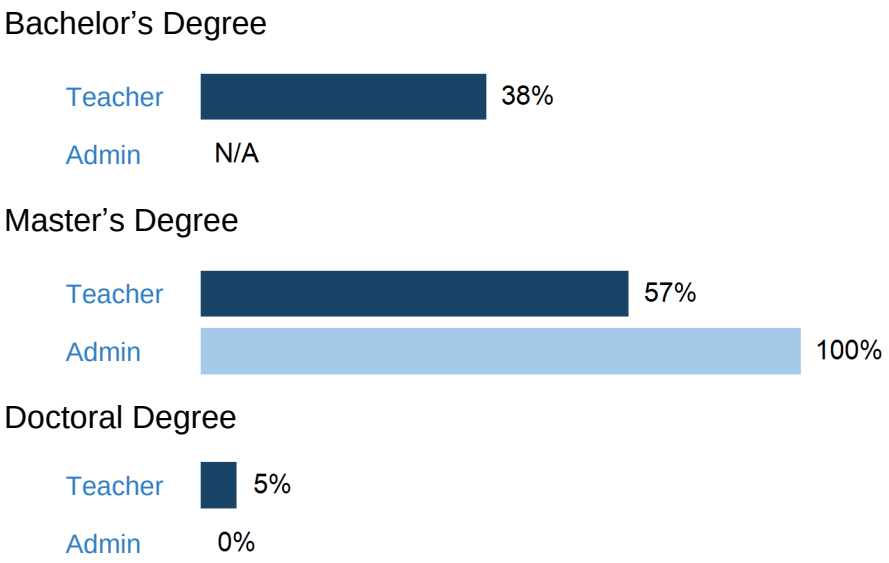
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	98.5%	97.4%	99.0%
Math Proficiency	87.1%	84.3%	86.7%
ELA Growth	54	56	67
Math Growth	57	78	48
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.7%	9.6%	8.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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 Goal	Met Goal	Met Goal	Exceeds Standard	Met Standard	N	Met	No
White	Met Goal	Met Goal	**	**	Exceeds Standard	**	n/a	Met	No
Hispanic	Met Goal	Met Target†	**	**	Exceeds Standard	**	n/a	Not Met	No
Black or African American	Met Goal	Met Goal	**	**	Exceeds Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Goal	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• In the 2017-18 school year, Infinity Institute became the first school in NJ to be designated a Cambridge School. • Starting in the 2014 -15 school year, the school partnered with the YMCA to provide our students with additional academic and extracurricular opportunities afterschool. • In the 2017-18 school year, the school placed third for the highest average SAT scores in Hudson County public high schools.
Mission, Vision, Theme:	Through school partnerships, we aim to provide an environment that develops our students' intellectual, technological, emotional, and social skills to live and work successfully as global citizens. Through a challenging course of study with high standards, students will become responsible learners who can not only work collaboratively, but also be accountable for their own academic and developmental progress. Infinity Institute students will graduate as lifelong learners who will make valuable contributions to society and be well prepared for the demands of the 21st century workplace.
Awards, Recognition, Accomplishments:	Infinity Institute's students are some of the best performing in the state of New Jersey. Since 2010, Infinity Institute has outperformed district and state averages on state assessments. Moreover, on the 2017 Preliminary Student Achievement Test (PSAT), the school outperformed the PSAT and SAT averages for the nation, state and district. In addition, for the 2017-2018 school year, Infinity Institute was recognized in the U.S. News and World Report's national high school rankings and earned a silver medal. Infinity Institute was ranked #46 in New Jersey high schools and #1595 in national rankings. Also, for the first time, in the New Jersey Monthly 2018 publication, Infinity was ranked #49 out of 305 public high schools. Lastly, the school has maintained a 100% graduation rate for the past five school years.

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Courses, Curriculum, Instruction:	Infinity Institute's instructional program concentrates on academics and college preparatory coursework in a personalized, challenging environment. The school serves grades 6 through 12 and only offers honors and AP courses at the high school level. Since the school requires all students to enroll in one AP course during their tenure at Infinity, the school became a Cambridge school to provide students in the middle school with rigorous curricula to serve as a pre-AP program. Thus, students in grades 6 and 7 follow a blended Cambridge University curriculum in English Language Arts, Science and Mathematics. Also, eighth graders are offered the opportunity to enroll in Algebra I and high school ELA honor classes. In addition, at the high school level, the school implements an AP program that offers seven AP courses: AP Biology, AP Environmental Science, AP Calculus AB, AP Language and Composition, AP US History, AP Government and AP Art History.
Clubs and Activities:	Student Council, National Honor Society, National Junior Honor Society, French Honor Society, National English Honor Society, Band, Volleyball Club, Basketball Club, Theater Club, Library Club, UNICEF Club, College Exploration Tours, Alzheimer's NJ Walk Fundraiser, and St. Paul's Church Annual Food Drives.

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Before and After School Programs:	Infinity Institute provides afterschool academic intervention classes for middle and high school students. The academic prep classes include: English Language Arts for Grades 6-10, Algebra I for grades 8, Algebra II for grade 11, and Middle School Math for grades 6-8). The school also facilitates in partnership with and after school AP Scholars preparation classes for all high school students enrolled in an AP course.
Staff and Professional Learning:	Teachers participate in informal peer classroom observation teams to provide feedback on their peer's implementation of instructional strategies. Teachers participate in cross content and department Professional Learning Communities to analyze student data, identify student learning goals, discuss instructional strategies, and district curricula/resources. Teachers participate in teacher-led professional learning sessions involving Google applications for the classroom and online formative assessment resources. At the district level, AP teachers participate in district-wide AP PLC groups to discuss the content of their AP course, instructional strategies and resources, and assessment tasks.
Postsecondary Information:	Infinity Institutes participates in the district's annual PSAT/SAT day. Students in grades 8-12 are administered the PSAT 8/9, PSAT or the SAT. The school provides afterschool PSAT/SAT preparation classes for students in grades 8-12 for five days leading up to SAT day. Students in grades 8-12 practice SAT ELA and Mathematics skills through the Khan Academy Official SAT website. Students practice a minimum of 90 minutes weekly in ELA and math classes. Moreover, our school counselor organizes in school and after school programs to inform parents and students of post-secondary offerings and financial aid. College representatives visit the school and present their program to students during lunch periods. High school students utilize Naviance, online college planning resource, to research post-secondary institutions and submit college applications. Students have attended: Rutgers, NYU, Stevens Institute of Technology, and New Jersey Institute of Technology.

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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.

Student Supports and Services:	In the middle grades, students who are in need of academic support are provided assistance through an individualized academic plan for each marking period wherein satisfactory progress has not been made. The academic plan includes SMART goals and intervention strategies and programs to improve student achievement in the identified areas. Also, school teams collaborate and create IR&S and 504 Plans to support students who are in need of accommodations and/or modifications due to physical, emotional, psychological or intellectual limitations. For students with Individual Education Plans (IEP), a CCT teacher may support them in their academic classes per the IEP mandates. The school does not have any self-contained classrooms.
Student Health and Wellness:	The school participates in the district-wide “Grab and Go” breakfast program. The program provides free breakfast to all students prior to and after the start of the school’s instructional day at the students’ requests. All students participate in physical education classes based on the district’s physical education curricula and mandatory minutes per semester. The middle school students participate in the districtwide intramural sports program, Project A-Team. The students participate in sport competitions in the areas of Field Hockey, Soccer, Basketball, Track and Volleyball. The school in partnership with the YMCA program offers afterschool Volleyball and Basketball Clubs for all students twice a week.
Parent and Community Involvement:	The school has a PTA organization and a partnership with the YMCA of Newark and Vicinity. Each year, the school facilitates many community service projects involving the Alzheimer’s NJ organization, St. Paul’s Church, UNICEF, and Salvation Army. All school stakeholders are encouraged to participate. Annually the school organized multiple parent activities involving college and career planning, curricula resources, middle school science fair, winter and spring concerts, and school play.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

Report Key:
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School Narrative

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School Safety:	To support school safety, the administration formed a School Safety Team that is composed of school stakeholders including school administrators, parents, teachers, school security guard, school nurse, school counselor, and students. The Safety Team meets a minimum of twice a year to discuss any safety or school climate concerns, strategies to remediate, and student activities to promote a positive school relationships and climate. In addition, the school administration meets with the school's security team (minimum of once a marking period) to discuss safety protocols including the checking of student bags, school patrols, lunchtime monitoring, and reporting of student issues.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
2018-2019

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School Narrative

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Technology and STEM:	The teachers and students utilize various technology tools during the instructional day. Teachers utilize Google applications, including Google Classroom, Forms, and Docs. During the class period, students use laptops/desktops, Ipads, and Chromebooks to access school's Wifi to complete online instructional tasks and communicate with their teachers and peers. Moreover, the teachers employ multiple online intervention and instructional programs to support and deepen students' understanding of the content. At the middle school level, students are enrolled in a STEM class to provide them with hands-on activities to apply their understanding of robotics and coding. At the high school level, students can enroll in the UAV (Drone) class in which they learn how to design, create, test, and fly an UAV.

NJ SCHOOL PERFORMANCE REPORT

Infinity Institute
(17-2390-002)
Grades Offered: 06-12
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.

Other Information	Infinity Institute is a secondary, citywide school of choice within the Jersey City Public Schools. The school's program concentrates on academics and college preparatory coursework in a personalized, challenging environment. In order to be considered for admission, students must be residents of Jersey City and complete the application process. Students can enroll in the middle school grades and in grades 9 and 10 at the high school level. The admissions criteria include grades, teacher and administrator recommendations, extracurricular activities, student attendance, PSAT 8/9 or PSAT performance scores (high school admissions test), OLSAT (middle school admissions test), and PARCC scores (middle school applications only). Students are expected to wear the school's black or white uniform shirt (with logo and motto) and black or khaki-colored pants and/or shirts.

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
(17-2390-301)
Grades Offered: 09-12
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:

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
(17-2390-301)
Grades Offered: 09-12
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	Hudson
District	Jersey City Public Schools
Principal Name	Mrs. Yvonne Waller
Address	239 Bergen Avenue Jersey City, NJ 07305
Phone Number	201-915-1504
Email Address	ywaller@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=513&Itemid=1300

NJ SCHOOL PERFORMANCE REPORT

Innovation High 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
9	86	97	101
10	72	74	82
11	83	60	66
12	0	72	57
Total	241	303	306

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	47.7%	48.5%	41.5%
Male	52.3%	51.5%	58.5%
Economically Disadvantaged Students	68.9%	57.4%	41.5%
Students with Disabilities	10.8%	9.6%	11.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.4%	1.0%	0.0%
Students in Foster Care	0.4%	0.3%	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	13.3%	14.5%	14.4%
Hispanic	30.7%	31.4%	32.7%
Black or African American	36.9%	35.0%	34.0%
Asian	18.7%	18.2%	17.6%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.4%	0.3%	0.0%
Two or More Races	0.0%	0.3%	1.0%

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	241	303	306
Shared Time Students	0	0	0
Full Time Equivalent	241	303	306

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	48.0%
Spanish	20.6%
Arabic	10.5%
Tagalog	4.6%
Uncoded languages	3.9%
Other Languages	12.4%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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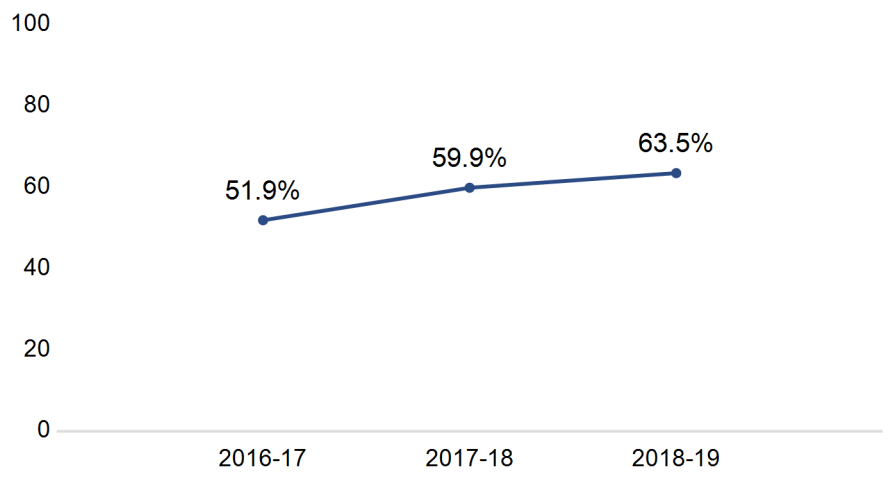
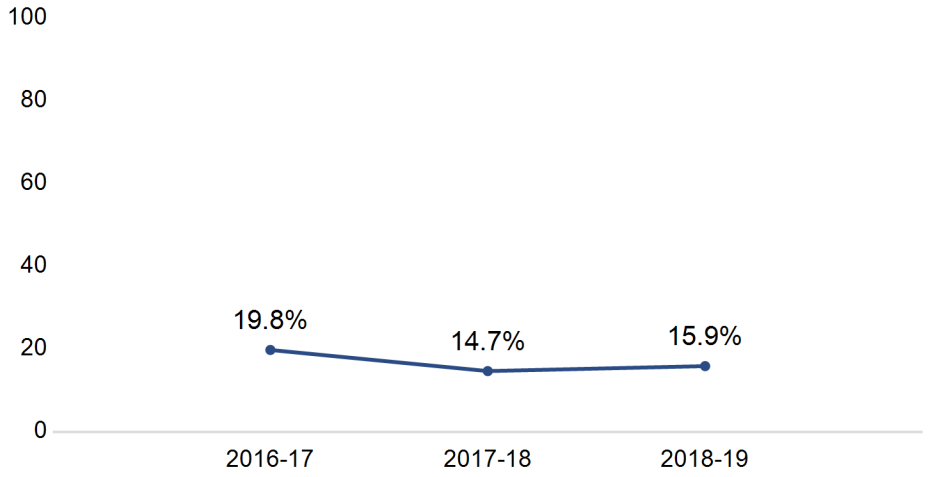
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.4%	98.9%	98.4%	98.8%	98.9%
Proficiency Rate for Federal Accountability	51.9%	59.9%	63.5%	19.8%	14.7%	15.9%
Annual Target	N	53.3%	54.7%	N	22.8%	25.8%
Met Annual Target?	N	Met Target	Met Target	N	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	181	98.9	63.5	49.7	57.9	63.5	54.7	Met Target
White	*	*	*	55.9	66.9	*	51.3	Met Target
Hispanic	68	100.0	67.6	46.4	43.9	67.6	46.3	Met Target
Black or African American	58	98.3	50.0	34.3	38.5	50.0	50.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	100.0	76.7	77.0	82.9	76.7	78	Met Target†
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	73	98.6	65.8	55.2	64.8	65.8		
Male	108	99.1	62.0	44.5	51.3	62.0		
Economically Disadvantaged Students	75	97.4	60.0	45.3	40.0	60.0	51.6	Met Target
Non-Economically Disadvantaged Students	106	100.0	66.0	56.3	67.9	66.0		
Students with Disabilities	17	94.4	35.3	14.4	22.7	35.1	**	**
Students without Disabilities	164	99.4	66.5	56.2	65.1	66.5		
English Learners	N	N	N	16.0	29.3	N	**	**
Non-English Learners	181	98.9	63.5	53.6	60.6	63.5		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
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Grades Offered: 09-12
2018-2019

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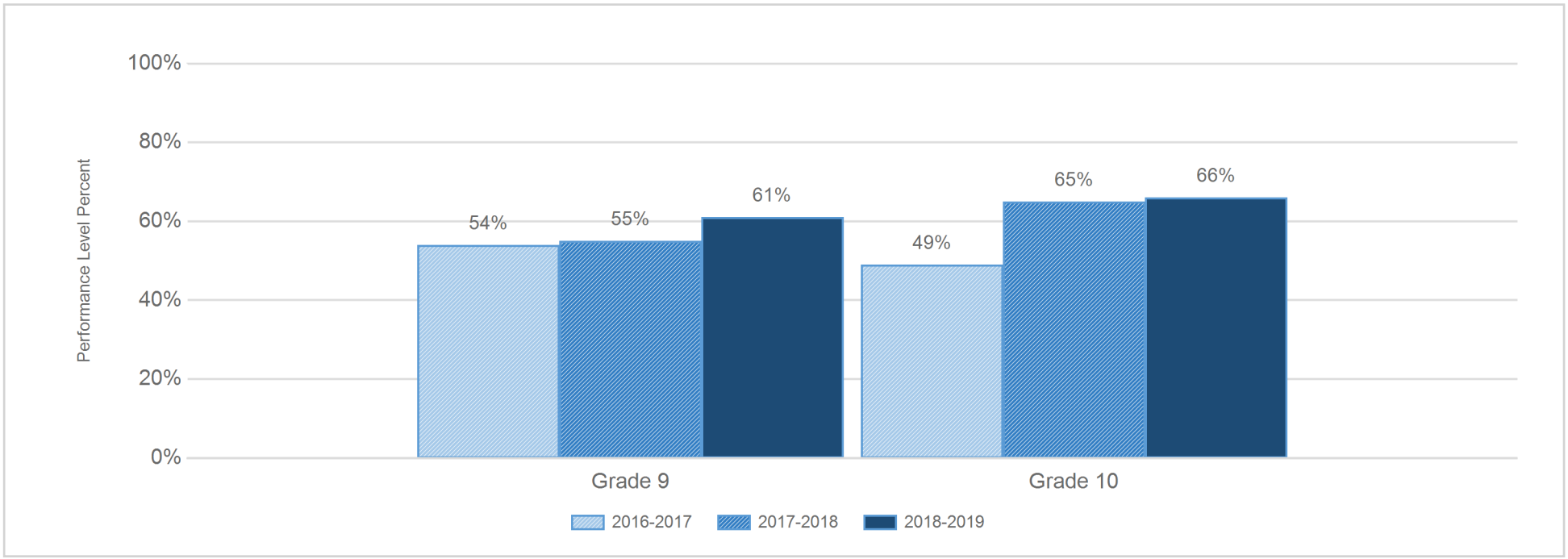
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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Innovation High School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	755	738	753	*	*	27%	50%	12%	61%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	41	762	730	737	*	0%	24%	*	*	73%	40%
Black or African American	34	739	724	732	*	*	38%	38%	0%	38%	33%
Asian, Native Hawaiian, or Pacific Islander	17	775	771	783	0%	0%	*	*	*	76%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	41	760	744	760	*	*	*	*	*	63%	63%
Male	60	752	732	746	*	*	*	*	*	60%	49%
Economically Disadvantaged Students	43	750	734	734	*	*	23%	*	*	60%	36%
Non-Economically Disadvantaged Students	58	759	743	762	*	*	29%	*	*	62%	65%
Students with Disabilities	11	734	*	717	*	*	*	*	*	18%	17%
Students without Disabilities	90	758	*	760	*	*	*	*	*	67%	63%
English Learners	N	N	689	693	N	N	N	N	N	N	*
Non-English Learners	101	755	744	755	*	*	27%	50%	12%	61%	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	21%
Students in Foster Care	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%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	763	738	757	*	*	25%	50%	16%	66%	58%
White	15	762	748	767	0%	*	*	*	*	67%	67%
Hispanic	27	768	735	738	0%	*	*	*	*	59%	43%
Black or African American	24	748	723	733	*	*	*	67%	0%	67%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	32	762	745	766	*	*	*	*	*	69%	66%
Male	48	764	731	749	*	*	*	*	*	65%	51%
Economically Disadvantaged Students	32	763	737	735	*	*	31%	*	*	59%	40%
Non-Economically Disadvantaged Students	48	763	738	767	*	*	21%	*	*	71%	67%
Students with Disabilities	*	*	696	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	745	765	*	*	*	*	*	*	65%
English Learners	N	N	689	687	N	N	N	N	N	N	*
Non-English Learners	80	763	744	760	*	*	25%	50%	16%	66%	*
Homeless Students	N	N	733	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	182	98.9	15.9	33.6	44.5	15.9	25.8	Not Met
White	*	*	26.1	45.3	54.1	26.1	25.3	Met Target
Hispanic	68	100.0	11.8	27.2	28.8	11.8	20	Not Met
Black or African American	58	96.7	*	16.7	23.0	*	23	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	100.0	33.3	64.6	76.5	33.3	38	Met Target†
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	74	98.7	16.2	34.0	44.9	16.2		
Male	108	99.1	15.7	33.3	44.2	15.7		
Economically Disadvantaged Students	76	97.4	18.4	29.3	26.3	18.4	27.4	Not Met
Non-Economically Disadvantaged Students	106	100.0	14.2	39.8	54.9	14.2		
Students with Disabilities	17	94.4	*	*	17.4	*	**	**
Students without Disabilities	165	99.4	*	*	50.0	*		
English Learners	N	N	N	16.0	25.0	N	**	**
Non-English Learners	182	98.9	15.9	36.0	46.5	15.9		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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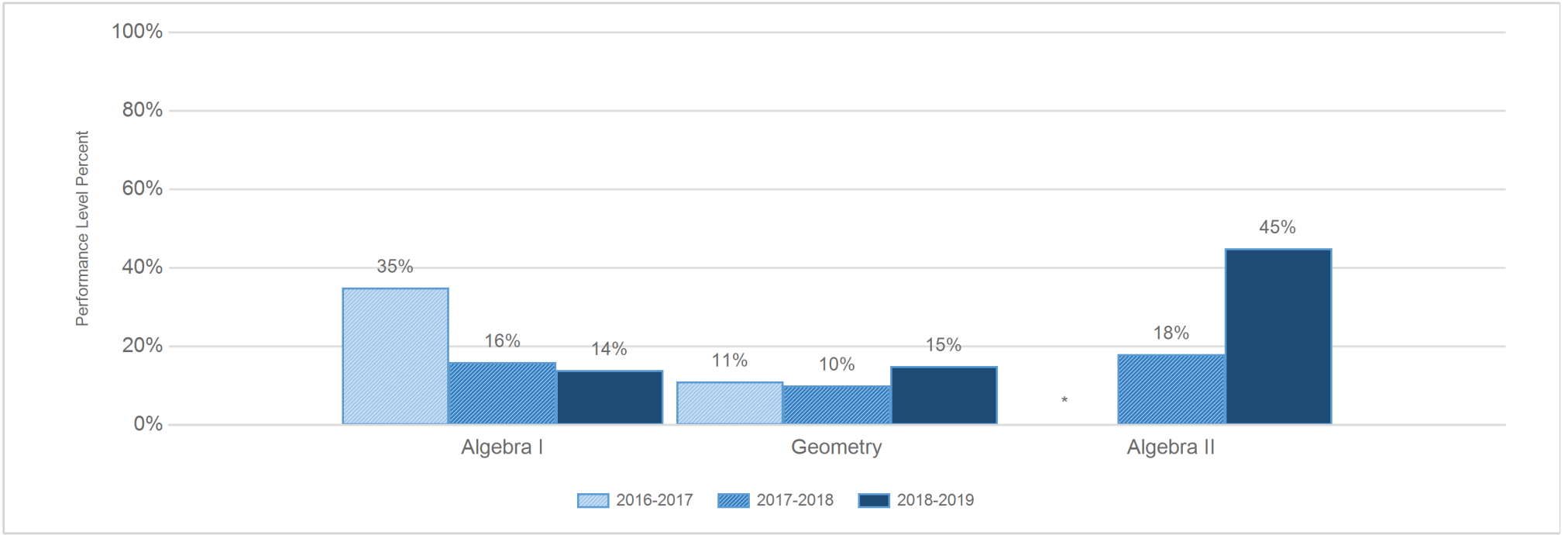
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by 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: 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	137	728	729	744	9%	37%	39%	14%	0%	14%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	52	728	724	728	*	40%	42%	*	*	12%	24%
Black or African American	46	719	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	58	726	730	745	*	43%	31%	*	*	16%	44%
Male	79	729	729	743	*	33%	46%	*	*	13%	41%
Economically Disadvantaged Students	58	728	728	727	*	34%	34%	*	*	19%	23%
Non-Economically Disadvantaged Students	79	727	732	752	*	39%	43%	*	*	10%	52%
Students with Disabilities	10	715	706	717	*	*	*	*	*	*	12%
Students without Disabilities	127	729	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	137	728	734	745	9%	37%	39%	14%	0%	14%	*
Homeless Students	*	*	707	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
(17-2390-301)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	734	733	737	*	*	62%	*	*	15%	35%
White	*	*	749	743	*	*	*	*	*	*	43%
Hispanic	11	733	722	724	*	*	*	*	*	*	17%
Black or African American	12	732	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	13	734	*	738	*	*	*	*	*	15%	36%
Male	21	735	*	736	*	*	*	*	*	14%	34%
Economically Disadvantaged Students	12	734	732	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	22	735	733	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	699	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	742	741	*	*	*	*	*	*	*
English Learners	N	N	704	708	N	N	N	N	N	N	*
Non-English Learners	34	734	734	738	*	*	62%	*	*	15%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	743	760	755	*	*	*	*	*	45%	58%
White	*	*	770	758	*	*	*	*	*	*	62%
Hispanic	*	*	741	731	*	*	*	*	*	*	34%
Black or African American	N	N	744	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	757	752	*	*	*	*	*	*	55%
Male	*	*	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	753	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	11	743	*	756	*	*	*	*	*	45%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	11	743	*	755	*	*	*	*	*	45%	59%
Homeless Students	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	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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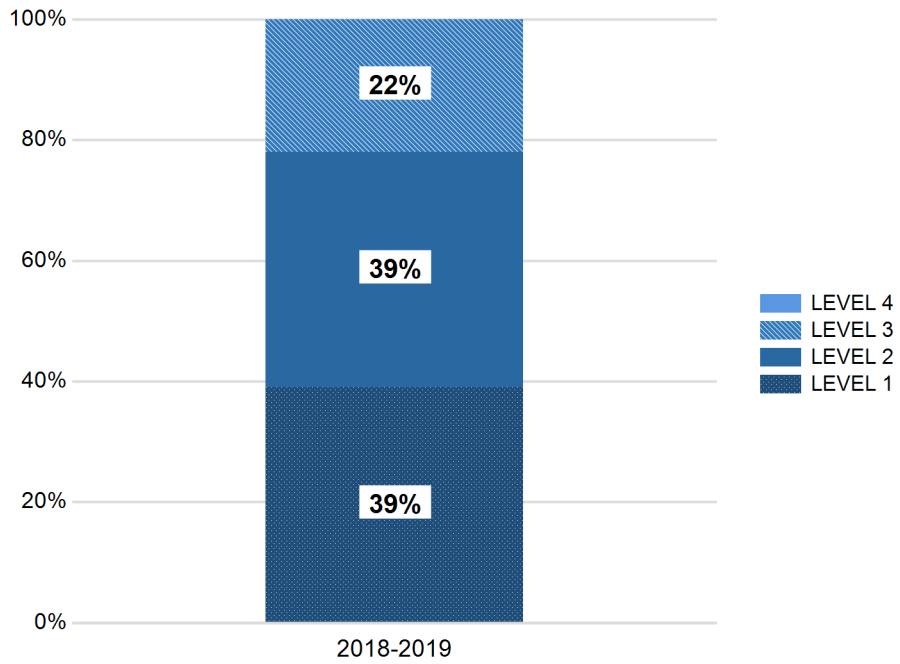
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	39	22	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	60	25	15	0
Asian, Native Hawaiian, or Pacific Islander	20	53	27	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	40	10	0
Male	32	38	29	0
Economically Disadvantaged Students	38	38	24	0
Non-Economically Disadvantaged Students	39	39	21	0
Students with Disabilities	N	N	N	N
Students without Disabilities	39	39	22	0
English Learners	N	N	N	N
Non-English Learners	39	39	22	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.8%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	434	476	Grade 10: 430 Grade 11: 460	45%	61%
PSAT 10/NMSQT - Math	434	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	480	539	480	57%	70%
SAT - Math	478	541	530	22%	53%
ACT - Reading	17	25	22	23%	66%
ACT - English	16	24	18	38%	81%
ACT - Math	18	24	22	23%	65%
ACT - Science	17	24	23	15%	57%

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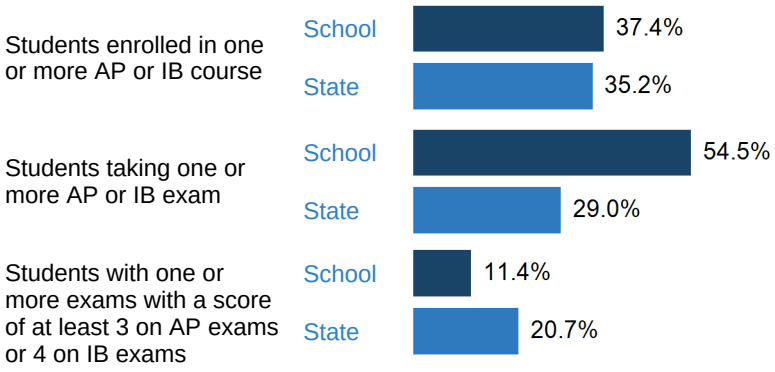
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

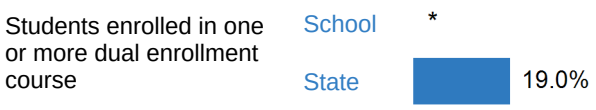
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	11	10
AP English Language and Composition	33	22
AP English Literature and Composition	0	12
AP Macroeconomics	0	16
AP Microeconomics	0	16
AP Physics 1	18	18
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Demensional	0	3
AP U.S. History	0	7
AP World History	27	20
Total Exams taken		127
Exams with scores of at least 3 on AP exams or 4 on IB exams		16

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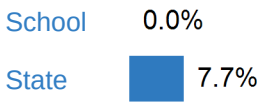
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

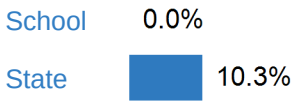
Career and Technical Education Participation

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)



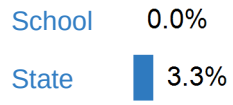
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	73	28	0	5	0	0	0
10	1	56	0	0	0	0	25
11	1	16	0	5	3	0	41
12	0	0	1	29	8	6	4
Total	75	100	1	39	11	6	70
Enrolled in AP/IB Course					11	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	6	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	101	0	0	0	0	0
10	1	80	0	0	0	0
11	1	14	0	0	51	0
12	27	20	0	0	18	0
Total	130	114	0	0	69	0
Enrolled in AP/IB Course	0	0		0	18	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	95	0	0	0	0	0
10	28	54	0	0	0	0
11	59	1	1	0	0	0
12	4	6	15	0	0	0
Total	186	61	16	0	0	0
Enrolled in AP/IB Course	27	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	63	0	0	0	0	27	0
10	74	0	0	0	0	8	0
11	12	0	0	0	0	0	0
12	0	0	0	0	0	2	0
Total	149	0	0	0	0	37	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	1	0	0	0	0	0	0

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(17-2390-301)
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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 Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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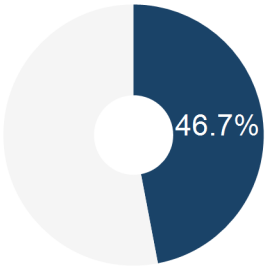
Visual and Performing Arts – Course Participation

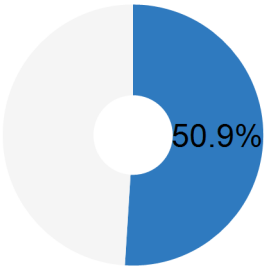
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

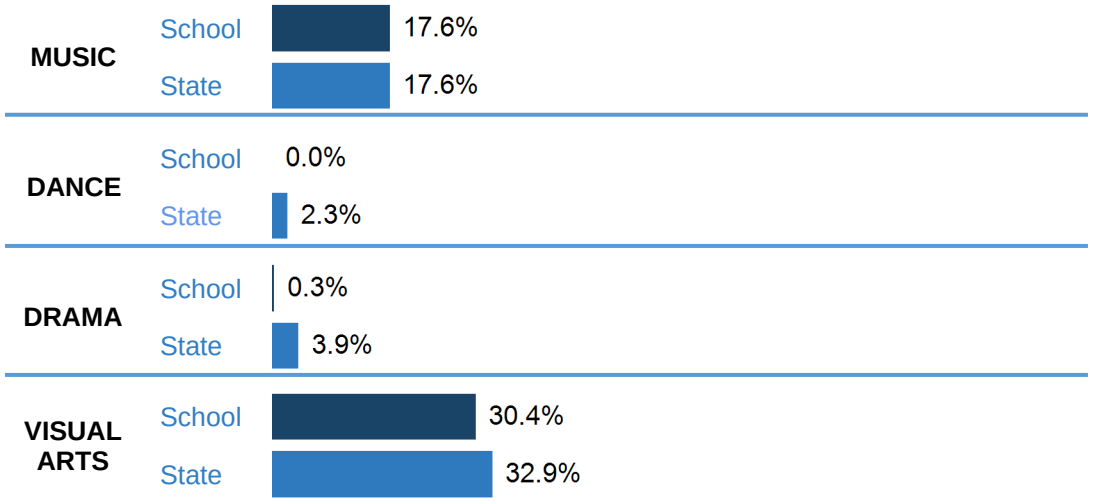


School



State

Students enrolled in one or more classes by discipline:



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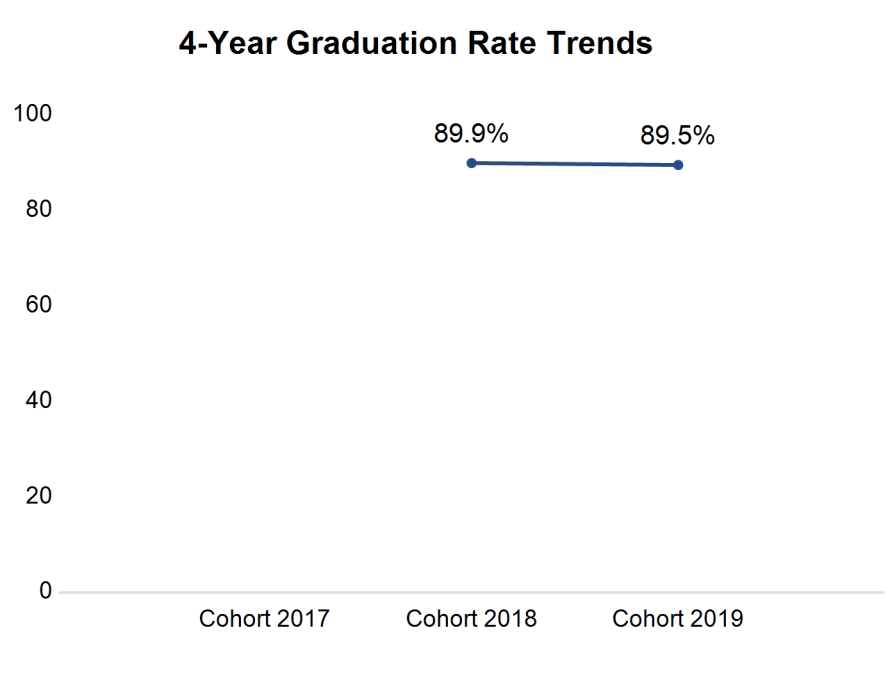
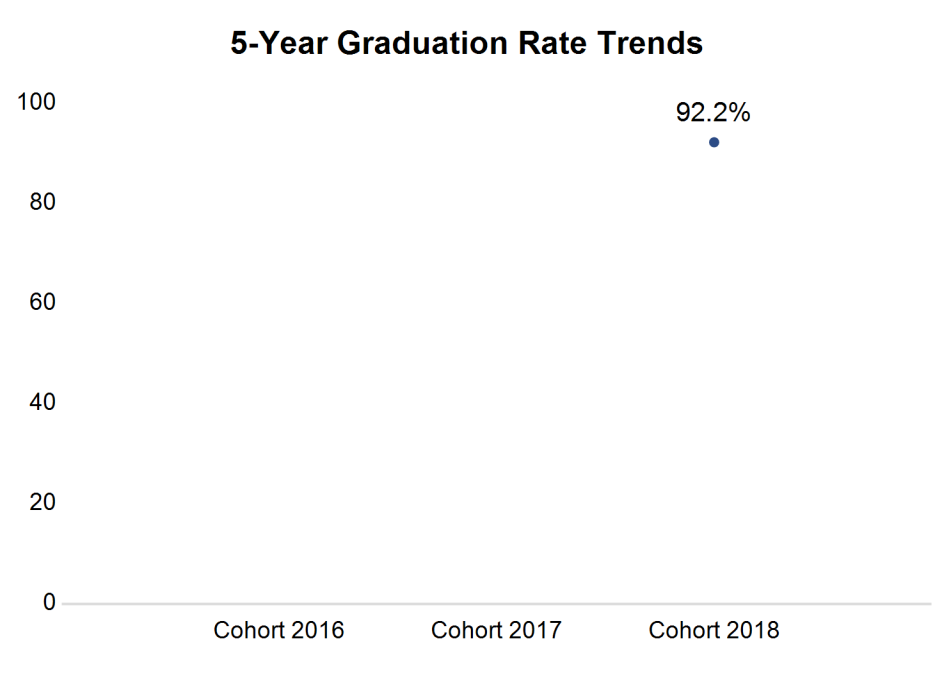
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	N	89.9%	89.5%	N	N	92.2%
Annual Target	*	N		*	*	
Met Annual Target?	*	N		*	*	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.5%	90.6%	92.2%	92.5%	89.9%	N	N	N	N	N
White	*	94.9%	*	95.9%	*	**	**	N	N	N
Hispanic	80.0%	84.5%	92.6%	87.3%	89.3%	N	N	N	N	N
Black or African American	86.4%	83.3%	90.0%	87.1%	87.1%	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	93.9%	92.8%	92.0%	94.4%	92.0%			N		
Male	83.3%	88.5%	92.6%	90.8%	86.2%			N		
Economically Disadvantaged Students	87.5%	84.0%	90.9%	87.3%	87.7%	N	N	N	N	N
Students with Disabilities	N	79.2%	*	83.8%	*	**	**	N	N	N
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	100.0%	2.0%
Substitute Competency Test	0.0%	94.1%
Portfolio Appeals Process	0.0%	3.9%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	2.3%	1.2%
2016-2017	0.4%	1.1%

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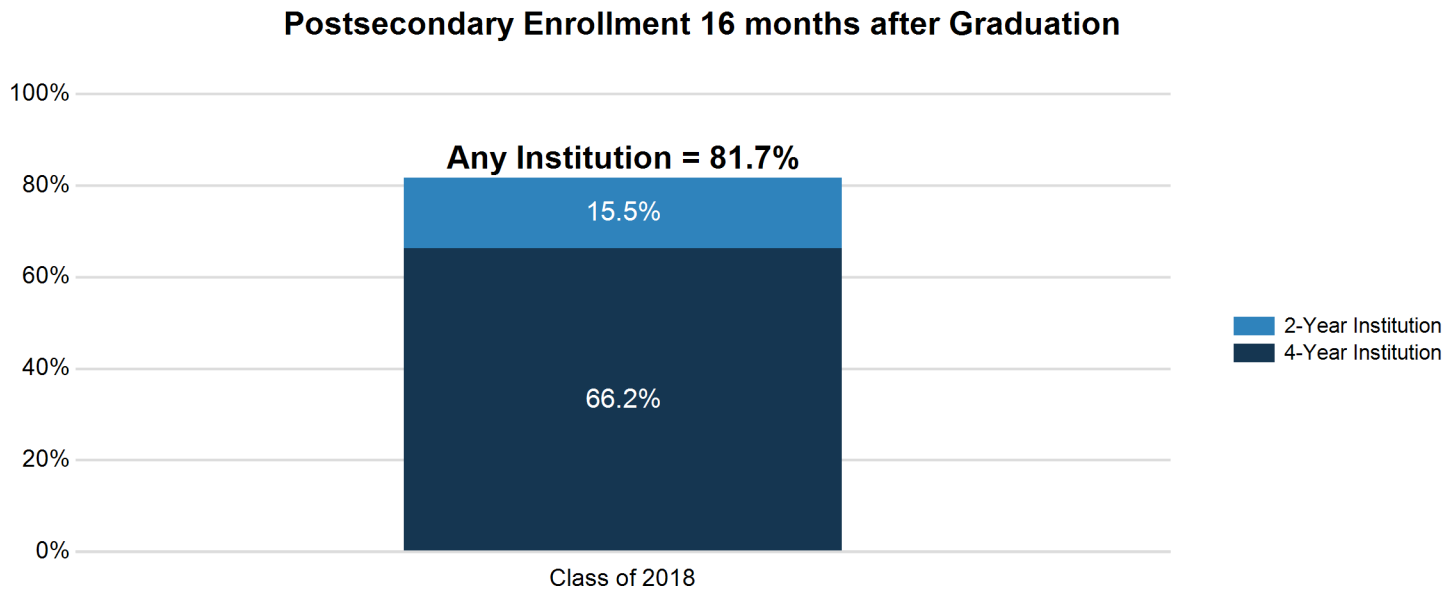
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.5%
% Enrolled in 4-Year Institution	66.2%
% Enrolled in Any Postsecondary Institution	81.7%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	78.4%	15%	85%
White	76.9%	0%	100%
Hispanic	*	*	*
Black or African American	84.2%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	87%	20%	80%
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.7%	19%	81%	81%	19%	96.6%	3.4%
White	*	*	*	*	*	*	*
Hispanic	84%	9.5%	90.5%	81%	19%	100%	0%
Black or African American	81.5%	36.4%	63.6%	72.7%	27.3%	90.9%	9.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77.1%	18.5%	81.5%	70.4%	29.6%	100%	0%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

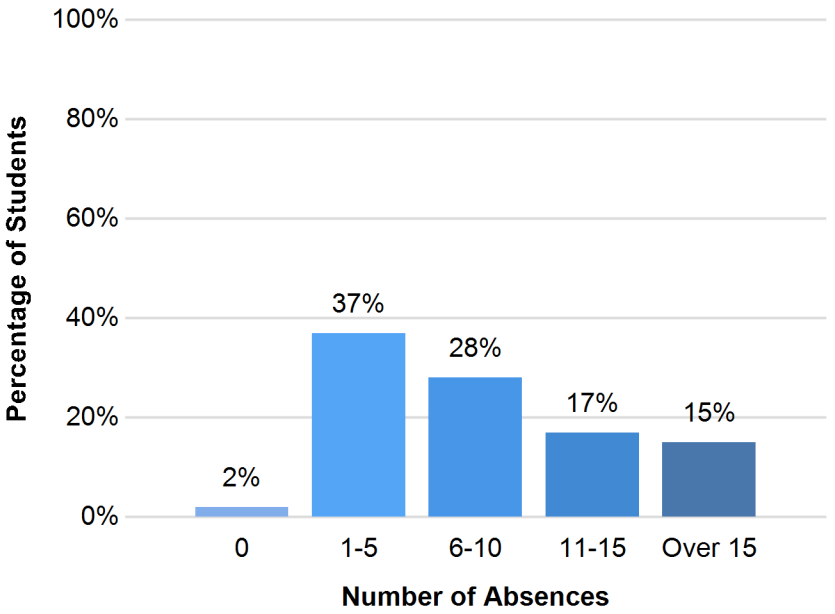
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	7.7	14.2	Met
White	*	*	14.2	Met
Hispanic	7	8.3	14.2	Met
Black or African American	9	10.1	14.2	Met
Asian, Native Hawaiian, or Pacific	3	5.8	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	8.2		
Male	11	7.4		
Economically Disadvantaged Students	7	6.1	14.2	Met
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



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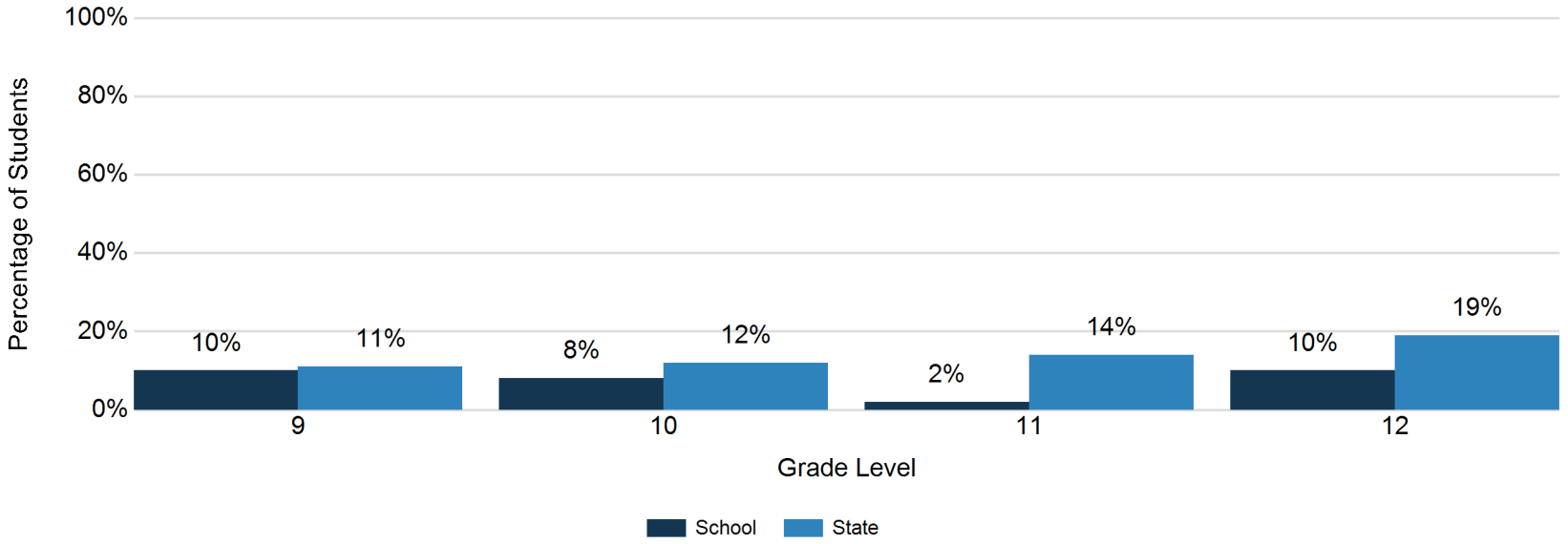
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.98

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	6.4	12.1
Average years experience in district	6.4	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.5%	56.3%	N	48.4%	77.1%	54.9%
Male	58.5%	43.8%	N	51.6%	22.9%	45.1%
White	14.4%	50.0%	N	42.4%	83.6%	77.4%
Hispanic	32.7%	9.4%	N	29.9%	7.3%	7.2%
Black or African American	34.0%	15.6%	N	15.0%	6.6%	13.9%
Asian	17.6%	18.8%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.1%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	3.1%	N	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	N	2.1%	0.2%	0.2%

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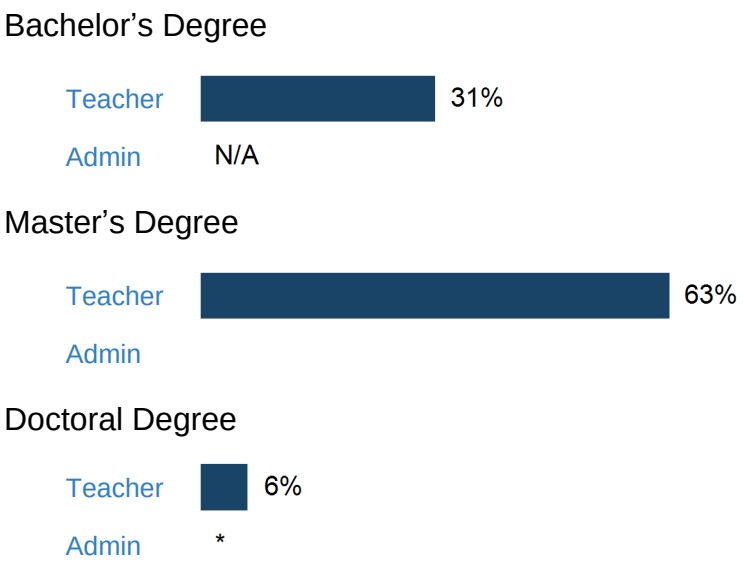
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.5%

NJ SCHOOL PERFORMANCE REPORT

Innovation High School
(17-2390-301)
Grades Offered: 09-12
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	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.9%	59.9%	63.5%
Math Proficiency	19.8%	14.7%	15.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	89.9%	89.5%
5-Year Graduation Rate†	N	N	92.2%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	19.5%	15.8%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	N	N	N	Met	No
White	Met Target	Met Target	**	N	n/a	Met	No
Hispanic	Met Target	Not Met	N	N	n/a	Met	No
Black or African American	Met Target†	Not Met	N	N	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	N	n/a	Met	No
American Indian or Alaska Native	**	**	**	N	n/a	**	No
Two or More Races	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	N	N	n/a	Met	No
Students with Disabilities	**	**	**	N	n/a	**	No
English Learners	**	**	**	N	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Partnership with New Jersey CIty University-offering eight dual enrollment courses • 1 of 100 schools in the US to selected by College Board to be in 1st cohort of schools offering all 9th grade students Pre-AP courses • STEAM focused courses: Digital Arts, Music Technology, Computer Science, Robotics
Mission, Vision, Theme:	Mission: Inspire young people to become curious, committed, innovative problem solvers, and independent life-long learners.
Awards, Recognition, Accomplishments:	89.9 % Graduation rate

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Courses, Curriculum, Instruction:	Dual enrollement/NJCU courses- Global History, the 20th Century Middle East, English Composition, Enhanced Pre-Calculus, Calculus, Principles of Biology
Clubs and Activities:	National Honor Society

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Staff and Professional Learning:	Instructional staff enage in profesional learning communities- common planning time for grade levels and content areas for professional development (review of satudent work, use of data to inform instruction , curriuculum planning, integrating guidance startegies into classroom pedagogy.
Postsecondary Information:	SAT Prep

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Student Supports and Services:	Inclusion support services provided
Student Health and Wellness:	Breakfast and lunch programs
Parent and Community Involvement:	Staff hosts four special events during PTO meetings (Multicultural night, open mic, College night, Senior dinner)

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School Safety:	PBSIS

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Technology and STEM:	IPAD pros- Digial Arts

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Sandra Jones Laguay
Address	339 STEGMAN PARKWAY JERSEY CITY, NJ 07305-1408
Phone Number	201-915-6620
Email Address	sjones@jcboe.org
Website	http://www.jcboe.org/

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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	59	54	58
KG	84	96	76
1	77	76	92
2	70	80	75
3	91	73	83
4	98	88	77
5	115	93	97
6	93	104	79
7	77	92	99
8	91	70	79
Total	855	826	815

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	48.1%	47.5%	48.6%
Male	51.9%	52.5%	51.4%
Economically Disadvantaged Students	70.1%	67.9%	66.1%
Students with Disabilities	11.7%	10.4%	9.4%
English Learners	4.6%	5.6%	7.4%
Homeless Students	1.1%	1.3%	0.0%
Students in Foster Care	0.8%	0.5%	0.5%
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	9.8%	7.6%	9.0%
Hispanic	25.4%	25.1%	27.4%
Black or African American	44.3%	44.9%	41.2%
Asian	18.4%	19.9%	19.3%
Native Hawaiian or Pacific Islander	1.2%	1.1%	1.2%
American Indian or Alaska Native	0.1%	0.4%	0.6%
Two or More Races	0.8%	1.1%	1.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	59	54	58
KG - Half Day	0	0	0
KG - Full Day	84	96	76

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	82.8%
Spanish	4.7%
Arabic	4.0%
Tagalog	3.7%
Other Languages	4.8%

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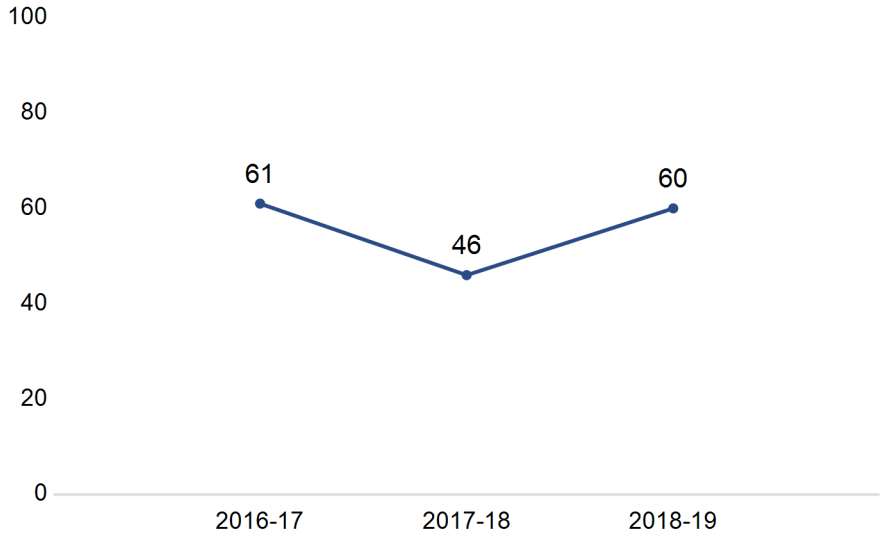
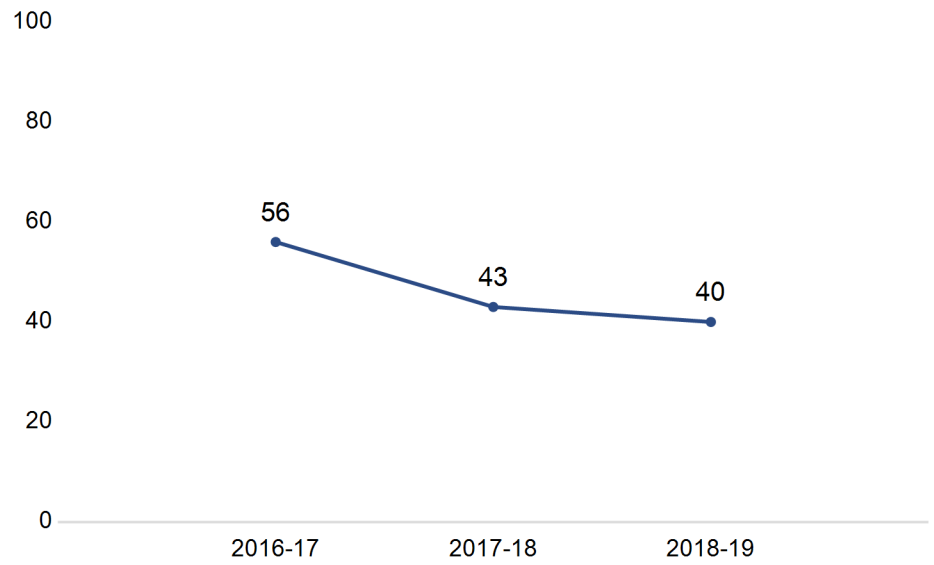
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	46	60	56	43	40
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	52	50	Exceeds Standard	40	46	50	Met Standard
White	72	57	50	Exceeds Standard	46	52	52	Met Standard
Hispanic	55	50	49	Met Standard	44	45	47	Met Standard
Black or African American	56	48	45	Met Standard	35	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	70	61	59	Exceeds Standard	59	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	N	53	52	**
Female	63	55	53	N	37	45	50	N
Male	58.5	50	47	N	42	48	51	N
Economically Disadvantaged Students	61	52	48	Exceeds Standard	38.5	45	46	Not Met
Students with Disabilities	47	41	43	Met Standard	35.5	42	45	Not Met
English Learners	56	55	52	**	41	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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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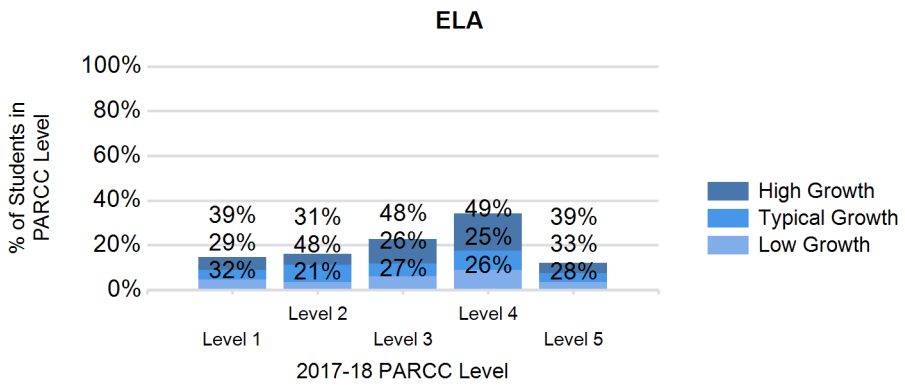
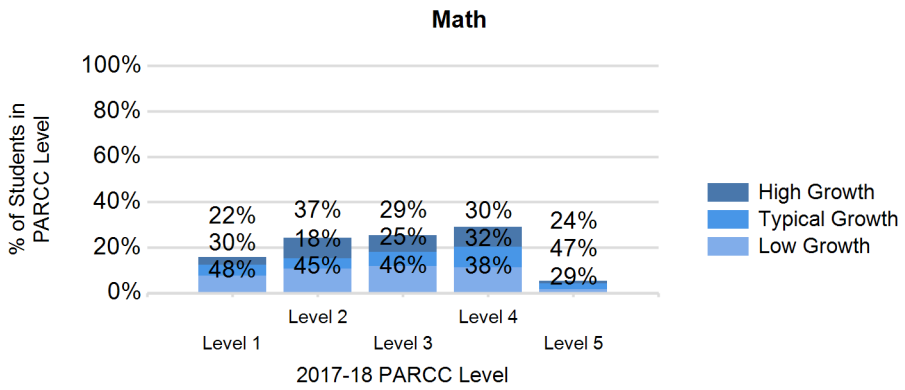
Student Growth by Performance Level

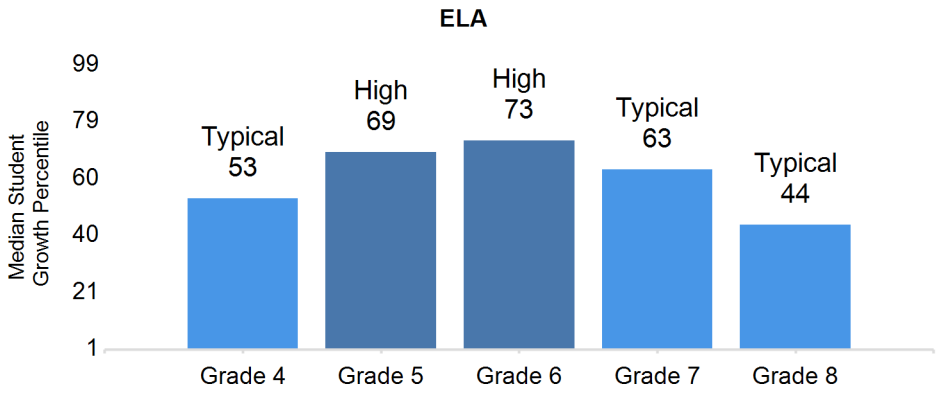
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

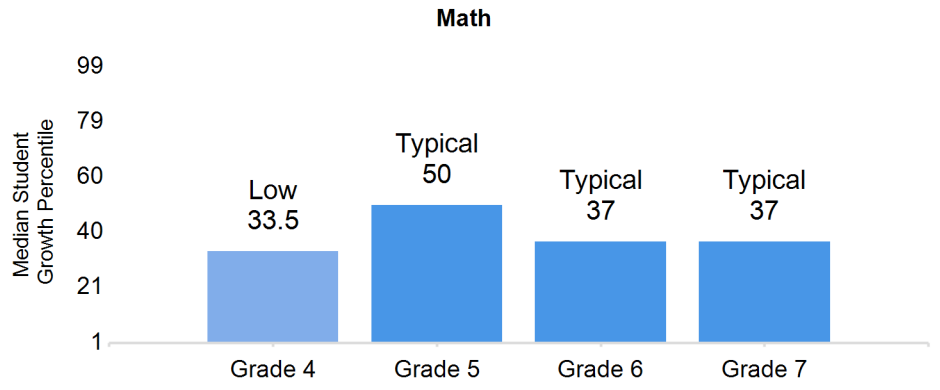




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

Report Key:
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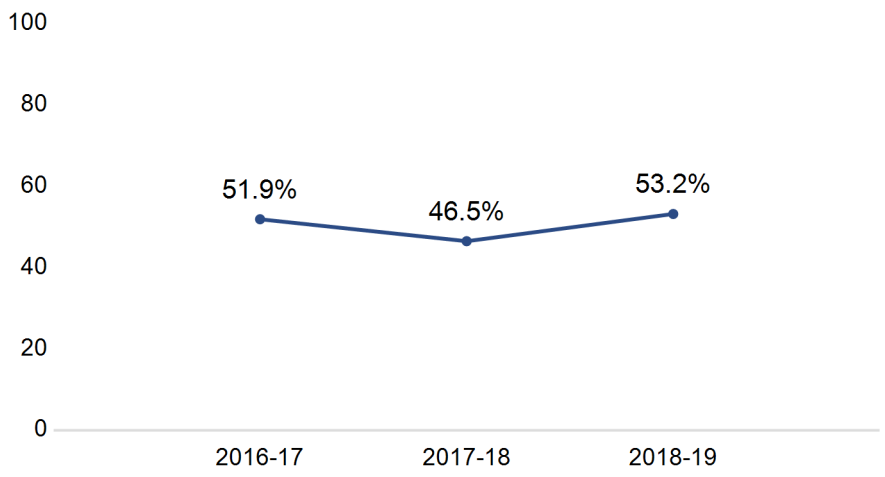
N No Data is available to display
† This indicates a table specific note,see note below table

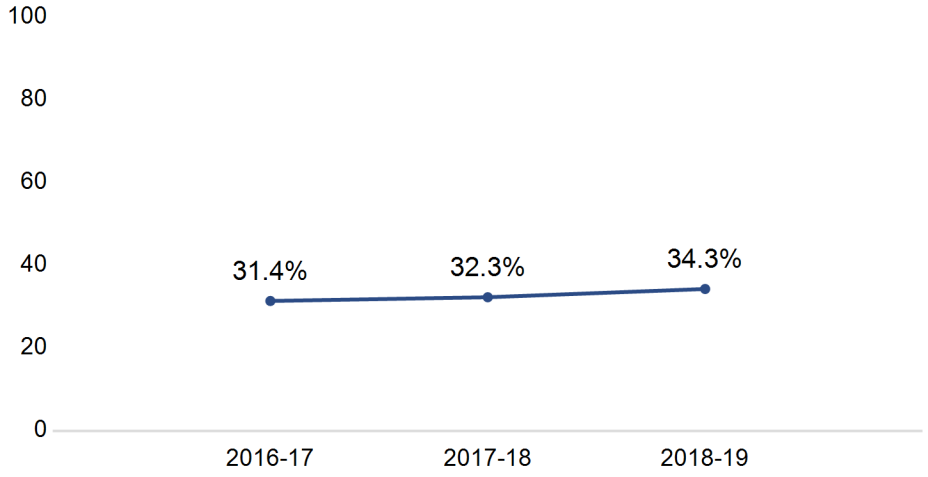
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.8%	97.1%	97.3%	97.8%	97.0%
Proficiency Rate for Federal Accountability	51.9%	46.5%	53.2%	31.4%	32.3%	34.3%
Annual Target	50.2%	51.7%	53.3%	33.4%	35.8%	38.3%
Met Annual Target?	Met Target	Not Met	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	487	97.1	53.2	49.7	57.9	53.2	53.3	Met Target†
White	44	100.0	61.4	55.9	66.9	61.4	65	Met Target†
Hispanic	138	96.6	52.2	46.4	43.9	52.2	45.7	Met Target
Black or African American	205	96.4	41.0	34.3	38.5	41.0	45.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	97	100.0	76.3	77.0	82.9	76.3	75.3	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	231	99.2	59.7	55.2	64.8	59.7		
Male	256	95.3	47.3	44.5	51.3	47.3		
Economically Disadvantaged Students	307	97.5	51.8	45.3	40.0	51.8	49	Met Target
Non-Economically Disadvantaged Students	180	96.4	55.6	56.3	67.9	55.6		
Students with Disabilities	70	97.4	14.3	14.4	22.7	14.3	23.6	Not Met
Students without Disabilities	417	97.1	59.7	56.2	65.1	59.7		
English Learners	22	100.0	22.7	16.0	29.3	22.7	28.2	Met Target†
Non-English Learners	465	97.0	54.6	53.6	60.6	54.6		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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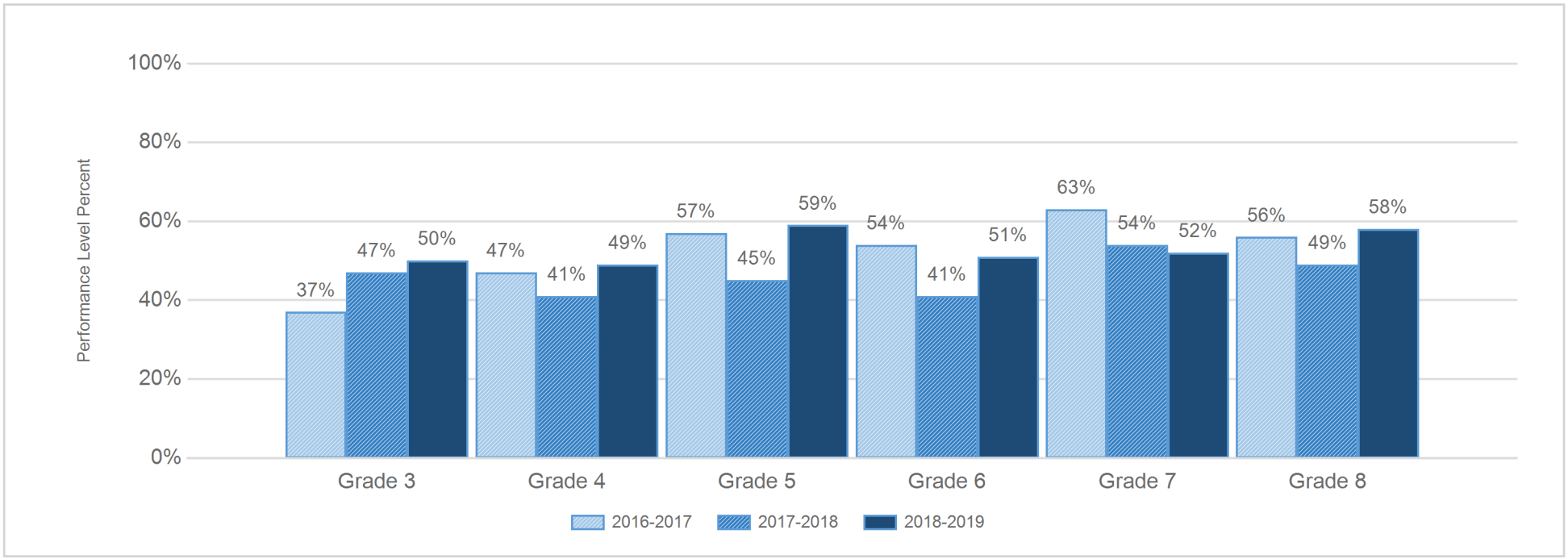
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	746	746	748	17%	15%	18%	*	*	50%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	28	747	739	734	*	*	*	*	*	50%	36%
Black or African American	29	736	730	731	*	*	*	41%	0%	41%	33%
Asian, Native Hawaiian, or Pacific Islander	19	762	780	773	*	*	*	*	*	68%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	42	751	*	753	*	*	*	*	*	57%	55%
Male	40	741	*	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	53	742	735	731	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	29	754	762	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	751	753	755	*	21%	22%	*	*	49%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	20	745	748	743	*	*	*	*	*	45%	44%
Black or African American	27	733	740	739	*	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	16	772	781	779	0%	*	*	*	*	69%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	41	759	757	760	*	*	*	*	*	59%	62%
Male	36	741	749	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	49	747	*	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	28	758	*	765	*	*	*	*	*	54%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	756	748	756	*	23%	*	45%	14%	59%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	27	750	745	743	*	*	*	*	*	59%	44%
Black or African American	38	742	733	739	*	34%	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	22	784	776	781	0%	*	*	*	*	82%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	52	762	754	761	*	23%	*	*	*	67%	64%
Male	43	749	742	750	*	23%	*	*	*	49%	52%
Economically Disadvantaged Students	64	758	744	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	31	754	755	766	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	747	748	754	14%	16%	18%	*	*	51%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	25	742	745	743	*	*	*	*	*	48%	43%
Black or African American	35	737	730	738	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	34	750	*	762	*	*	*	*	*	56%	64%
Male	42	745	*	748	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	46	747	*	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	30	748	755	763	*	*	*	*	*	53%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	N	N	731	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	750	755	761	14%	14%	20%	21%	32%	52%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	24	744	751	747	*	*	*	*	*	42%	50%
Black or African American	49	746	740	741	*	*	20%	20%	29%	49%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	37	761	762	769	*	*	*	*	*	62%	71%
Male	55	743	748	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	61	748	*	743	*	*	*	*	*	51%	45%
Non-Economically Disadvantaged Students	31	755	*	771	*	*	*	*	*	55%	73%
Students with Disabilities	18	693	706	720	*	*	*	*	*	*	22%
Students without Disabilities	74	764	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	759	751	762	*	*	23%	35%	23%	58%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	17	770	746	747	*	*	*	*	*	65%	49%
Black or African American	30	742	739	741	*	*	37%	*	*	37%	43%
Asian, Native Hawaiian, or Pacific Islander	17	780	780	794	0%	*	*	*	*	82%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	33	759	760	771	*	*	*	*	*	55%	71%
Male	38	759	*	753	*	*	*	*	*	61%	55%
Economically Disadvantaged Students	36	753	747	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	35	765	758	772	*	*	*	*	*	63%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	N	N	732	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	492	97.0	34.3	33.6	44.5	34.3	38.3	Not Met
White	44	100.0	43.2	45.3	54.1	43.2	52.4	Met Target†
Hispanic	140	96.7	30.7	27.2	28.8	30.7	31	Met Target†
Black or African American	206	96.0	23.3	16.7	23.0	23.3	31.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	99	100.0	57.6	64.6	76.5	57.6	56.6	Met Target
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	231	99.2	34.2	34.0	44.9	34.2		
Male	261	95.1	34.5	33.3	44.2	34.5		
Economically Disadvantaged Students	309	97.3	30.7	29.3	26.3	30.7	35.1	Not Met
Non-Economically Disadvantaged Students	183	96.5	40.4	39.8	54.9	40.4		
Students with Disabilities	69	96.1	13.0	*	17.4	13.0	18.5	Met Target†
Students without Disabilities	423	97.2	37.8	*	50.0	37.8		
English Learners	28	100.0	21.4	16.0	25.0	21.4	20.1	Met Target
Non-English Learners	464	96.8	35.1	36.0	46.5	35.1		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

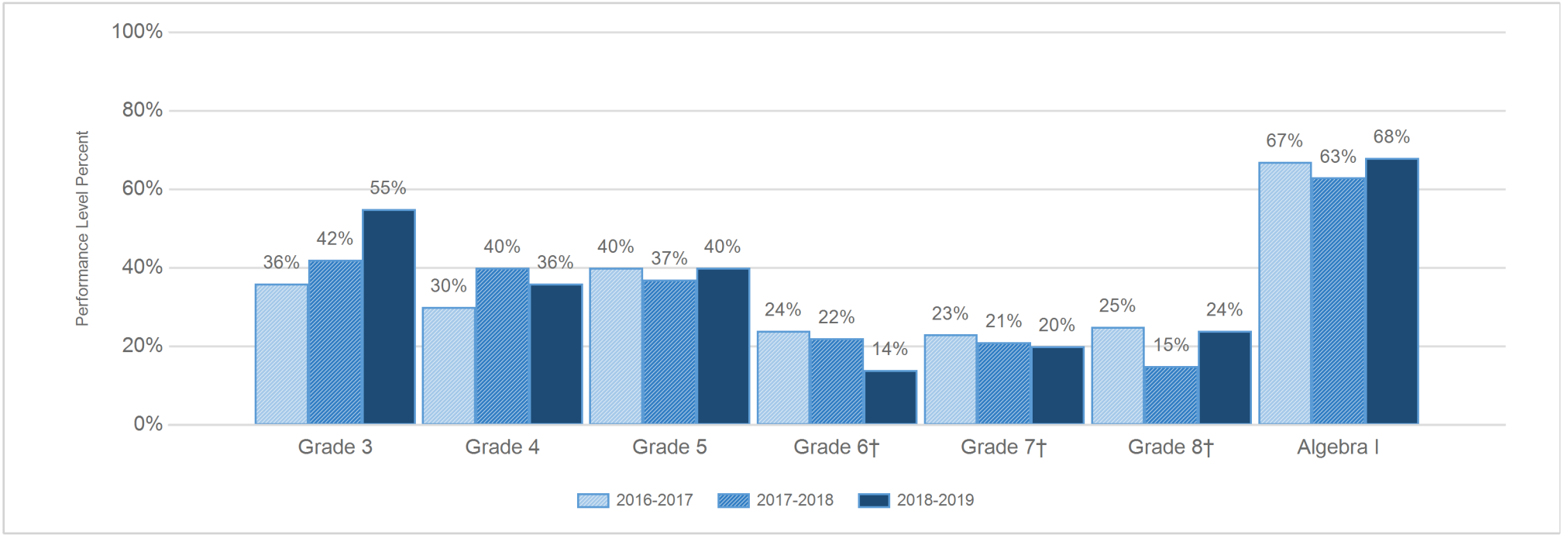
NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-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 Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	750	747	752	*	*	27%	42%	13%	55%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	30	755	740	739	*	*	33%	*	*	53%	40%
Black or African American	29	738	730	735	*	*	34%	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	19	765	779	778	*	*	*	*	*	74%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	755	*	751	*	*	30%	*	*	58%	54%
Male	42	746	*	752	*	*	24%	*	*	52%	56%
Economically Disadvantaged Students	55	745	738	737	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	30	761	759	761	*	*	*	*	*	73%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	10	731	732	728	*	*	*	*	*	30%	26%
Non-English Learners	75	753	751	754	*	*	*	*	*	59%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	736	740	749	18%	18%	28%	*	*	36%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	21	732	735	737	*	*	*	*	*	33%	36%
Black or African American	27	720	723	731	*	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	16	752	773	776	0%	*	*	*	*	56%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	41	736	739	749	*	*	29%	*	*	34%	50%
Male	37	736	741	749	*	*	27%	*	*	38%	52%
Economically Disadvantaged Students	50	736	*	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	28	735	*	759	*	*	*	*	*	36%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	741	736	747	13%	21%	27%	28%	11%	40%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	27	735	733	735	*	41%	*	*	*	26%	30%
Black or African American	39	730	721	729	*	*	26%	*	*	33%	23%
Asian, Native Hawaiian, or Pacific Islander	22	762	764	775	*	*	*	*	*	59%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	52	741	737	747	*	*	25%	*	*	40%	47%
Male	44	742	736	747	*	*	30%	*	*	39%	47%
Economically Disadvantaged Students	65	739	732	732	*	*	25%	*	*	38%	27%
Non-Economically Disadvantaged Students	31	747	742	757	*	*	32%	*	*	42%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	721	731	741	28%	29%	29%	*	*	14%	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	25	724	726	729	*	*	*	*	*	*	24%
Black or African American	35	710	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	34	720	*	742	*	*	*	*	*	12%	42%
Male	42	721	*	740	*	*	*	*	*	17%	40%
Economically Disadvantaged Students	46	721	*	726	24%	*	26%	*	*	15%	21%
Non-Economically Disadvantaged Students	30	720	738	750	33%	*	33%	*	*	13%	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	727	737	744	18%	36%	26%	*	*	20%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	24	719	732	733	*	*	*	*	*	13%	26%
Black or African American	49	723	722	727	*	41%	24%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	38	722	*	744	*	39%	32%	*	*	11%	42%
Male	56	730	736	743	*	34%	21%	*	*	27%	42%
Economically Disadvantaged Students	60	724	734	731	*	38%	23%	*	*	17%	24%
Non-Economically Disadvantaged Students	34	732	*	751	*	32%	29%	*	*	26%	53%
Students with Disabilities	17	700	708	718	*	*	*	*	*	*	13%
Students without Disabilities	77	733	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	721	712	728	25%	35%	*	*	*	24%	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	11	724	712	722	*	*	*	*	*	36%	22%
Black or African American	28	717	706	714	*	*	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	24	727	716	731	*	*	*	*	*	29%	31%
Male	31	716	709	726	*	*	*	*	*	19%	27%
Economically Disadvantaged Students	29	719	711	719	*	*	*	*	*	14%	20%
Non-Economically Disadvantaged Students	26	723	715	735	*	*	*	*	*	35%	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	N	N	709	709	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	762	729	744	0%	*	*	*	*	68%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	19	762	732	748	0%	*	*	*	*	68%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	19	762	734	745	0%	*	*	*	*	68%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	22	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
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Grades Offered: PK-08
2018-2019

Report Key:
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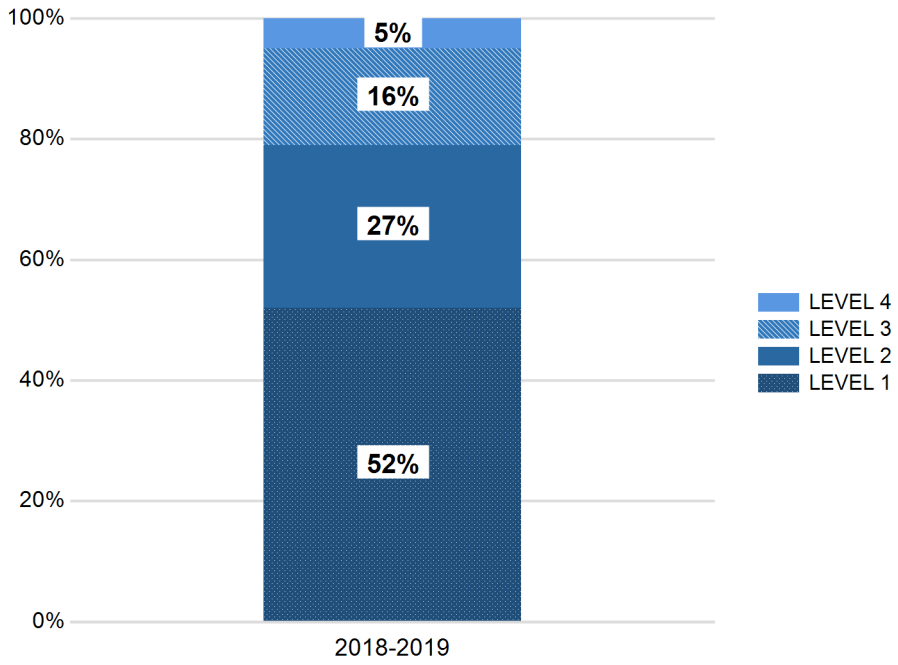
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	52	27	16	5
White	*	*	*	*
Hispanic	63	22	7	7
Black or African American	62	28	10	0
Asian, Native Hawaiian, or Pacific Islander	27	32	27	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	52	27	17	4
Male	52	27	14	7
Economically Disadvantaged Students	52	22	20	6
Non-Economically Disadvantaged Students	52	39	6	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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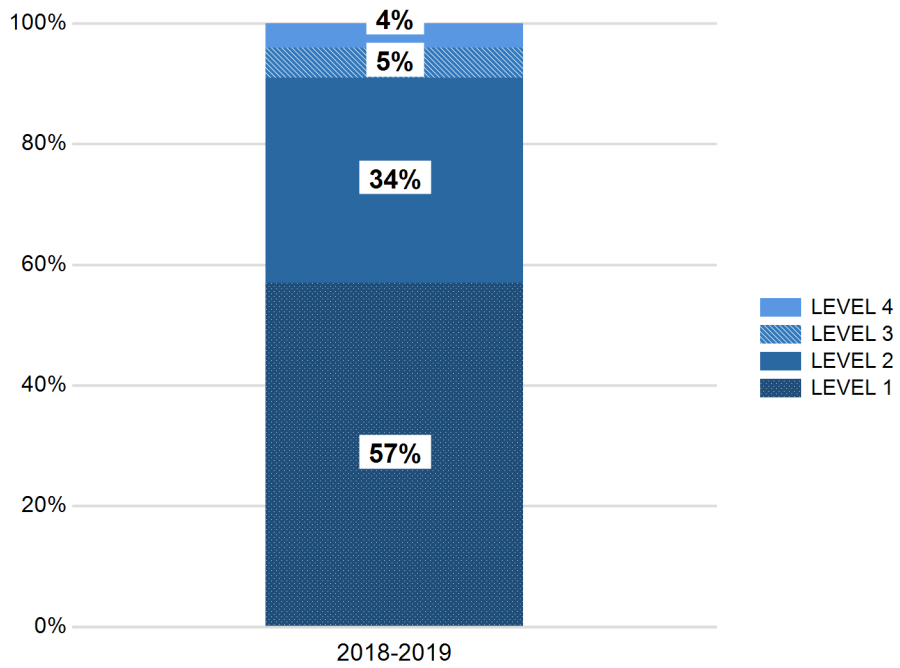
NJSLA Science Assessment: Grade 8 Summary

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	57	34	5	4
White	*	*	*	*
Hispanic	50	39	11	0
Black or African American	68	29	0	3
Asian, Native Hawaiian, or Pacific Islander	35	41	12	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	38	3	3
Male	58	30	8	5
Economically Disadvantaged Students	68	28	3	3
Non-Economically Disadvantaged Students	44	41	9	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	74
7	0	0	96
8	0	0	59
Total	0	0	229

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	79
7	0	0	0	0	0	0	97
8	0	0	0	0	0	0	77
Total	0	0	0	0	0	0	253

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2018-2019

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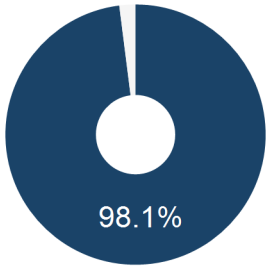
Visual and Performing Arts – Course Participation

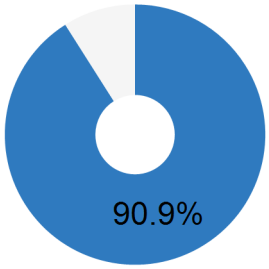
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

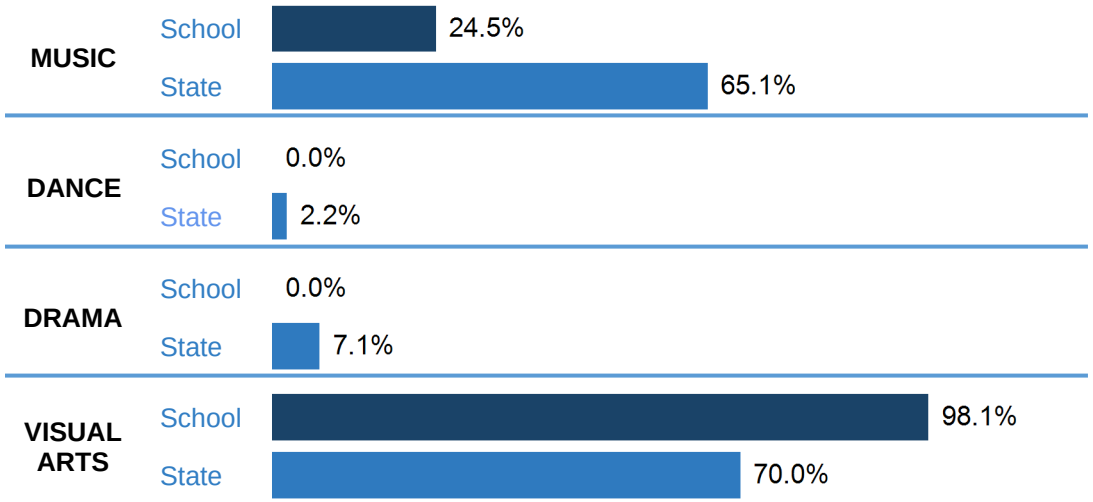


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

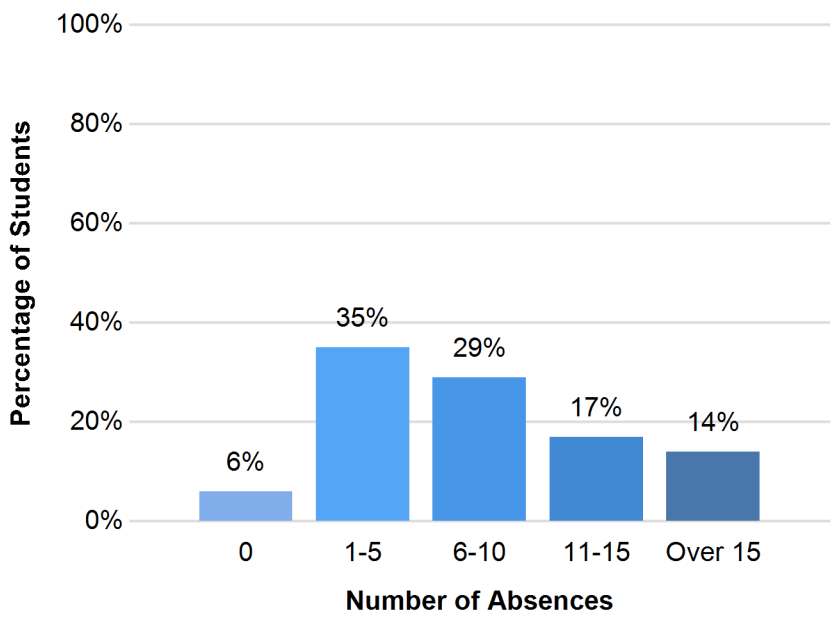
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	66	8.6	9.0	Met
White	2	3.1	9.0	Met
Hispanic	26	12.2	9.0	Not Met
Black or African American	30	9.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	8	5.2	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	30	8.2		
Male	36	9.0		
Economically Disadvantaged Students	55	10.8	9.0	Not Met
Students with Disabilities	13	15.7	9.0	Not Met
English Learners	3	5.2	9.0	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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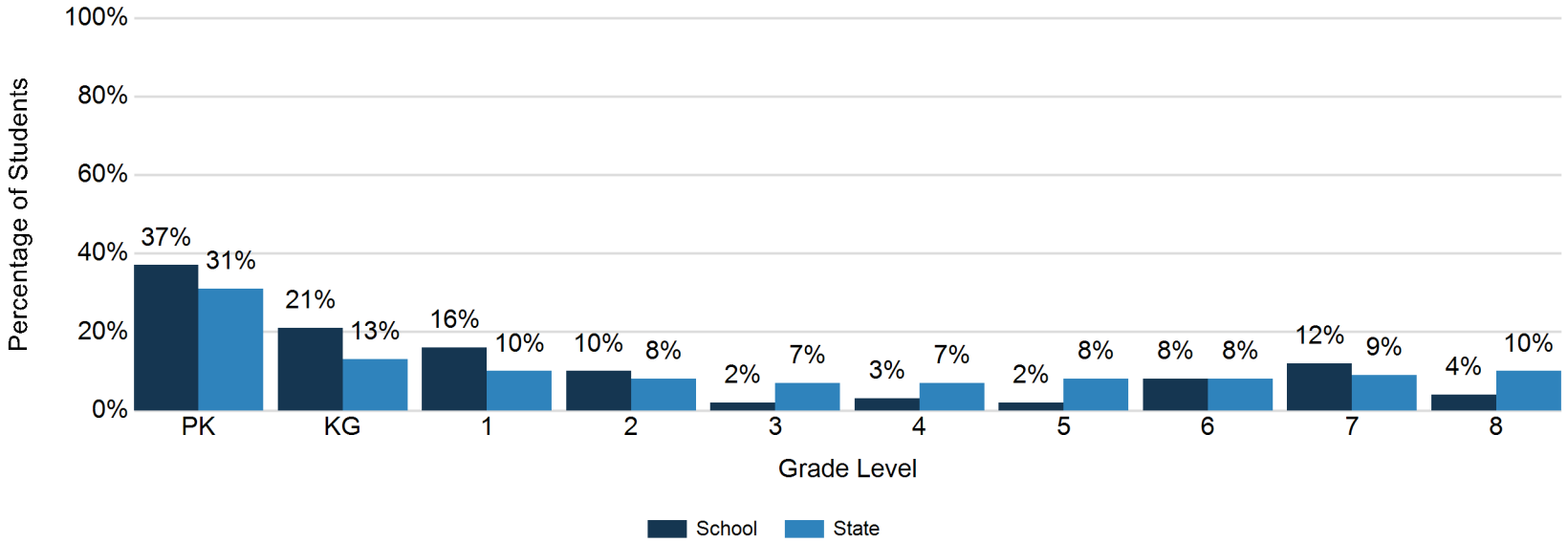
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.61

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	8		8

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	66	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	95.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	815:1	226:1
Teachers to Administrators	66:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	90.9%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	9.1%	100.0%	51.6%	22.9%	45.1%
White	9.0%	75.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.4%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	41.2%	10.6%	0.0%	15.0%	6.6%	13.9%
Asian	19.3%	4.5%	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	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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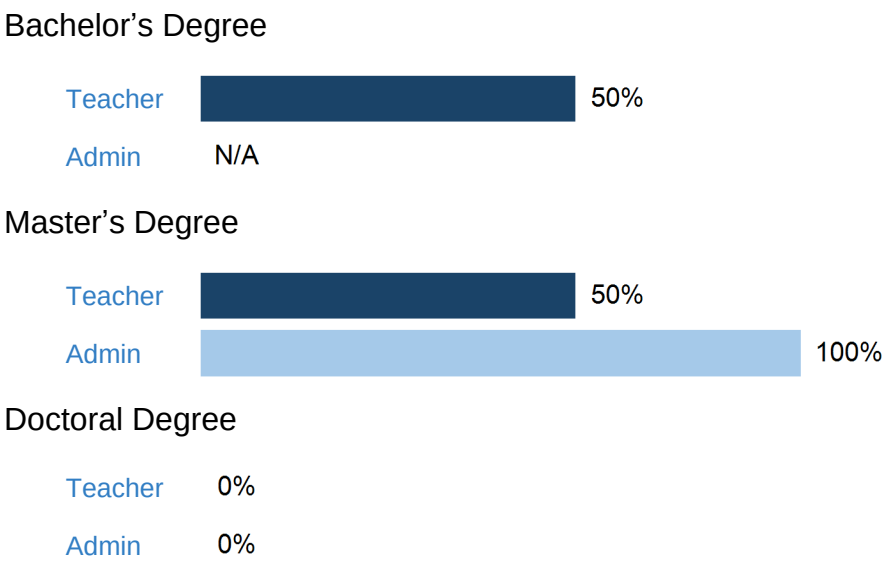
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.9%	46.5%	53.2%
Math Proficiency	31.4%	32.3%	34.3%
ELA Growth	61	46	60
Math Growth	56	43	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.7%	50.0%
Chronic Absenteeism	10.4%	8.3%	8.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

James F. Murray School
(17-2390-350)
Grades Offered: PK-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.

Highlights:	• In 1998 a drama club was introduced. Over 200 students participate yearly and learn to make decisions and produce their own work of art. Drama provides opportunities to all varieties of learners. • Project Based Learning creates an inquiry classroom which allows students to excel in their learning style. The students demonstrate a multifaceted project which challenges academic intellects. • The College and Career Fair offers students opportunities to amplify voices, learn about careers, and learn from professionals. It exposes students to careers. They can begin planning for the future.
Mission, Vision, Theme:	The vision of the James F. Murray School is to develop young men and women with active and creative minds, a sense of understanding and compassion for others. Every student who graduates from #38 school should graduate high school and be ready to go on to college or a career. We strive to encourage and expose our students to all the possibilities life has to offer them and build a community of lifetime learners. The mission of the James F. Murray School is defined as administrators, teachers, parents and students. We are respectful and responsible members of the community. We embrace the value of education every day. Our goals are to achieve and maintain high standards of excellence in Language Arts and Mathematics. We stress Basics and Beyond by living up to our mantra, ?I Believe I can Achieve. I Strive to Inspire Others. I care about My Success!?
Awards, Recognition, Accomplishments:	James F. Murray School is the proud recipient of the highest attendance award for the months of April and October in 2018. Our students have received awards for their oratory skills. Students also have received awards in the Jersey City History Essay Contest. Over the past 8 years many students' art was accepted into the Jersey City permanent art collection. Our FLLego Team placed 2nd in the 2018-2019 district robotics competition. Fourth graders were awarded second place in the Liberty House Annual Snowflake Christmas Tree Contest. The drama team performances rival that of Broadway. Eighth graders who have excelled academically, and have demonstrated school spirit and are committed to community service are recipients? of awards and scholarships which are part of the James F. Murray legacy. Many teachers are recipients of Donor Choose Awards. Each year two dedicated educators are recognized as Outstanding Teacher of the Year and World Language Teacher of the Year.

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Courses, Curriculum, Instruction:	James F. Murray School offers HOPE classes in grades three through eight. Our students are also given the opportunity to excel in Algebra in grade 8. Students in grade three are part of the Jersey City Biomedical Engineering Initiative which introduces students to the core ideas of technology, and engineering through problem based learning. Sixth and Seventh grade students participate in Science to Students, which develops skills in STEM. Artistically Talented Classes are offered to students to develop their natural abilities.
Clubs and Activities:	Students may join the Lego League where they research a real problem they must design, a robot using LEGO. Students may express their artistic abilities by joining Art on the Glass. Student Council amplifies the students? voice by creating a channel of leadership and communication. National Junior Honor Society recognizes students who have excelled academically while providing community service. Capital One Financial Park exposes students to financial literacy. The Mustang Band Program offers students a chance to develop their musical talent. Middle school students with vocal range and ability may join the Mustang Choir. They share their talents with the community through concerts. The Drama Club introduces students to musical theater. The Biomedical Engineering club introduces students to PBL. Student Leadership Culture and Climate Ambassadors promote positive behavior. Science 2 Student club promotes the principles of design, by applying scientific principles to STEM projects.

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Before and After School Programs:	James F. Murray School offers grades Pre k-5th Morning Stars and C.A.S.P.E.R. programs. These programs offer assistance for working parents. Students are given breakfast and dinner as well as homework help and supervised play time. Many extended learning programs are offered. Students in grades 3 through 8 are offered Early Morning Tutorial from March to May. Beginning in February through May, students in grades 4 through 8 will be given the opportunity for extended learning after school. Grades 6, 7, 8 will also have an additional lunchtime program, Lunch & Learn, that runs from February to May.
Staff and Professional Learning:	The James F. Murray Professional Learning Communities are an ongoing process where educators work collaboratively to analyze data and put best practices into the classroom. The Steering Committee, the head of each PLC team, meets monthly to plan the direction of upcoming PLC?s. We focus on data driven instruction, small groups, differentiated instruction, interactive notebooks and inquiry based learning in math and language arts. Teachers are given opportunities to select and share best practices with self selected professional development. We share ideas and open our classroom doors to peer to peer visits. Student voice in amplified into our PLC?s through Student Council. The students represent the student body and express their thoughts and allow us to see if our PLCs ?are moving in a direction which benefits the students? learning.

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Student Supports and Services:	James F. Murray School offers many services for the struggling student or the student who needs assistance. We have extended day academic programs, IR&S, in class support, pull out replacement, self contained classrooms and ELL programs. We offer ELL students in class support and pullout services in the area of language arts. Our special needs population is offered in class support and pull out replacement. James F. Murray School is the hub for self contained 7th grade special education students in a Transition II class. The Child Study Team is available to offer counseling and assist in any academic, social, emotional accommodations as needed. The guidance counselors have an open door policy for students who need advice. The guidance department also assists all eighth graders with choosing the high school that will be met their needs. In addition we have a full time nurse, and two guidance counselors who serve as part of the IR&S team.
Student Health and Wellness:	Students are served breakfast and lunch on a daily bases in accordance to district and federal guidelines. Students who attend the after school program C.A.S.P.E.R. are served dinner and a snack in accordance to the district and federal guidelines. The students in grades K-8 participate weekly in physical education classes. The students also have 20 minutes of recess daily. James F. Murray School has a wellness team which promotes healthy living, good dietary choices and arranges for guest speakers. Every Wednesday is Wellness Wednesday where the entire school population pauses and takes part in a physical activity together.
Parent and Community Involvement:	The James F. Murray School PTA is active and thriving. The PTA conducts an annual membership drive in the fall. The PTA supports the students with its annual fundraising to benefit the students by offsetting the cost of field trips, field day, and student centered activities. The PTA meets monthly to listen, voice and share their concerns. The Parent Teacher Association also conducts the annual Mother?s Day Plant Sale. Parents volunteer their time to assist with sales. Their support of the Drama Club is overwhelming from financial support, to box office sales, to volunteering. Hudson County Department of Cultural Affair and Tourism provides our students with tickets to attend the annual ballet presented at NJCU. The National Junior Honor Society, along with the Jersey City Police Department donated dinners to families in need. Third graders are given gifts from the New Jersey Apartment Association. The middle school students are required to complete community service.

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School Safety:	James F. Murray School has a school safety team. The school safety team consists of administration, guidance, teachers, security and custodial staff. The team meets to discuss safety issues and concerns as well as conducting and participating in safety drills. The Student Leadership Culture and Climate Team supports school safety through promoting positive behavior. Students are awarded oat notes and given the chance to be recognized in monthly assemblies.

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Technology and STEM:	James F. Murray School prides itself on the STEM initiatives and programs it has available for its student body. The Biomedical Engineering Program has enabled students in grades 3, 4, and 5 to create and design 3D printed biomedical devices that assist handicap and disabled youth across the country. The Lego League program offers students the opportunity to learn utilize robotic computer coding and teamwork to complete challenges based on science based themes. The Science2Students program enables students (grades 6th and 7th) and the Science 2 Students Technology Center to simultaneously conduct a series of supplemental, age-appropriate, hands-on virtual science experiments with professional scientists in their classrooms. On a daily basis, our school has a 1:1 computer ratio that allows for technology integration in all academic subjects. Teachers and students utilize Google Classroom, MyOn, IXL.com, Shmoop, and the Google Learning Suite to enhance student learning.
Early Childhood Education:	James F. Murray School has four Pre-K classes which are full day. We do have Pre-K students who are bused to different locations. Our Pre-k students follow the district guidelines and curriculum.

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Other Information	Uniform Policy :Kindergarden through Grade 5Girls & Boys : Powder blue top with PS#38 logo, Navy blue skirt, jumper or slacks, Navy blue tights or knee high socks, Dark shoes: (black/ blue),Sweater / Hoodie: (navy blue)Middle School Students Grades 6, 7, and 8, Girls & Boys: Grey golf shirts with school logo, Navy blue slacks, Navy blue skirt or jumper, Navy blue tights or knee high socks, Dark shoes (black/blue), Sweater/Hoodie (navy blue/grey)

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James J Ferris High School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Deneen Alford
Address	35 COLGATE ST JERSEY CITY, NJ 07302-3307
Phone Number	201-915-6660
Email Address	dalford@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=425&Itemid=1043

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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	391	347	337
10	304	342	302
11	273	267	299
12	268	319	294
Total	1,236	1,275	1,232

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	46.5%	45.9%	47.2%
Male	53.5%	54.1%	52.8%
Economically Disadvantaged Students	62.1%	60.2%	62.5%
Students with Disabilities	14.3%	14.8%	14.4%
English Learners	28.7%	31.1%	30.7%
Homeless Students	1.1%	1.6%	0.0%
Students in Foster Care	0.3%	0.3%	0.1%
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	13.2%	14.0%	14.1%
Hispanic	51.7%	52.4%	51.9%
Black or African American	22.9%	23.7%	24.1%
Asian	11.5%	9.2%	9.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.4%	0.4%	0.4%

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	1,236	1,275	1,232
Shared Time Students	0	0	0
Full Time Equivalent	1,236	1,275	1,232

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	41.6%
English	33.0%
Arabic	11.0%
Tagalog	2.3%
Urdu	2.3%
Other Languages	9.9%

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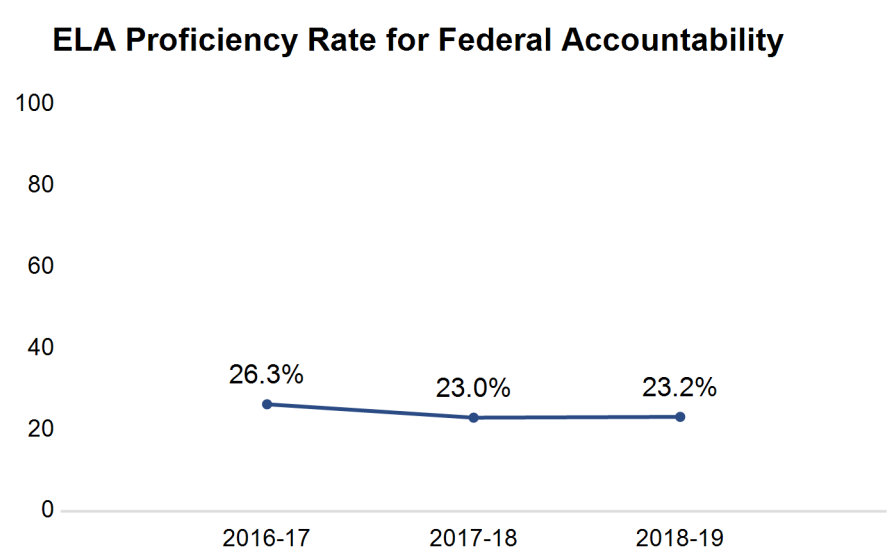
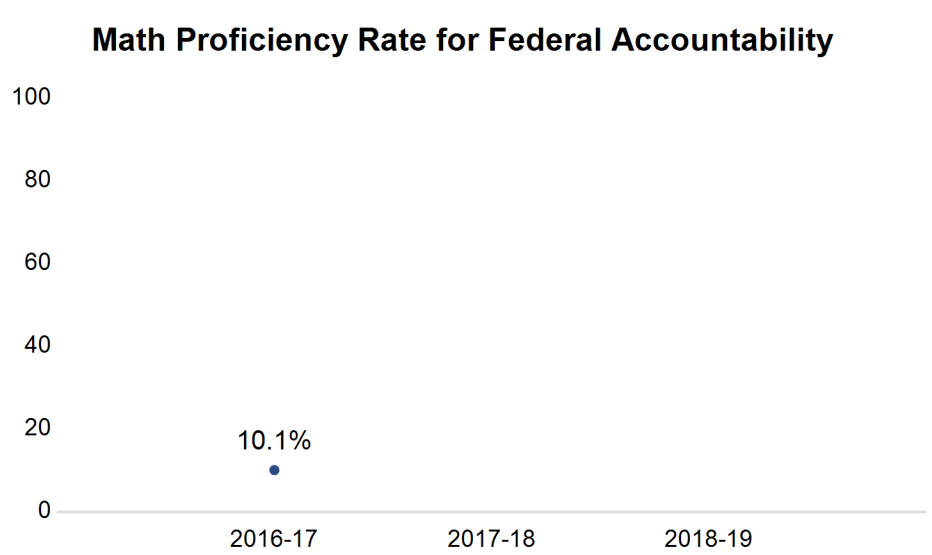
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.7%	99.1%	97.6%	97.9%	99.7%
Proficiency Rate for Federal Accountability	26.3%	23.0%	23.2%	10.1%	*	*
Annual Target	31.6%	34.2%	36.7%	14.3%	17.7%	21.2%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	526	99.1	23.2	49.7	57.9	23.2	36.7	Not Met
White	73	100.0	28.8	55.9	66.9	28.8	30	Met Target†
Hispanic	277	99.3	20.2	46.4	43.9	20.2	33.8	Not Met
Black or African American	127	97.8	18.9	34.3	38.5	18.9	38.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	51.6	Met Target†
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	238	99.6	25.6	55.2	64.8	25.6		
Male	288	98.6	21.2	44.5	51.3	21.2		
Economically Disadvantaged Students	344	99.4	22.1	45.3	40.0	22.1	34.3	Not Met
Non-Economically Disadvantaged Students	182	98.4	25.3	56.3	67.9	25.3		
Students with Disabilities	63	98.5	15.9	14.4	22.7	15.9	17.9	Met Target†
Students without Disabilities	463	99.2	24.2	56.2	65.1	24.2		
English Learners	149	98.7	*	16.0	29.3	*	17.1	Not Met
Non-English Learners	377	99.2	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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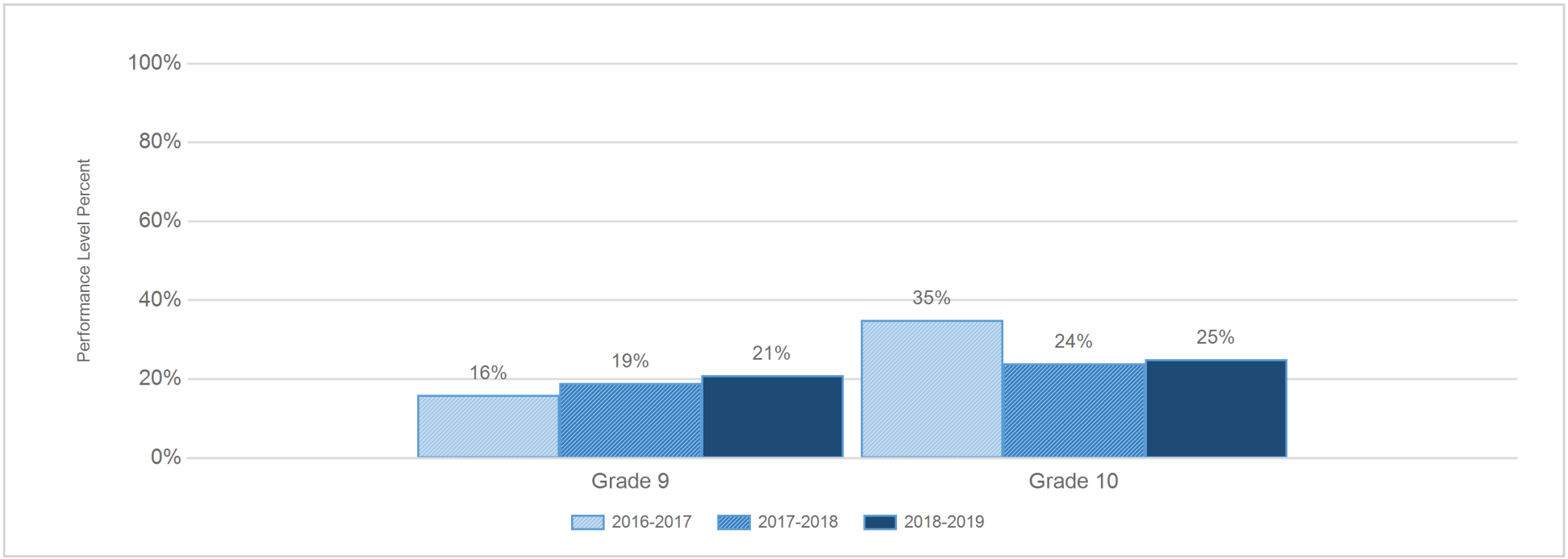
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	721	738	753	28%	25%	26%	*	*	21%	56%
White	32	720	749	762	31%	*	*	*	*	22%	65%
Hispanic	129	715	730	737	37%	21%	23%	19%	0%	19%	40%
Black or African American	75	721	724	732	19%	36%	32%	*	*	13%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	126	723	744	760	28%	23%	27%	*	*	22%	63%
Male	139	720	732	746	28%	27%	26%	*	*	19%	49%
Economically Disadvantaged Students	192	718	734	734	29%	27%	28%	*	*	16%	36%
Non-Economically Disadvantaged Students	73	730	743	762	25%	19%	22%	*	*	34%	65%
Students with Disabilities	25	697	*	717	*	*	*	*	*	*	17%
Students without Disabilities	240	724	*	760	*	*	*	*	*	*	63%
English Learners	67	692	689	693	*	*	*	*	*	*	*
Non-English Learners	198	731	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	21%
Students in Foster Care	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%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	267	716	738	757	34%	24%	16%	*	*	25%	58%
White	41	723	748	767	*	*	*	*	*	34%	67%
Hispanic	148	710	735	738	39%	23%	17%	*	*	21%	43%
Black or African American	58	720	723	733	29%	28%	19%	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	20	731	762	792	*	*	*	*	*	35%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	116	719	745	766	33%	24%	15%	*	*	28%	66%
Male	151	713	731	749	36%	25%	18%	*	*	22%	51%
Economically Disadvantaged Students	153	720	737	735	32%	23%	15%	*	*	30%	40%
Non-Economically Disadvantaged Students	114	710	738	767	38%	26%	18%	*	*	18%	67%
Students with Disabilities	39	709	696	711	33%	26%	*	*	*	21%	19%
Students without Disabilities	228	717	745	765	35%	24%	*	*	*	25%	65%
English Learners	83	680	689	687	*	*	*	*	*	*	*
Non-English Learners	184	732	744	760	*	*	*	*	*	*	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

James J Ferris High School
(17-2390-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	583	99.7	*	33.6	44.5	*	21.2	Not Met
White	78	100.0	*	45.3	54.1	*	33.2	Not Met
Hispanic	313	100.0	*	27.2	28.8	*	17.9	Not Met
Black or African American	139	98.7	*	16.7	23.0	*	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	13.7	64.6	76.5	13.7	26.7	Not Met
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	259	100.0	*	34.0	44.9	*		
Male	324	99.4	*	33.3	44.2	*		
Economically Disadvantaged Students	368	99.7	*	29.3	26.3	*	22.6	Not Met
Non-Economically Disadvantaged Students	215	99.6	*	39.8	54.9	*		
Students with Disabilities	61	100.0	*	*	17.4	*	14	Not Met
Students without Disabilities	522	99.6	*	*	50.0	*		
English Learners	200	100.0	*	16.0	25.0	*	16.5	Not Met
Non-English Learners	383	99.5	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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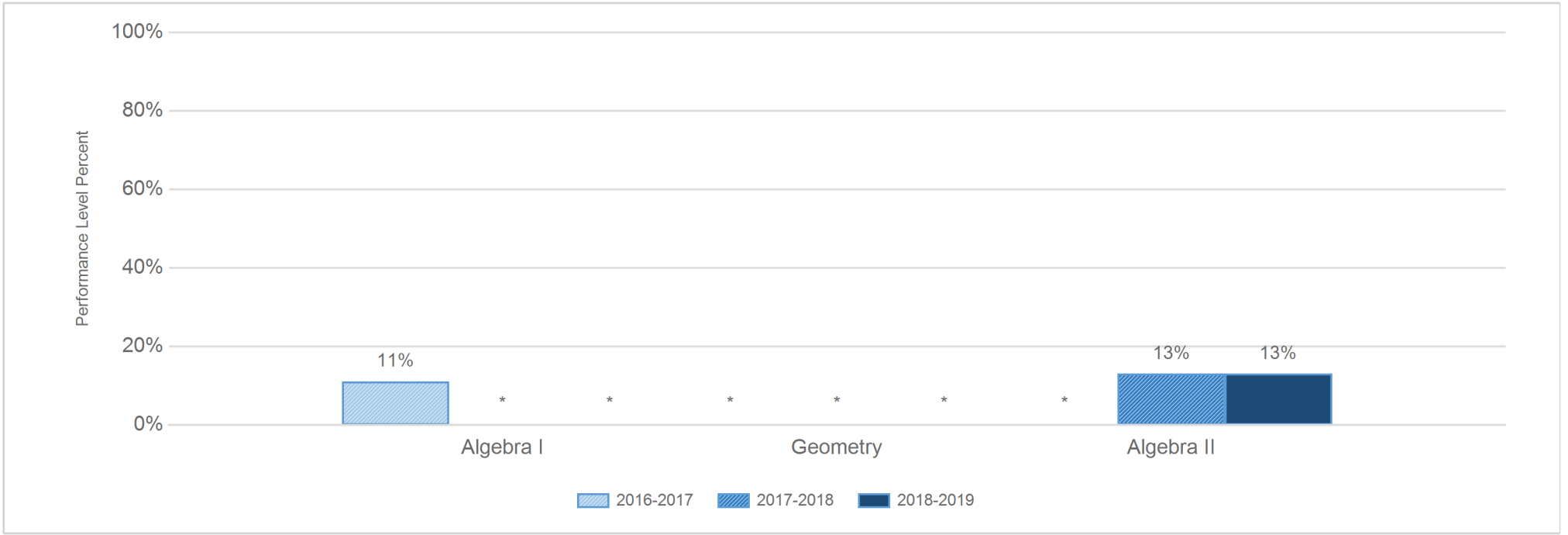
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	503	713	729	744	*	*	*	*	*	*	42%
White	62	714	738	752	*	*	*	*	*	*	53%
Hispanic	272	710	724	728	*	*	*	*	*	*	24%
Black or African American	132	714	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	223	711	730	745	*	*	*	*	*	*	44%
Male	280	714	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	305	713	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	198	712	732	752	*	*	*	*	*	*	52%
Students with Disabilities	23	705	706	717	*	*	*	*	*	*	12%
Students without Disabilities	480	713	732	748	*	*	*	*	*	*	47%
English Learners	201	703	706	710	*	*	*	*	*	*	*
Non-English Learners	302	719	734	745	*	*	*	*	*	*	*
Homeless Students	*	*	707	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	709	733	737	*	*	*	*	*	*	35%
White	17	718	749	743	*	*	*	*	*	*	43%
Hispanic	52	703	722	724	*	*	*	*	*	*	17%
Black or African American	17	707	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	13	723	755	762	*	*	*	*	*	23%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	41	709	*	738	*	*	*	*	*	*	36%
Male	58	708	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	61	708	732	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	38	710	733	743	*	*	*	*	*	*	43%
Students with Disabilities	38	701	699	712	*	*	*	*	*	*	*
Students without Disabilities	61	713	742	741	*	*	*	*	*	*	*
English Learners	23	694	704	708	*	*	*	*	*	*	*
Non-English Learners	76	713	734	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	715	760	755	*	*	*	*	*	13%	58%
White	*	*	770	758	*	*	*	*	*	*	62%
Hispanic	12	712	741	731	*	*	*	*	*	*	34%
Black or African American	N	N	744	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	757	752	*	*	*	*	*	*	55%
Male	*	*	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	753	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	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	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	24.2%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	184	*	*
3-4	141	*	*
5 or more	80	90.0%	10.0%

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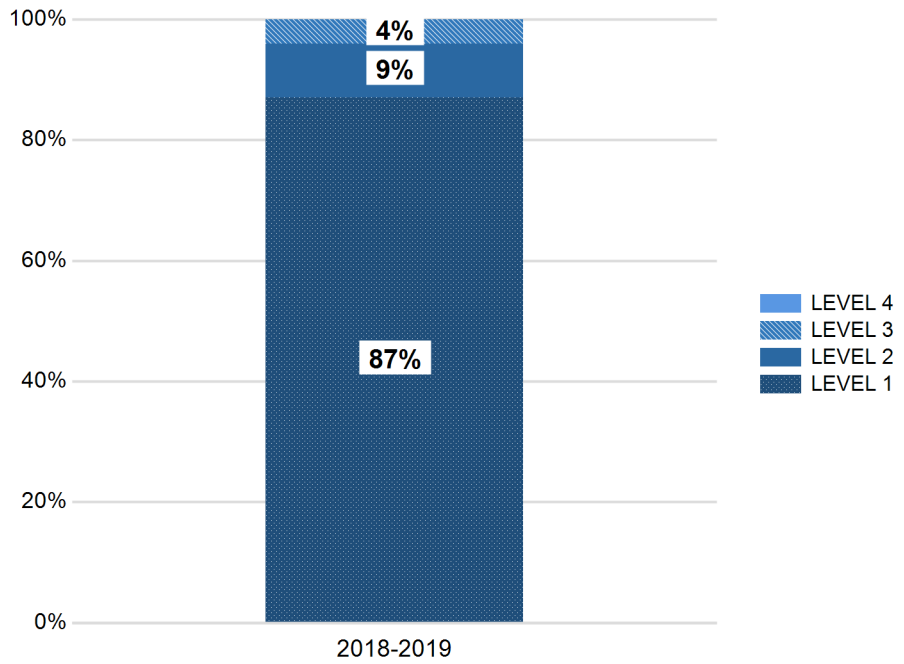
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	87	9	4	0
White	88	8	5	0
Hispanic	90	7	3	0
Black or African American	86	12	2	0
Asian, Native Hawaiian, or Pacific Islander	77	10	13	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	88	11	1	0
Male	86	6	8	0
Economically Disadvantaged Students	88	10	2	0
Non-Economically Disadvantaged Students	87	7	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	92.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.1%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	377	476	Grade 10: 430 Grade 11: 460	16%	61%
PSAT 10/NMSQT - Math	379	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	421	539	480	17%	70%
SAT - Math	417	541	530	10%	53%
ACT - Reading	18	25	22	17%	66%
ACT - English	17	24	18	33%	81%
ACT - Math	19	24	22	25%	65%
ACT - Science	18	24	23	17%	57%

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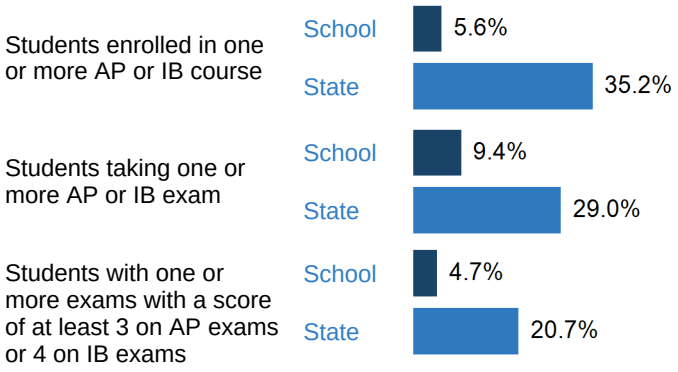
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

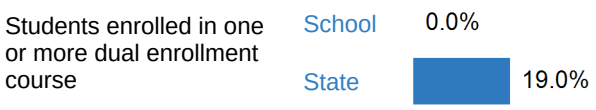
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	22	20
AP English Literature and Composition	12	12
AP Microeconomics	0	23
AP Spanish Language	2	2
AP Spanish Literature	6	5
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Demensional	0	2
AP U.S. History	30	26
IB Physical Science	8	0
Total Exams taken		93
Exams with scores of at least 3 on AP exams or 4 on IB exams		30

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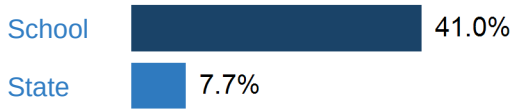
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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)

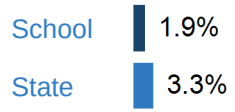


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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



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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 by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	41.0%	*	7.7%	10.3%
White	40.8%	*	6.1%	9.6%
Hispanic	38.0%	*	10.3%	11.3%
Black or African American	46.5%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	44.3%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	40.6%	*	7.3%	10.6%
Male	41.3%	*	8.0%	10.1%
Economically Disadvantaged Students	43.1%	*	10.4%	11.8%
Students with Disabilities	26.4%	0.0%	6.6%	9.2%
English Learners	29.1%	0.0%	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

NJ SCHOOL PERFORMANCE REPORT

James J Ferris High School
(17-2390-060)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Business Management & Administration	56		
Finance	245		
Hospitality & Tourism	138		
Human Services	*		
Information Technology	*		
Manufacturing	*		
Marketing	61		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	509	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	281	41	0	0	0	0	5
10	8	262	13	0	0	0	16
11	11	153	58	3	1	0	75
12	8	28	11	37	21	22	172
Total	308	484	82	40	22	22	268
Enrolled in AP/IB Course					22	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	278	19	0	3	5	0
10	34	180	0	16	17	0
11	9	14	0	122	84	0
12	7	32	0	48	10	1
Total	328	245	0	189	116	1
Enrolled in AP/IB Course	0	0		0	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	43	247	0	0	0	26
10	26	126	4	0	0	141
11	217	33	37	0	0	16
12	51	20	23	0	0	38
Total	337	426	64	0	0	221
Enrolled in AP/IB Course	0	30	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	15	0	0	0	0	0	0
10	63	0	0	0	0	0	0
11	216	0	0	0	0	0	0
12	165	0	0	0	0	0	0
Total	459	0	0	0	0	0	0
Enrolled in AP/IB Course	8	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	13	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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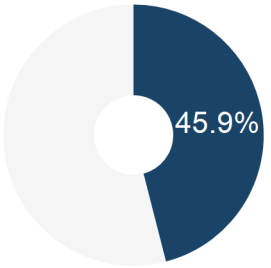
Visual and Performing Arts – Course Participation

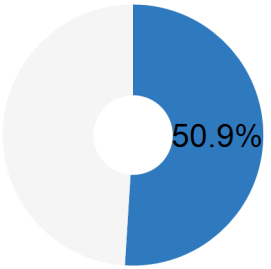
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

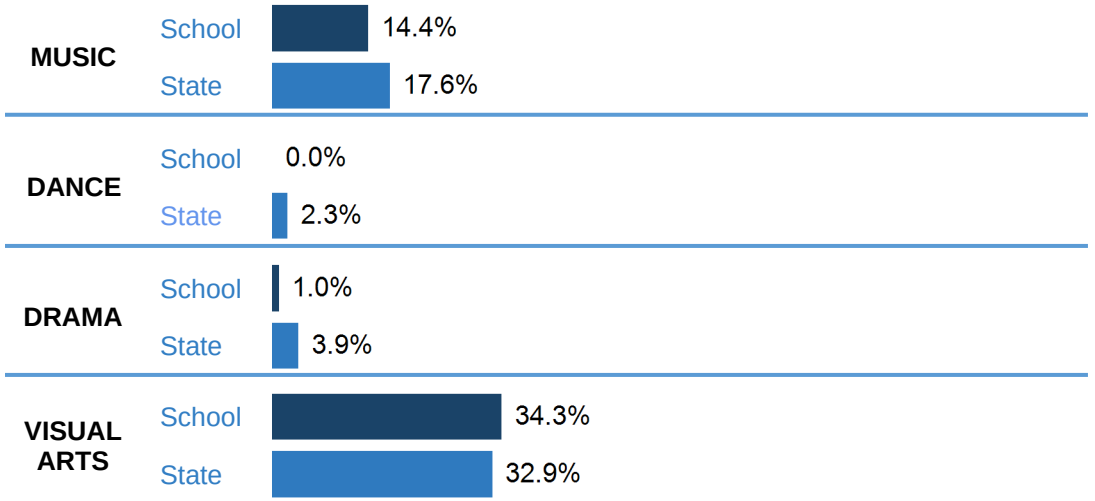


School



State

Students enrolled in one or more classes by discipline:



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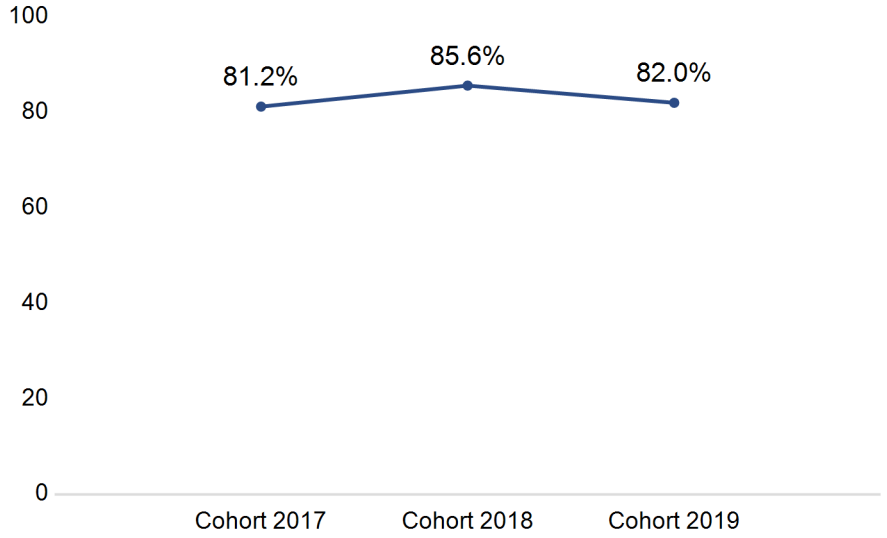
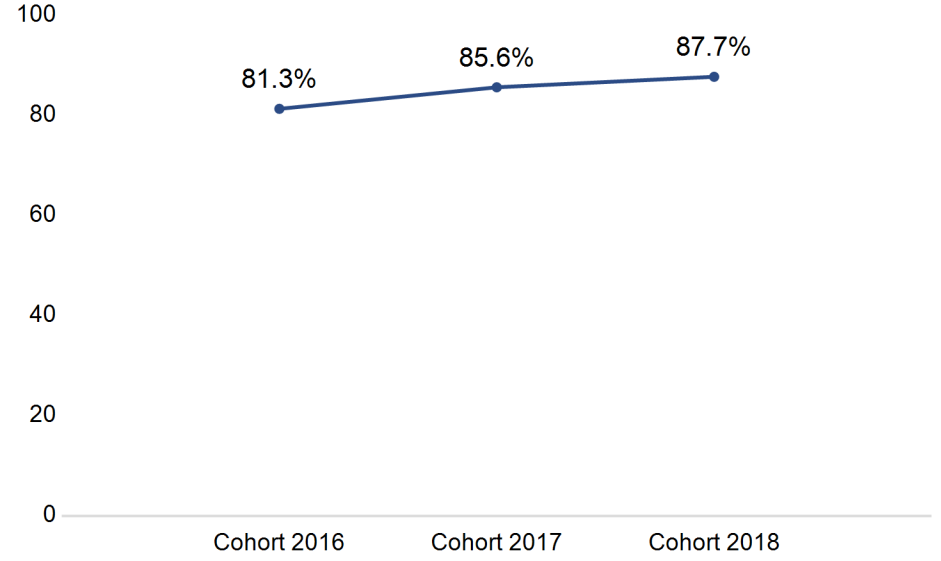
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	81.2%	85.6%	82.0%	81.3%	85.6%	87.7%
Annual Target	73.6%	74.8%		75.1%	76.3%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	82.0%	90.6%	87.7%	92.5%	85.6%	74.8%	Met Target	85.6%	76.3%	Met Target
White	89.6%	94.9%	*	95.9%	95.1%	N	Met Goal	*	96.0%	Not Met
Hispanic	76.4%	84.5%	84.6%	87.3%	82.1%	73.2%	Met Target	85.3%	71.9%	Met Target
Black or African American	85.0%	83.3%	84.7%	87.1%	83.5%	75.3%	Met Target	77.9%	71.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	N	Met Goal	93.0%	92.9%	Met Target
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	84.6%	92.8%	92.2%	94.4%	89.8%			84.5%		
Male	79.6%	88.5%	84.0%	90.8%	82.1%			86.6%		
Economically Disadvantaged Students	85.8%	84.0%	88.7%	87.3%	87.8%	75.6%	Met Target	86.0%	75.7%	Met Target
Students with Disabilities	69.8%	79.2%	86.2%	83.8%	80.0%	61.0%	Met Target	81.4%	65.4%	Met Target
English Learners	80.0%	75.4%	90.5%	80.1%	86.8%	76.7%	Met Target	89.9%	72.8%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	49.1%	25.7%
Substitute Competency Test	20.4%	32.8%
Portfolio Appeals Process	22.3%	20.4%
Alternate Requirements specified in IEP	7.9%	20.8%
Unknown	0.4%	0.4%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	3.0%	1.2%
2017-2018	4.3%	1.2%
2016-2017	3.6%	1.1%

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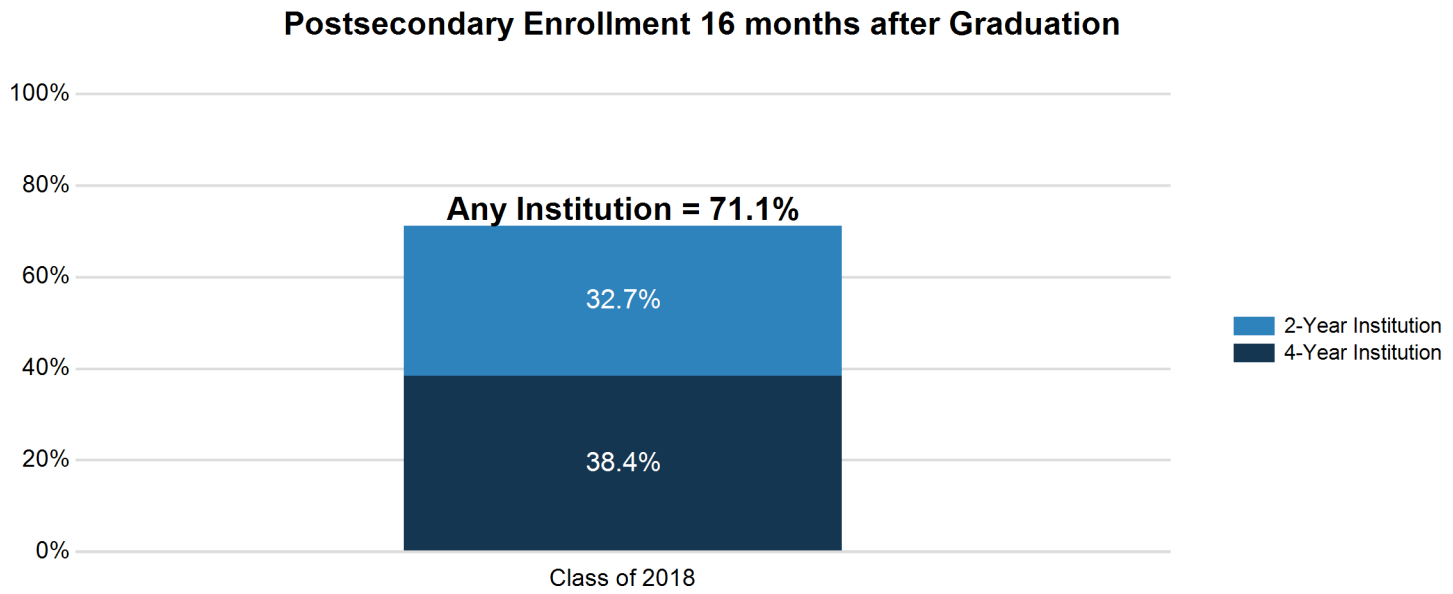
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	32.7%
% Enrolled in 4-Year Institution	38.4%
% Enrolled in Any Postsecondary Institution	71.0%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	62.9%	56.5%	43.5%
White	75.6%	47.1%	52.9%
Hispanic	59.5%	66.7%	33.3%
Black or African American	57.4%	41%	59%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	65.5%	58.2%	41.8%
Students with Disabilities	54.5%	72.2%	27.8%
English Learners	47.7%	71%	29%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71%	46%	54%	84.8%	15.2%	92.9%	7.1%
White	82.5%	42.4%	57.6%	93.9%	6.1%	90.9%	9.1%
Hispanic	69.1%	53.4%	46.6%	91.3%	8.7%	94.2%	5.8%
Black or African American	64.2%	32.6%	67.4%	67.4%	32.6%	93%	7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	68.9%	44.3%	55.7%	87.8%	12.2%	94.8%	5.2%
Students with Disabilities	48%	91.7%	8.3%	91.7%	8.3%	91.7%	8.3%
English Learners	73.4%	68.1%	31.9%	91.5%	8.5%	91.5%	8.5%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

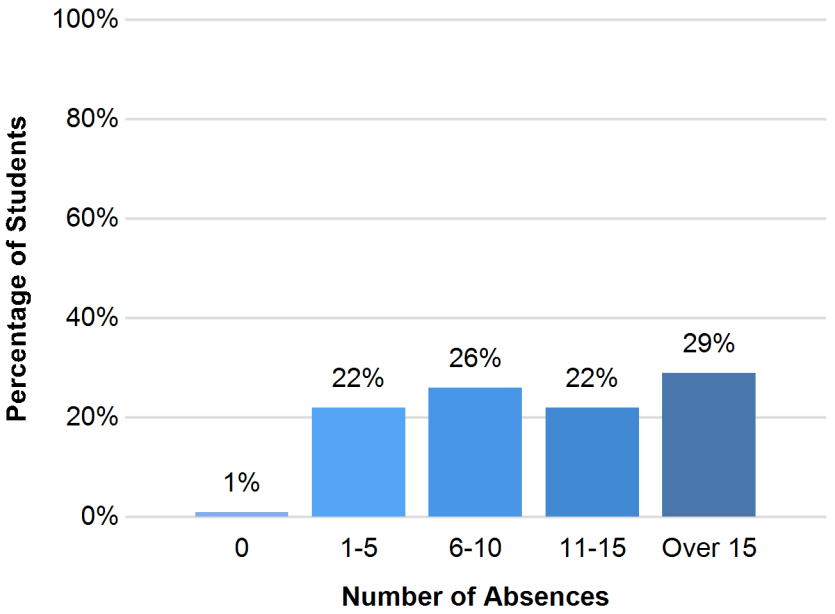
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	179	22.3	14.2	Not Met
White	26	25.0	14.2	Not Met
Hispanic	88	23.2	14.2	Not Met
Black or African American	50	22.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	13	14.6	14.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	91	23.6		
Male	88	21.0		
Economically Disadvantaged Students	116	23.8	14.2	Not Met
Students with Disabilities	15	20.8	14.2	Not Met
English Learners	11	22.4	14.2	Not 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.



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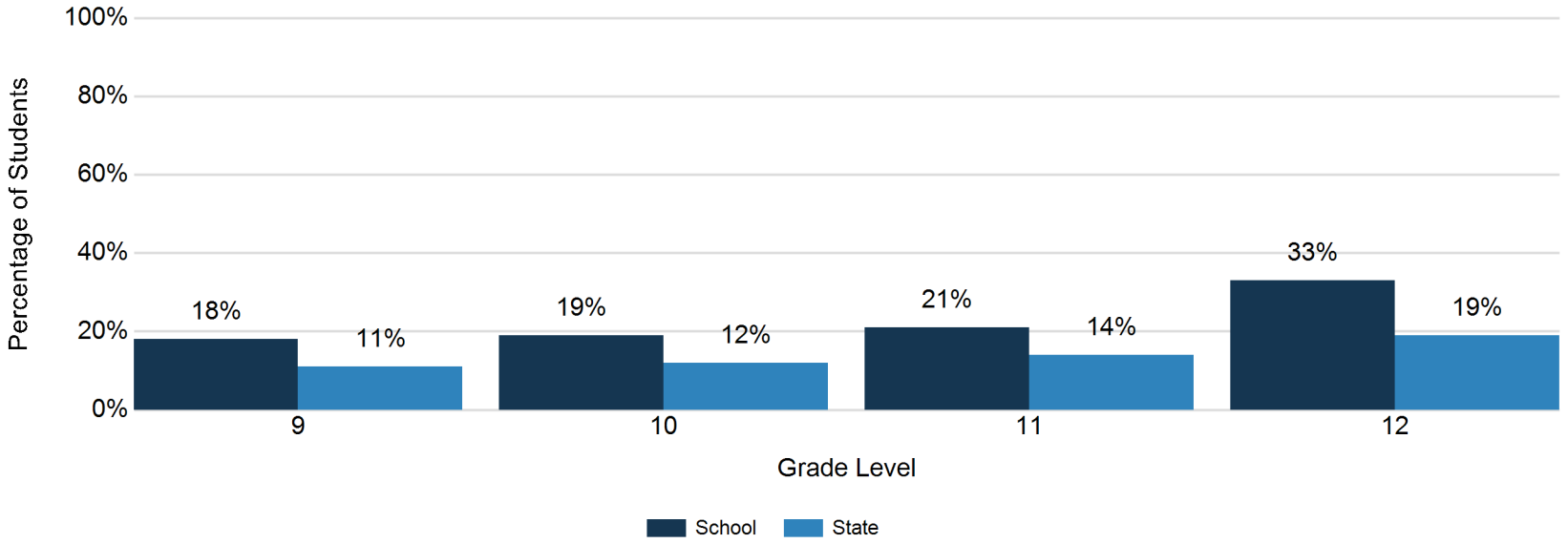
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	1
Substances	29
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.92

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	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	29	2.4%
Any Suspension	29	2.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
104

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James J Ferris High School
(17-2390-060)
Grades Offered: 09-12
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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	117	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	92.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	308:1	226:1
Teachers to Administrators	29:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	58.1%	25.0%	48.4%	77.1%	54.9%
Male	52.8%	41.9%	75.0%	51.6%	22.9%	45.1%
White	14.1%	47.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	51.9%	29.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.1%	16.2%	50.0%	15.0%	6.6%	13.9%
Asian	9.0%	6.8%	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	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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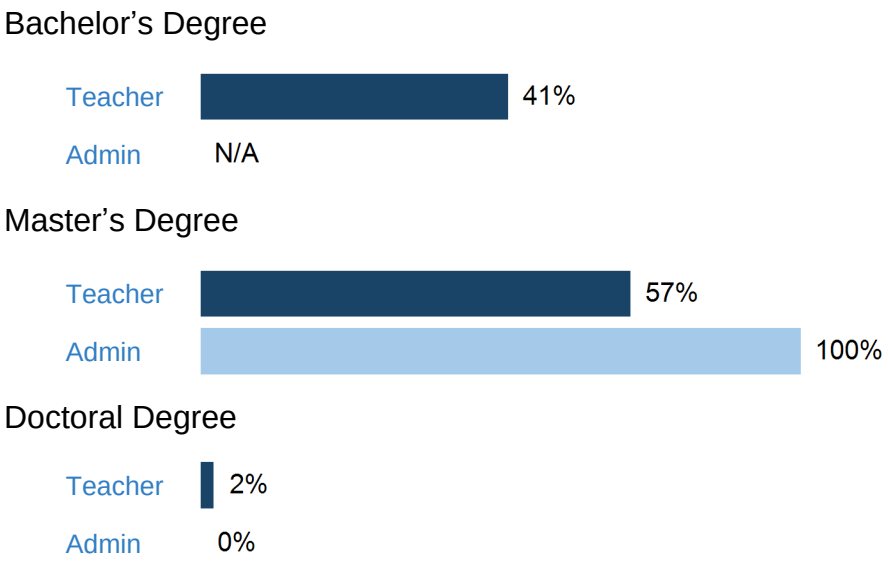
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.4%

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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.3%	23.0%	23.2%
Math Proficiency	10.1%	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	81.2%	85.6%	82.0%
5-Year Graduation Rate†	81.3%	85.6%	87.7%
Progress toward English Language Proficiency		28.7%	24.2%
Chronic Absenteeism	17.5%	21.8%	22.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	Met Target†	Not Met	No
White	Met Target†	Not Met	Met Goal	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	Met Goal	Met Target	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• James J. Ferris High School is accredited by the Middle States Association • Students are provided with opportunities to visit various companies, shadow employees and have a paid internship. • James J. Ferris High School is a very diverse community and is the district's designated Newcomer school, hosting ESL students from all over the world who make up 33% of our student body.
Mission, Vision, Theme:	Mission: The professional faculty at James J. Ferris High School, serving a diverse mosaic of students, is dedicated to building responsible, active learners who will serve the global community through workplace readiness skills, international education and diverse learning experiences. Our goal is to create well-rounded citizens with a social conscience that enables them to serve the community and to meet the challenges of an ever-changing world.
Awards, Recognition, Accomplishments:	Ferris received a grant from Capital One and The I Heart America Foundation after submitting an application for enhancing the technology in our school. Ferris started an initiative to do video morning announcements to the school but lacked the resources to create high quality video production. Capital One and The I Heart America Foundation selected Ferris and built a brand new television studio in one of our classrooms. Ferris received new furniture, broadcasting and editing equipment, and a new renovated room for the students to work in.

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Courses, Curriculum, Instruction:	We have partnered with Hudson County Community College to offer Ferris students the opportunity to receive college credits while still in high school through Project Leap Plus, a dual enrollment program. We offer a personalized learning program for 9th graders through the Summit Learning platform. We also use College Board's SpringBoard Program. We also host a Business Plan Competition for student entrepreneurs.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) The Boys Soccer team had their finest season under Coach Escobar setting a new record for wins in a season with an overall record of 15-3 and won the HCIAL White Division for the first time in the history of the program. Last season the girls track team won over 100 medals won throughout the indoor and outdoor season.
Clubs and Activities:	Ferris High School is constantly encouraging its staff and students to promote new ideas for clubs or activities. Currently we have the following clubs: National Honor Society, Student Council, Yearbook, Young Men and Women of Excellence, Drama Club, Pep Club, ESL Café, Varsity Club, Anime Club, and the Audio & Visual Club. Some of the activities held at Ferris include our multicultural celebration held at night which is open to the public in the spring. We also celebrate heritage months like: Hispanic Heritage Month, African American History Month, Asian & Pacific Islander and Middle Eastern Month, and European History Month. We have our drama club put on two mini plays a year and our band and chorus classes put on a winter and spring concert. At the end of the year we hold a moving up ceremony for all freshmen.

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Before and After School Programs:	James J. Ferris High School offers its students after school opportunities for academic improvement. The students have the choice of attending the Homework Lounge after school, Saturday Intervention, or AP Academy which are held throughout the year.
Staff and Professional Learning:	Staff receives professional development throughout the year. Content supervisors conduct sessions which provide training in technological programs available as well as the latest instructional strategies. The instructional coaches at Ferris provide workshops on student engagement, utilizing data and incorporating technology in the classroom.
Postsecondary Information:	Ferris High School provides its students with postsecondary support through the means of events and programs. All Ferris students have a Naviance account that allows students to apply to multiple colleges at the same time and organize their personal academic data. In addition, Ferris provides students with onsite and offsite college visits, meet and greet sessions for upper classmen, and bring in guest speakers to talk to our high achieving students as a reward for their hard work.

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Student Supports and Services:	Ferris High School has school psychologist, five CITs (Crisis Intervention Teacher), a Child Study Team, a CCT (Collaborative Teacher) , SAC (Substance Abuse Counselor), a Community Aide, an Athletic Trainer, and two nurses on staff.
Student Health and Wellness:	Ferris High School realizes the importance of a student's physical health. As the students enter the building each morning there is a "Grab & Go" breakfast available for all students. We also realize the importance of keeping our local community healthy. Ferris High School conducts a Blood drive twice a year, where students and staff donate pints of blood.
Parent and Community Involvement:	All parents are informed of school events and activities through Robo calls. Ferris has an open door policy that allows parents to come in and voice their concerns and comments to the administration. In addition, parents receive phone calls if their child is absent or tardy to school.

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Facilities:	Ferris received a grant from Capital One after submitting an application for enhancing the technology in our school. Ferris started an initiative to do video morning announcements to the school but lacked the resources to create high quality video production. Capital One selected Ferris and built a brand new television studio in one of our classrooms. Ferris received new furniture, broadcasting and editing equipment, and a new renovated room for the students to work in. Also, Ferris has built a new multimedia lab for teachers to bring their classes to work in a college type atmosphere. This room is also used for meetings, tutoring, and professional development. Ferris has a swimming pool on site. We recently renovated our weight room and gym. Lastly, Ferris has completed changing all the original lockers.
School Safety:	James J. Ferris High School has two Jersey City School Resource Officers on site in addition to a security team. Every year the school a Fall and a Spring evacuation drill. Lastly, the school holds random fire and security drills on a monthly basis.

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School Narrative

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Technology and STEM:	Ferris High School strives to stay technologically current in today's global society. The school has purchased Chromebooks and is close to achieving a one-to-one ratio of Chromebooks to students. There are SmartBoards in every classroom utilized by teachers and students. Teachers have received and continue to receive training on Google classroom. This will enable the school to minimize paper usage and to allow communication between teacher and student as well as peer to peer. A two floor library media center allows the students and staff to have access to computers and printers throughout the day. Our ESL students use the Achieve 3000 program which helps develop their reading and language skills. This is our second year of offering a drone class to students who actually build and fly a drone. In an effort to keep students and parents informed, the school utilizes Infinite Campus as a parent/student portal.

NJ SCHOOL PERFORMANCE REPORT

James J Ferris High School
(17-2390-060)
Grades Offered: 09-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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School Narrative

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Other Information	Our students wear black or white polo shirts with our school logo on them. In addition, we allow our seniors to wear green polo shirts to acknowledge that they are the upperclassmen.

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-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	Hudson
District	Jersey City Public Schools
Principal Name	Dr. Robert Brower
Address	600 BERGEN AVE JERSEY CITY, NJ 07304
Phone Number	201-915-6120
Email Address	rbrower@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=403&Itemid=1025
Facebook	https://www.facebook.com/groups/PS17JC/
Twitter	https://twitter.com/JHB_ps17

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
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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	118	113	119
KG	140	147	141
1	137	134	137
2	146	134	115
3	140	122	125
4	143	132	115
5	126	142	116
6	98	111	144
7	92	95	124
8	103	93	113
Total	1,243	1,223	1,249

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	50.4%	51.0%	51.4%
Male	49.6%	49.0%	48.6%
Economically Disadvantaged Students	83.3%	61.3%	60.5%
Students with Disabilities	7.9%	7.8%	9.4%
English Learners	15.0%	17.5%	16.8%
Homeless Students	0.4%	1.4%	0.0%
Students in Foster Care	0.2%	0.2%	0.1%
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	32.5%	35.9%	36.6%
Hispanic	35.6%	33.1%	32.0%
Black or African American	19.5%	18.6%	19.7%
Asian	10.3%	10.2%	10.2%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.3%
American Indian or Alaska Native	0.3%	0.2%	0.2%
Two or More Races	1.1%	1.3%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	118	113	119
KG - Half Day	0	0	0
KG - Full Day	140	147	141

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	36.4%
Arabic	34.3%
Spanish	16.1%
English, Old (ca.450-1100)	3.0%
Urdu	2.8%
Other Languages	7.4%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
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2018-2019

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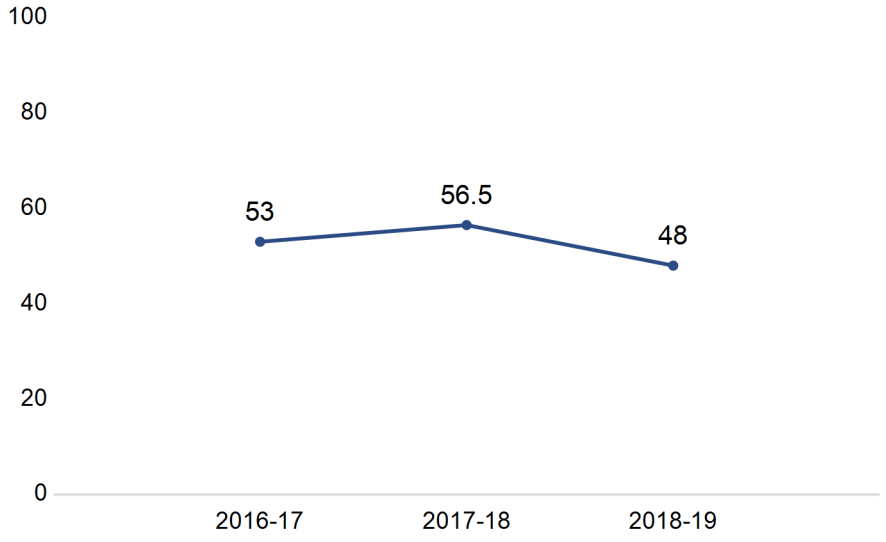
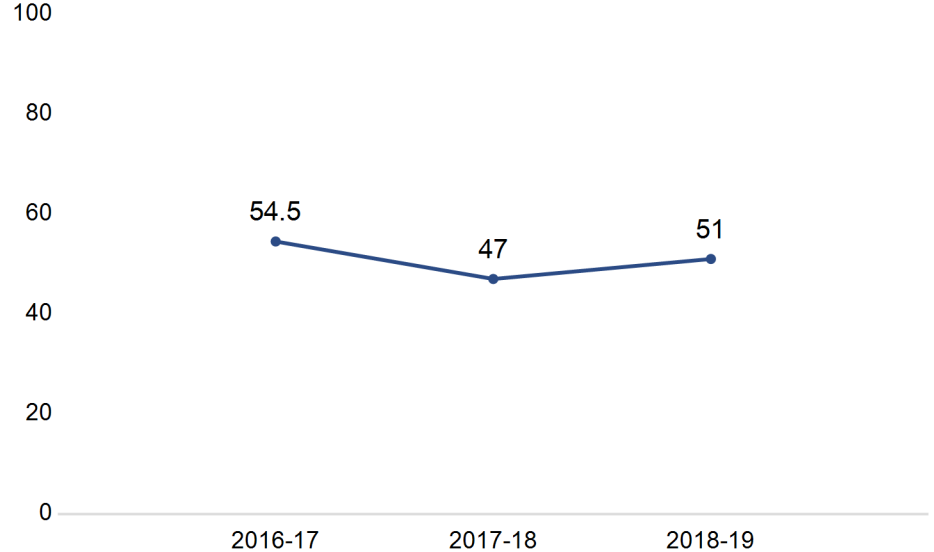
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	56.5	48	54.5	47	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	52	50	Met Standard	51	46	50	Met Standard
White	60	57	50	Exceeds Standard	52	52	52	Met Standard
Hispanic	38	50	49	Not Met	45.5	45	47	Met Standard
Black or African American	45	48	45	Met Standard	55	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	61	59	Met Standard	54	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	51	55	53	N	46	45	50	N
Male	44	50	47	N	57.5	48	51	N
Economically Disadvantaged Students	51	52	48	Met Standard	52	45	46	Met Standard
Students with Disabilities	25	41	43	Not Met	51	42	45	Met Standard
English Learners	41	55	52	Met Standard	54	50	50	Met Standard
Homeless Students	36	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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

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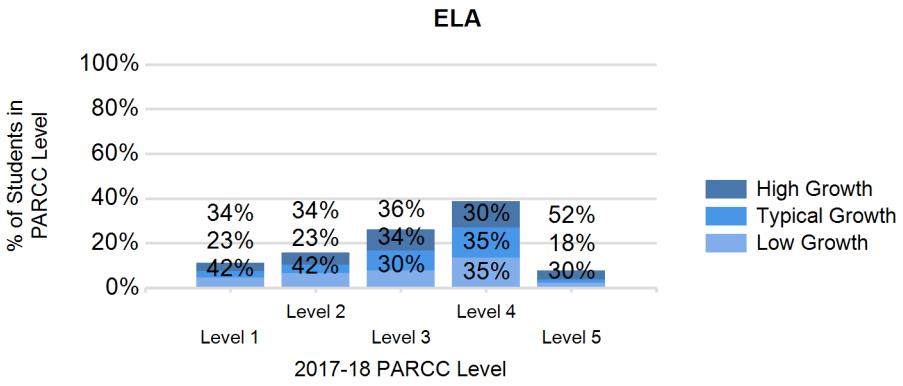
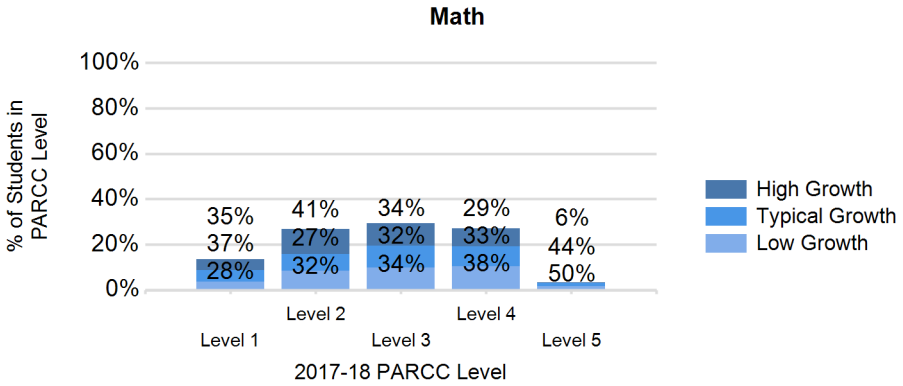
Student Growth by Performance Level

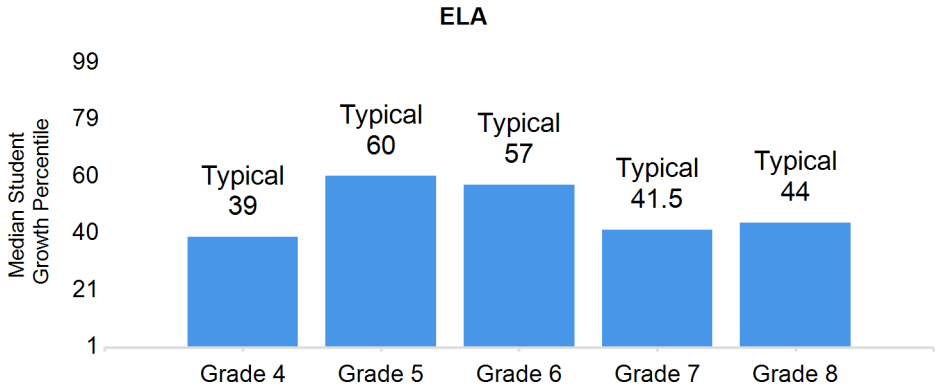
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

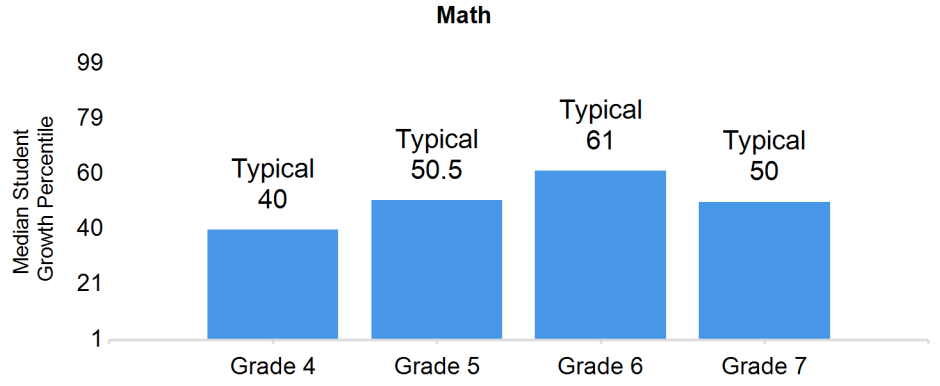




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
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Grades Offered: PK-08
2018-2019

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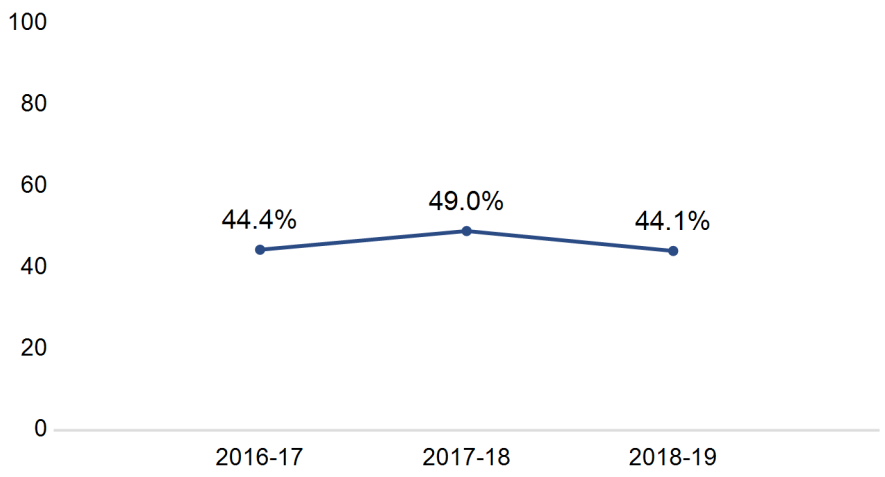
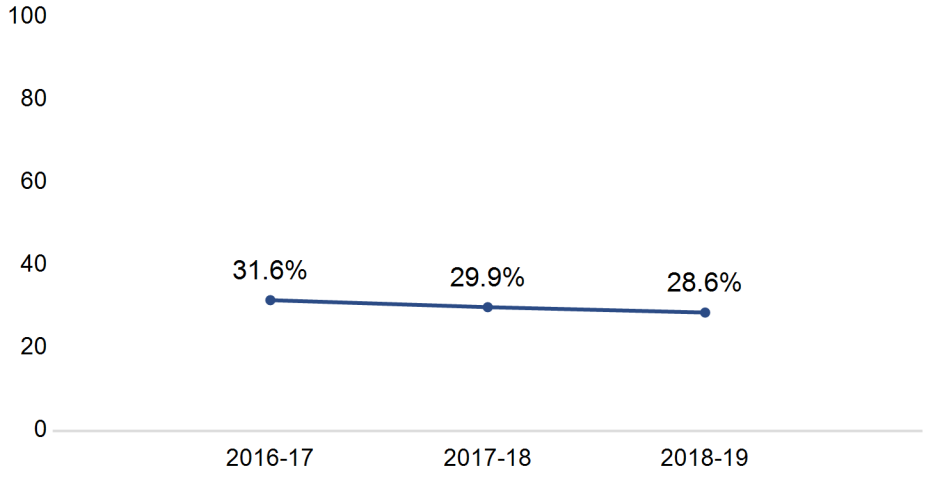
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.1%	96.5%	98.2%	98.2%	96.5%
Proficiency Rate for Federal Accountability	44.4%	49.0%	44.1%	31.6%	29.9%	28.6%
Annual Target	44.5%	46.3%	48.2%	32.2%	34.7%	37.2%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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	752	96.5	44.1	49.7	57.9	44.1	48.2	Not Met
White	236	99.2	47.5	55.9	66.9	47.5	47.2	Met Target
Hispanic	265	96.8	34.3	46.4	43.9	34.3	45.1	Not Met
Black or African American	160	91.3	40.0	34.3	38.5	38.7	46.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	76	98.7	73.7	77.0	82.9	73.7	67.4	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	379	96.8	49.3	55.2	64.8	49.3		
Male	373	96.2	38.9	44.5	51.3	38.9		
Economically Disadvantaged Students	435	97.0	41.8	45.3	40.0	41.8	47.1	Not Met
Non-Economically Disadvantaged Students	317	95.9	47.3	56.3	67.9	47.3		
Students with Disabilities	98	88.1	10.2	14.4	22.7	*	23.7	Not Met
Students without Disabilities	654	98.0	49.2	56.2	65.1	*		
English Learners	125	98.4	16.0	16.0	29.3	16.0	17.7	Met Target†
Non-English Learners	627	96.1	49.8	53.6	60.6	49.8		
Homeless Students	12	92.9	33.3	31.1	29.1	32.3		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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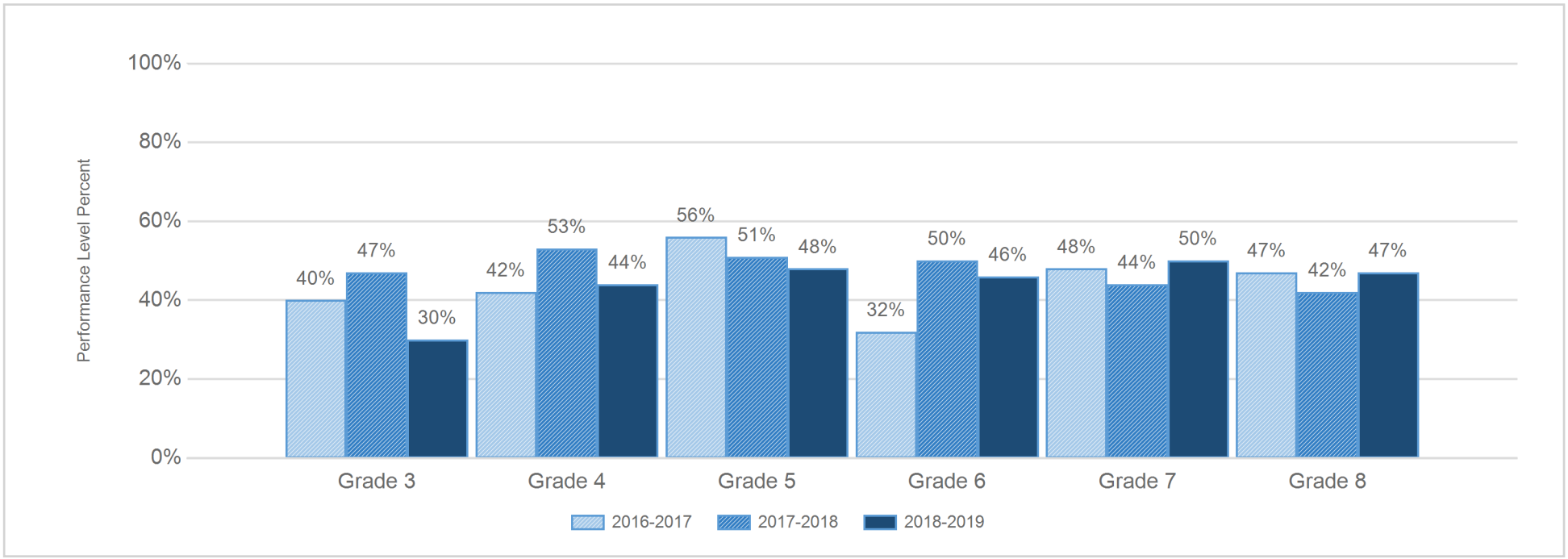
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	729	746	748	25%	19%	26%	*	*	30%	50%
White	48	732	749	757	*	*	27%	33%	0%	33%	60%
Hispanic	42	720	739	734	29%	29%	24%	*	*	19%	36%
Black or African American	17	711	730	731	*	*	*	*	*	12%	33%
Asian, Native Hawaiian, or Pacific Islander	15	759	780	773	*	0%	*	*	*	60%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	69	733	*	753	22%	14%	30%	*	*	33%	55%
Male	58	724	*	743	29%	24%	21%	*	*	26%	46%
Economically Disadvantaged Students	79	725	735	731	*	14%	28%	*	*	27%	33%
Non-Economically Disadvantaged Students	48	735	762	759	*	27%	23%	*	*	35%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	38	711	718	713	39%	26%	*	*	*	13%	17%
Non-English Learners	89	736	752	751	19%	16%	*	*	*	37%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	743	753	755	19%	13%	24%	34%	10%	44%	57%
White	44	744	760	763	*	*	30%	*	*	45%	67%
Hispanic	38	735	748	743	26%	*	*	*	*	37%	44%
Black or African American	29	741	740	739	*	*	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	56	747	757	760	*	*	34%	*	*	39%	62%
Male	68	739	749	750	*	*	16%	*	*	49%	53%
Economically Disadvantaged Students	81	738	*	740	*	*	23%	*	*	42%	40%
Non-Economically Disadvantaged Students	43	751	*	765	*	*	26%	*	*	49%	69%
Students with Disabilities	15	691	712	725	*	*	*	*	*	*	25%
Students without Disabilities	109	750	759	761	*	*	*	*	*	*	64%
English Learners	21	720	727	720	*	*	*	*	*	29%	17%
Non-English Learners	103	747	757	758	*	*	*	*	*	48%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	749	748	756	*	18%	27%	*	*	48%	58%
White	34	745	758	764	*	*	*	*	*	53%	68%
Hispanic	48	744	745	743	*	25%	33%	*	*	35%	44%
Black or African American	19	745	733	739	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	63	755	754	761	*	*	30%	*	*	52%	64%
Male	56	743	742	750	*	*	23%	*	*	43%	52%
Economically Disadvantaged Students	64	747	744	740	*	17%	28%	*	*	45%	39%
Non-Economically Disadvantaged Students	55	752	755	766	*	18%	25%	*	*	51%	69%
Students with Disabilities	12	706	705	724	*	*	*	*	*	*	23%
Students without Disabilities	107	754	754	762	*	*	*	*	*	*	65%
English Learners	16	715	717	713	*	*	*	*	*	19%	11%
Non-English Learners	103	755	752	758	*	*	*	*	*	52%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	744	748	754	10%	16%	29%	*	*	46%	56%
White	35	740	756	762	*	*	*	*	*	46%	65%
Hispanic	57	741	745	743	*	18%	30%	*	*	40%	43%
Black or African American	37	739	730	738	*	*	35%	38%	0%	38%	36%
Asian, Native Hawaiian, or Pacific Islander	13	776	777	780	0%	*	*	*	*	85%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	78	749	*	762	*	*	26%	*	*	51%	64%
Male	69	738	*	748	*	*	32%	*	*	39%	48%
Economically Disadvantaged Students	80	743	*	740	*	16%	30%	*	*	43%	39%
Non-Economically Disadvantaged Students	67	745	755	763	*	15%	27%	*	*	49%	67%
Students with Disabilities	19	702	708	722	*	*	*	*	*	*	19%
Students without Disabilities	128	750	755	761	*	*	*	*	*	*	64%
English Learners	13	715	711	710	*	*	*	*	*	*	*
Non-English Learners	134	747	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	744	755	761	16%	13%	22%	33%	17%	50%	63%
White	35	747	760	769	*	*	*	29%	29%	57%	72%
Hispanic	42	735	751	747	*	*	26%	*	*	40%	50%
Black or African American	37	747	740	741	*	*	27%	*	*	46%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	63	751	762	769	*	*	21%	*	*	57%	71%
Male	64	738	748	753	*	*	23%	*	*	42%	55%
Economically Disadvantaged Students	68	741	*	743	*	*	21%	*	*	47%	45%
Non-Economically Disadvantaged Students	59	748	*	771	*	*	24%	*	*	53%	73%
Students with Disabilities	22	712	706	720	*	*	*	*	*	14%	22%
Students without Disabilities	105	751	763	769	*	*	*	*	*	57%	71%
English Learners	15	711	715	706	*	*	*	*	*	20%	12%
Non-English Learners	112	749	758	763	*	*	*	*	*	54%	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	742	751	762	16%	10%	28%	37%	10%	47%	63%
White	36	740	755	770	*	*	*	*	*	53%	72%
Hispanic	45	734	746	747	*	*	40%	*	*	33%	49%
Black or African American	27	750	739	741	*	*	*	*	*	56%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	58	758	760	771	*	*	29%	*	*	64%	71%
Male	57	725	*	753	*	*	26%	*	*	30%	55%
Economically Disadvantaged Students	67	736	747	743	*	*	22%	*	*	46%	45%
Non-Economically Disadvantaged Students	48	750	758	772	*	*	35%	*	*	48%	72%
Students with Disabilities	15	703	711	721	*	*	*	*	*	*	22%
Students without Disabilities	100	747	759	770	*	*	*	*	*	*	71%
English Learners	23	700	706	708	*	*	*	*	*	*	12%
Non-English Learners	92	752	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	776	96.5	28.6	33.6	44.5	28.6	37.2	Not Met
White	243	99.2	36.6	45.3	54.1	36.6	45.3	Not Met
Hispanic	279	97.0	16.8	27.2	28.8	16.8	30.6	Not Met
Black or African American	160	90.8	21.9	16.7	23.0	21.2	31.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	98.8	57.0	64.6	76.5	57.0	57	Met Target
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	390	96.7	25.4	34.0	44.9	25.4		
Male	386	96.4	31.9	33.3	44.2	31.9		
Economically Disadvantaged Students	450	97.1	28.9	29.3	26.3	28.9	37.6	Not Met
Non-Economically Disadvantaged Students	326	95.7	28.2	39.8	54.9	28.2		
Students with Disabilities	98	88.1	*	*	17.4	*	18.8	Not Met
Students without Disabilities	678	97.9	*	*	50.0	*		
English Learners	149	98.1	17.4	16.0	25.0	17.4	21.5	Met Target†
Non-English Learners	627	96.1	31.3	36.0	46.5	31.3		
Homeless Students	12	92.9	25.0	14.1	17.1	24.2		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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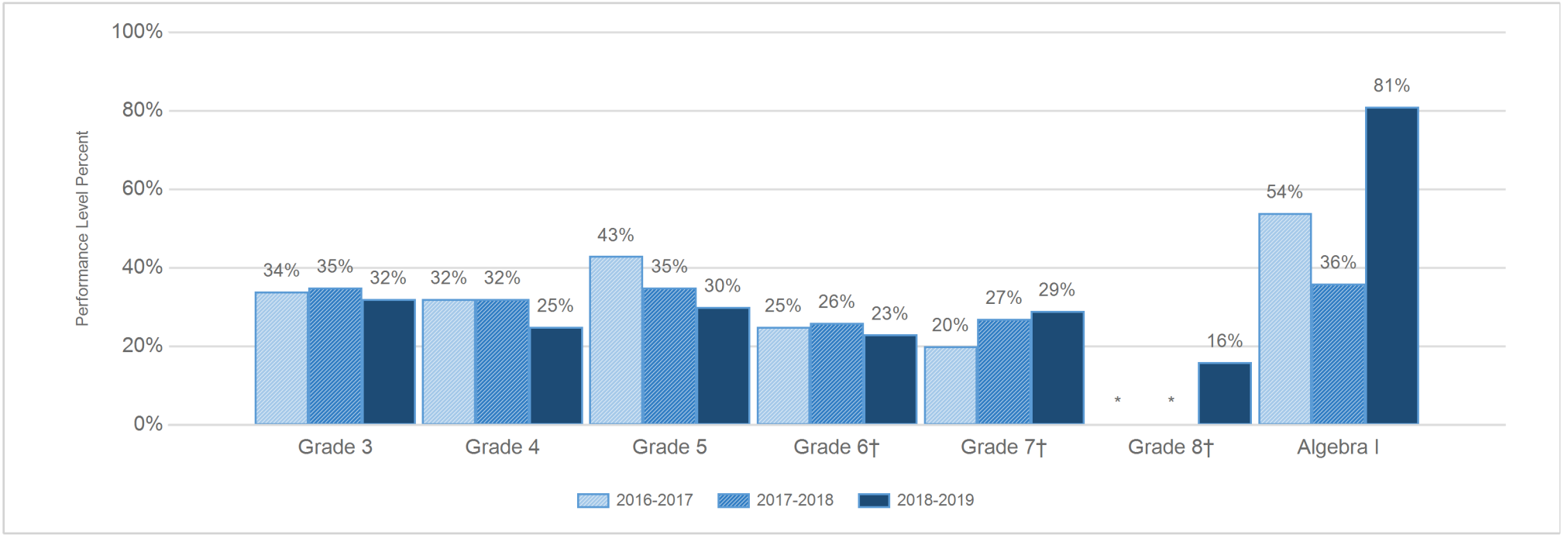
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	733	747	752	11%	31%	26%	*	*	32%	55%
White	51	741	755	760	*	27%	25%	*	*	43%	66%
Hispanic	43	718	740	739	*	*	*	*	*	*	40%
Black or African American	17	717	730	735	*	*	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	15	759	779	778	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	72	732	*	751	*	33%	28%	*	*	28%	54%
Male	59	734	*	752	*	27%	24%	*	*	37%	56%
Economically Disadvantaged Students	81	731	738	737	*	*	20%	*	*	31%	37%
Non-Economically Disadvantaged Students	50	736	759	761	*	*	36%	*	*	34%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	42	728	732	728	*	38%	29%	*	*	24%	26%
Non-English Learners	89	735	751	754	*	27%	25%	*	*	36%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	729	740	749	19%	27%	30%	*	*	25%	51%
White	45	734	748	757	*	29%	*	29%	0%	29%	62%
Hispanic	40	720	735	737	*	35%	33%	*	*	10%	36%
Black or African American	29	725	723	731	*	*	*	*	*	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	59	727	739	749	20%	27%	31%	*	*	22%	50%
Male	69	731	741	749	17%	26%	29%	*	*	28%	52%
Economically Disadvantaged Students	83	728	*	734	*	28%	28%	*	*	24%	32%
Non-Economically Disadvantaged Students	45	732	*	759	*	24%	33%	*	*	27%	63%
Students with Disabilities	15	704	714	726	*	*	*	*	*	*	25%
Students without Disabilities	113	733	744	754	*	*	*	*	*	*	56%
English Learners	25	719	723	722	*	40%	*	*	*	16%	18%
Non-English Learners	103	732	743	751	*	23%	*	*	*	27%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	736	736	747	*	32%	33%	*	*	30%	47%
White	35	742	745	755	0%	*	40%	*	*	37%	58%
Hispanic	51	728	733	735	*	45%	25%	*	*	22%	30%
Black or African American	19	726	721	729	*	*	*	*	*	11%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	63	734	737	747	*	32%	40%	*	*	22%	47%
Male	61	739	736	747	*	33%	26%	*	*	38%	47%
Economically Disadvantaged Students	68	737	732	732	*	32%	31%	*	*	32%	27%
Non-Economically Disadvantaged Students	56	736	742	757	*	32%	36%	*	*	27%	59%
Students with Disabilities	12	713	713	725	*	*	*	*	*	*	19%
Students without Disabilities	112	739	740	752	*	*	*	*	*	*	52%
English Learners	21	733	720	718	*	*	*	*	*	29%	12%
Non-English Learners	103	737	739	749	*	*	*	*	*	30%	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
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 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	730	731	741	10%	33%	34%	*	*	23%	41%
White	36	731	743	749	*	28%	39%	*	*	25%	51%
Hispanic	60	728	726	729	*	35%	37%	*	*	20%	24%
Black or African American	37	720	713	722	*	46%	*	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	13	758	759	769	0%	*	*	*	*	62%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	81	730	*	742	*	32%	40%	*	*	20%	42%
Male	70	729	*	740	*	34%	27%	*	*	27%	40%
Economically Disadvantaged Students	83	731	*	726	*	29%	35%	*	*	25%	21%
Non-Economically Disadvantaged Students	68	728	738	750	*	38%	32%	*	*	21%	53%
Students with Disabilities	19	712	703	716	*	*	*	*	*	*	12%
Students without Disabilities	132	732	735	746	*	*	*	*	*	*	46%
English Learners	17	717	713	709	*	*	*	*	*	18%	*
Non-English Learners	134	731	732	743	*	*	*	*	*	24%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	731	737	744	16%	22%	32%	*	*	29%	42%
White	35	742	747	751	*	*	31%	*	*	46%	53%
Hispanic	48	723	732	733	*	40%	23%	*	*	19%	26%
Black or African American	37	728	722	727	*	*	46%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	67	728	*	744	15%	*	31%	*	*	22%	42%
Male	67	735	736	743	18%	*	33%	*	*	36%	42%
Economically Disadvantaged Students	73	728	734	731	*	21%	25%	*	*	32%	24%
Non-Economically Disadvantaged Students	61	735	*	751	*	25%	41%	*	*	26%	53%
Students with Disabilities	22	719	708	718	*	50%	*	*	*	18%	13%
Students without Disabilities	112	734	741	749	*	17%	*	*	*	31%	48%
English Learners	22	704	715	716	*	*	*	*	*	*	10%
Non-English Learners	112	737	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	717	712	728	36%	21%	27%	16%	0%	16%	29%
White	25	711	718	737	52%	*	*	*	*	12%	38%
Hispanic	45	719	712	722	*	*	*	*	*	*	22%
Black or African American	22	720	706	714	*	*	*	*	*	32%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	45	722	716	731	27%	*	36%	*	*	18%	31%
Male	50	713	709	726	44%	*	20%	*	*	14%	27%
Economically Disadvantaged Students	57	714	711	719	42%	*	*	*	*	11%	20%
Non-Economically Disadvantaged Students	38	723	715	735	26%	*	*	*	*	24%	36%
Students with Disabilities	15	697	694	707	*	*	*	*	*	*	10%
Students without Disabilities	80	721	717	734	*	*	*	*	*	*	35%
English Learners	30	709	704	706	*	*	*	*	*	*	10%
Non-English Learners	65	721	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	765	729	744	0%	0%	*	*	*	81%	42%
White	13	768	738	752	0%	0%	*	*	*	92%	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	17	765	730	745	0%	0%	*	*	*	82%	44%
Male	10	765	729	743	0%	0%	*	*	*	80%	41%
Economically Disadvantaged Students	15	763	728	727	0%	0%	*	*	*	80%	23%
Non-Economically Disadvantaged Students	12	768	732	752	0%	0%	*	*	*	83%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	27	765	732	748	0%	0%	*	*	*	81%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	27	765	734	745	0%	0%	*	*	*	81%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	58	87.9%	12.1%
3-4	106	*	*
5 or more	58	84.5%	15.5%

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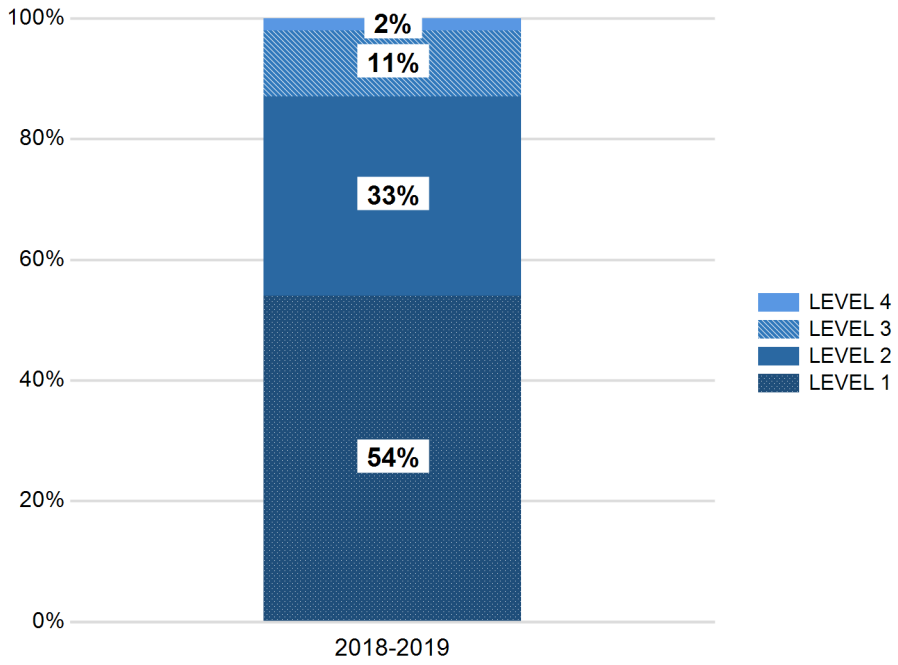
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	54	33	11	2
White	54	34	11	0
Hispanic	64	20	14	2
Black or African American	58	37	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	60	30	8	2
Male	47	35	15	3
Economically Disadvantaged Students	59	28	13	0
Non-Economically Disadvantaged Students	46	39	9	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	68	32	0	0
Non-English Learners	50	33	14	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Joseph H. Brensinger School
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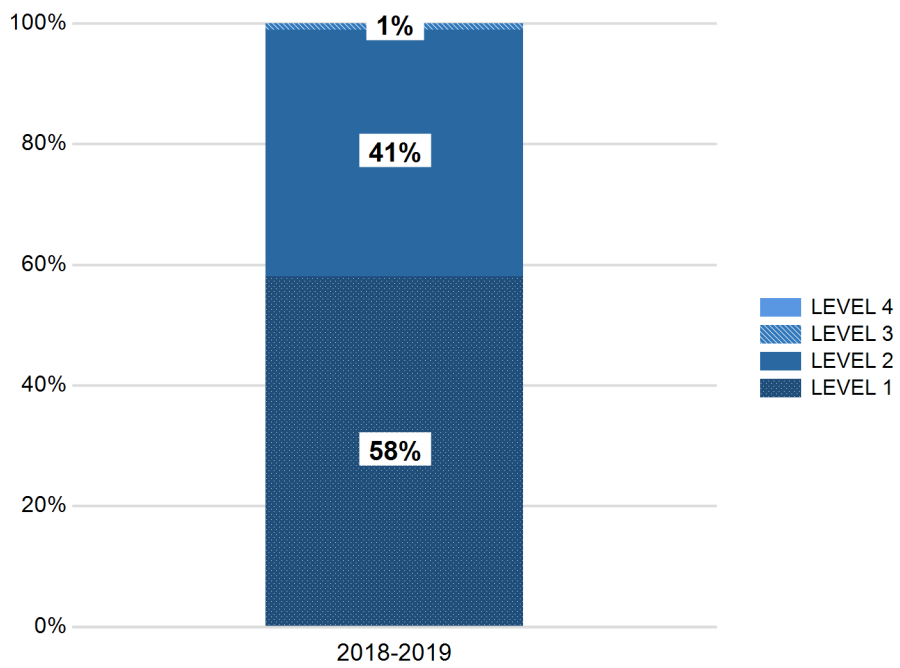
NJSLA Science Assessment: Grade 8 Summary

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	58	41	1	0
White	58	42	0	0
Hispanic	60	40	0	0
Black or African American	59	37	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	47	0	0
Male	63	35	2	0
Economically Disadvantaged Students	59	41	0	0
Non-Economically Disadvantaged Students	57	41	2	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	77	23	0	0
Non-English Learners	52	47	1	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	144
7	0	0	123
8	28	0	85
Total	28	0	352

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	144
7	0	0	0	0	0	0	123
8	0	0	0	0	0	0	113
Total	0	0	0	0	0	0	380

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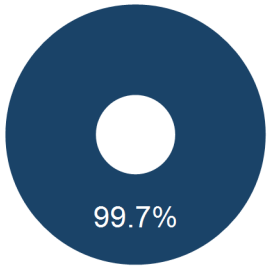
Visual and Performing Arts – Course Participation

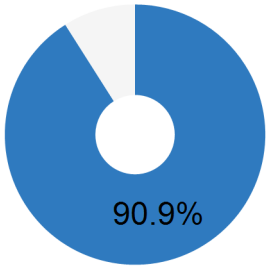
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

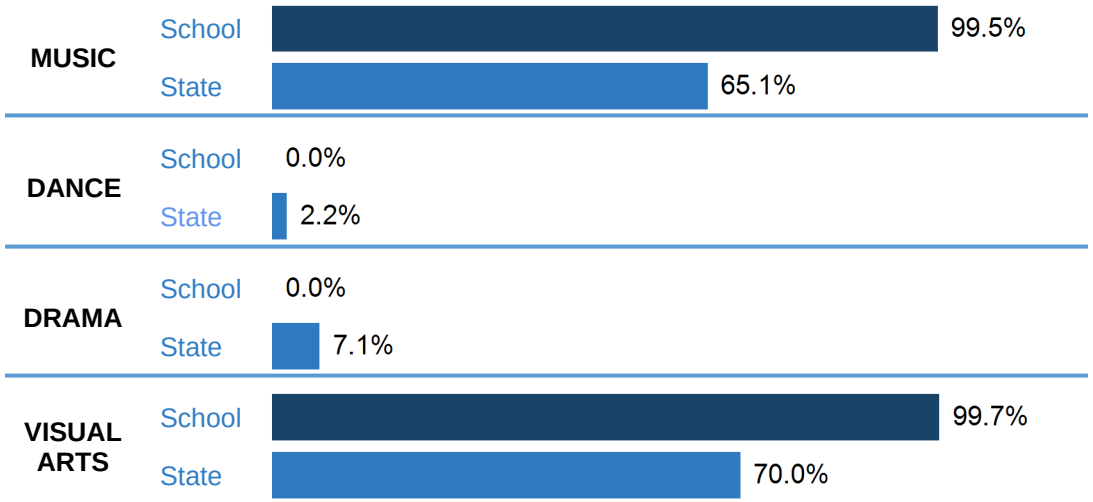


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

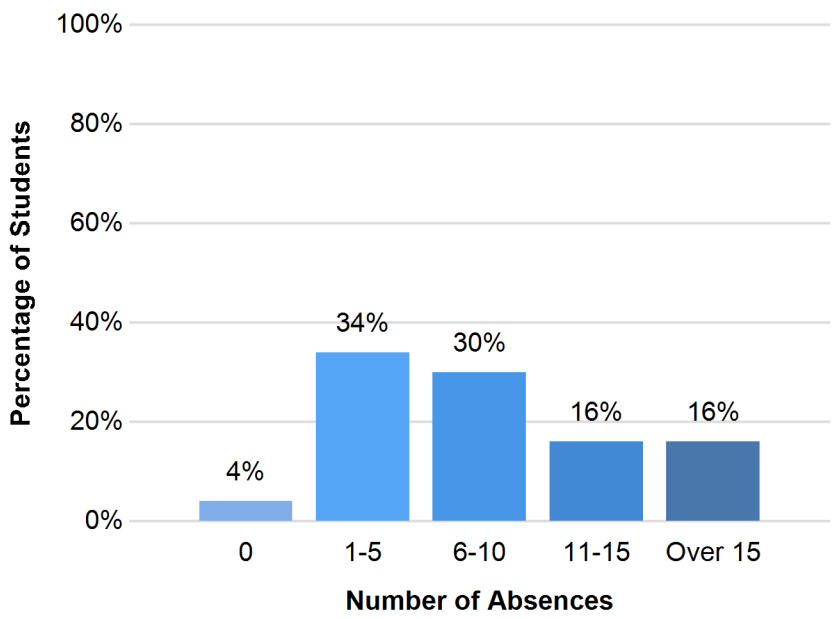
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	134	11.1	9.0	Not Met
White	24	5.8	9.0	Met
Hispanic	57	13.3	9.0	Not Met
Black or African American	38	16.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	14	12.1	9.0	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	69	11.1		
Male	65	11.2		
Economically Disadvantaged Students	82	11.0	9.0	Not Met
Students with Disabilities	23	17.4	9.0	Not Met
English Learners	27	11.5	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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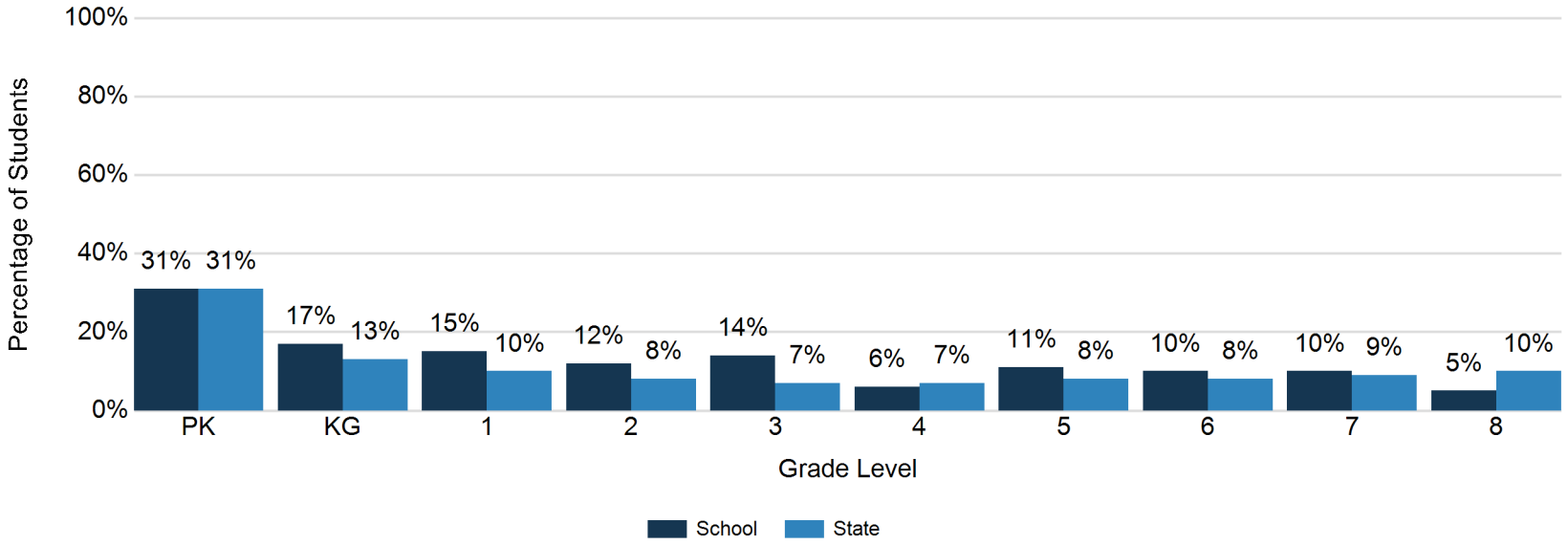
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.28

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

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 Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	3	4
No Identified Nature	6		6

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	1.0%
Any Suspension	13	1.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
65

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.6:1

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Joseph H. Brensinger School
(17-2390-360)
Grades Offered: PK-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
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	101	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	86.1%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	625:1	226:1
Teachers to Administrators	51:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	87.1%	100.0%	48.4%	77.1%	54.9%
Male	48.6%	12.9%	0.0%	51.6%	22.9%	45.1%
White	36.6%	55.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	32.0%	23.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	19.7%	10.9%	0.0%	15.0%	6.6%	13.9%
Asian	10.2%	9.9%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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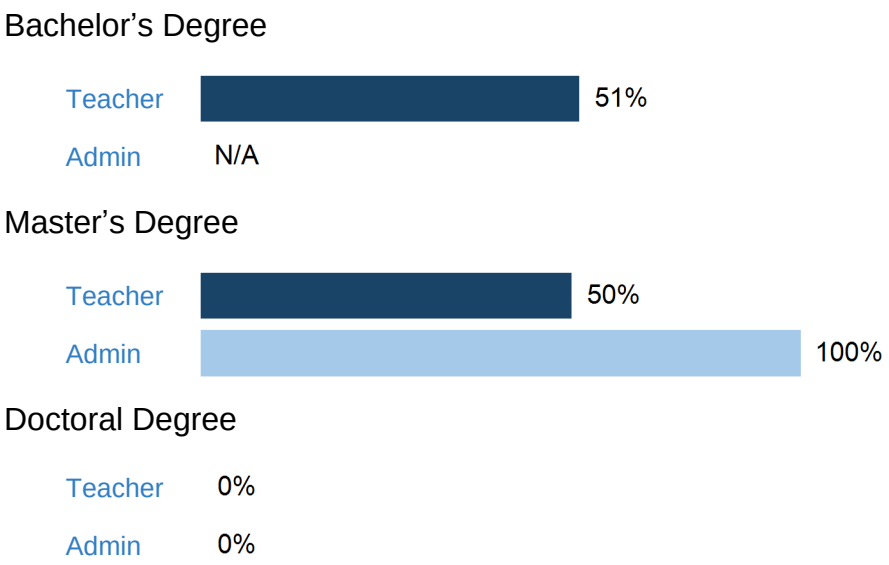
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	44.4%	49.0%	44.1%
Math Proficiency	31.6%	29.9%	28.6%
ELA Growth	53	56	48
Math Growth	54	47	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.3%	47.5%
Chronic Absenteeism	9.2%	9.3%	11.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Proming Practice Awards for Character Education in 2017 and 2018 • Healthy Schools Bronze and Silver Awards • Eco-Schools Silver Award 2018
Mission, Vision, Theme:	Our mission is to ensure all children have equal educational opportunities whereby they can learn, grow, enhance their self-worth, and succeed academically.ÿ At Joseph H. Brensinger we are building leaders, one citizen at a time.
Awards, Recognition, Accomplishments:	Porticus Grant: Creating Transformational Partnerships with Schools Serving Vulnerable Populations: A Tri-State Alliance Fostering Schools of Character; Sustainable Jersey for Schools Health & Wellness Grant; 2017-2018 District Teacher of Year Ahmed Hassanein; 2009, 2011, 2014, 2015 & 2016 District Lego Champions; District Attendance Award Winners

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Courses, Curriculum, Instruction:	HOPE classes in Grades 3, 4, and 5; Algebra I and Physics in Grade 8; JHB PS17 Ted ED Club; Bilingual Arabic in Grades K-3.

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Before and After School Programs:	Casper After School Program, Morning STARS before school Program, Extended Day ELA and Math in Grades 3-8
Staff and Professional Learning:	Grade Level/Content/Cross Grade Level PLCs; NJEA Convention; EVERFI; Educational Arts.

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Student Supports and Services:	ELL and Bilingual Arabic; Inclusion, Resource, and Self-Contained Special Educational Services
Student Health and Wellness:	Breakfast Program; Universal Lunch Program; NJ Sustainable Grant; Recess; Physical Education classes.
Parent and Community Involvement:	Parent Council, Seasonal Family Festivals; Daddy and Me; Mommy and Me.

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Facilities:	Air Conditioned building; Auditorium; Library; Gymnasium.
School Safety:	PBSIS; Mosaic; Peekapak; Kindess Challenge.

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Technology and STEM:	Interactive boards; iPads; Chromebooks; 2 Macbook Computer Labs; Osmo; Coding Club; Lego Club; 3D Printing; STEM Robotics.
Early Childhood Education:	Full Day Pre-K

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School Narrative

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Other Information	Uniforms: Burgundy Collared Shirt, Khaki pants/skirt. Physical Education Uniform: Burgundy tshirt and sweatpants.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
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Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Joseph Apruzzese
Address	100 ST PAULS AVE JERSEY CITY, NJ 07306-2208
Phone Number	201-714-4310
Email Address	japrizzesse@jcboe.org
Website	https://jwwakeman6.weebly.com/

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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	115	106	102
KG	139	113	91
1	175	108	100
2	143	124	107
3	102	97	105
4	94	90	89
5	120	87	85
Total	888	725	679

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	48.4%	48.1%	51.5%
Male	51.6%	51.9%	48.5%
Economically Disadvantaged Students	62.6%	57.9%	56.4%
Students with Disabilities	7.0%	8.4%	10.6%
English Learners	22.9%	16.1%	11.2%
Homeless Students	0.9%	0.3%	0.0%
Students in Foster Care	0.0%	0.1%	0.1%
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	10.5%	10.5%	9.0%
Hispanic	50.5%	44.8%	43.4%
Black or African American	7.5%	8.3%	7.8%
Asian	30.3%	34.8%	38.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.7%
Two or More Races	0.9%	1.2%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	115	106	102
KG - Half Day	0	0	0
KG - Full Day	139	113	91

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	43.7%
Spanish	19.1%
Hindi	10.9%
Gujarati	5.7%
Telugu	3.8%
Other Languages	16.6%

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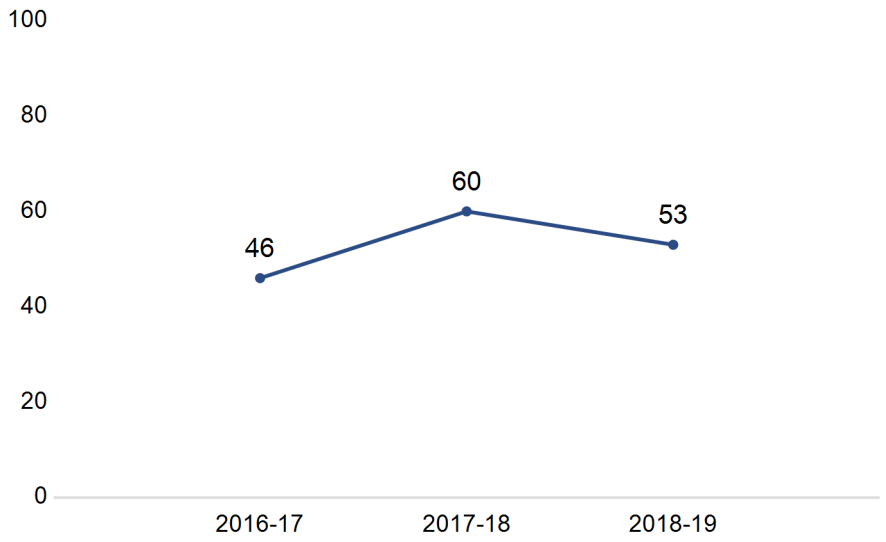
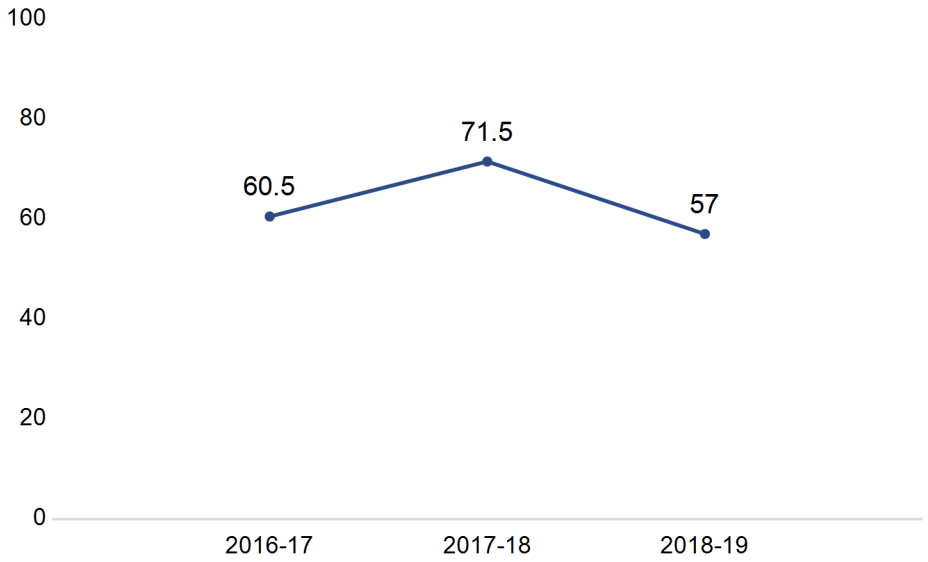
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	60	53	60.5	71.5	57
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
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
† 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: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	52	50	Met Standard	57	46	50	Met Standard
White	57.5	57	50	**	62.5	52	52	**
Hispanic	47	50	49	Met Standard	54.5	45	47	Met Standard
Black or African American	54	48	45	**	55	38	43	**
Asian, Native Hawaiian, or Pacific Islander	65	61	59	Exceeds Standard	68	58	60	Exceeds Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	57	55	53	N	53	45	50	N
Male	53	50	47	N	68	48	51	N
Economically Disadvantaged Students	51	52	48	Met Standard	53	45	46	Met Standard
Students with Disabilities	53	41	43	**	53	42	45	**
English Learners	*	55	52	**	51	50	50	**
Homeless Students	N	52	43	N	N	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

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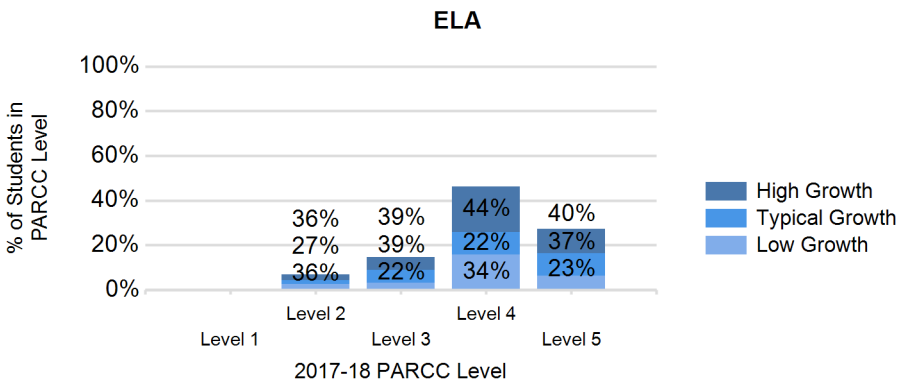
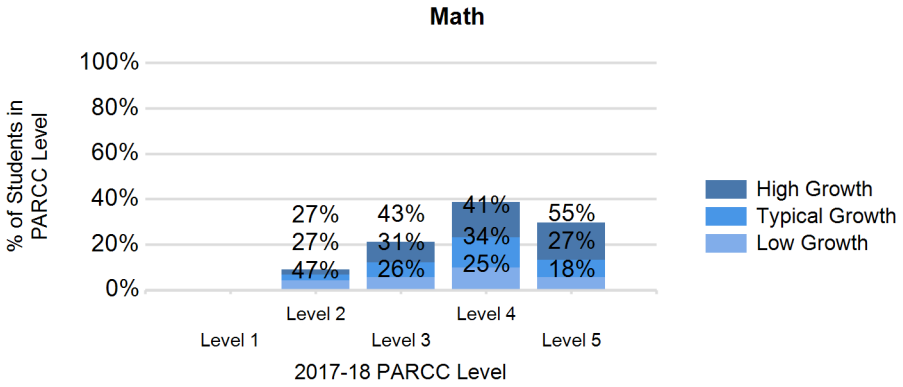
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

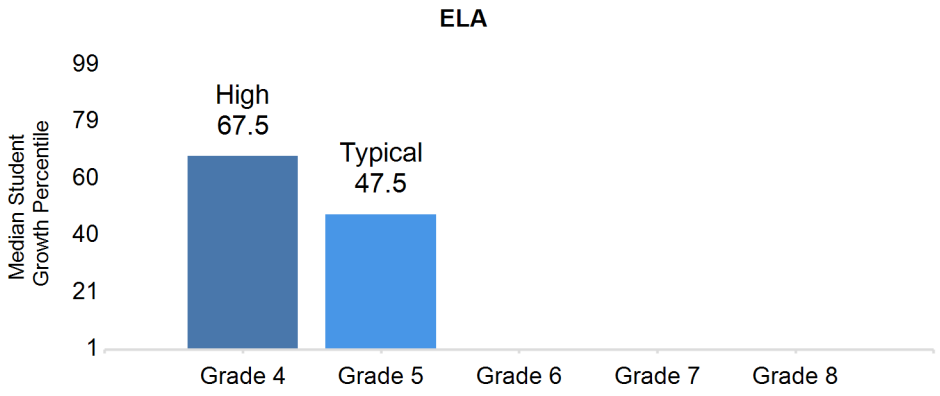
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

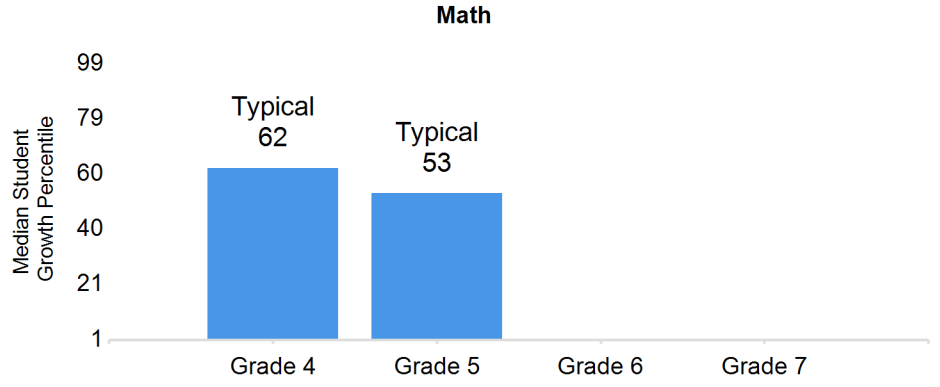




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

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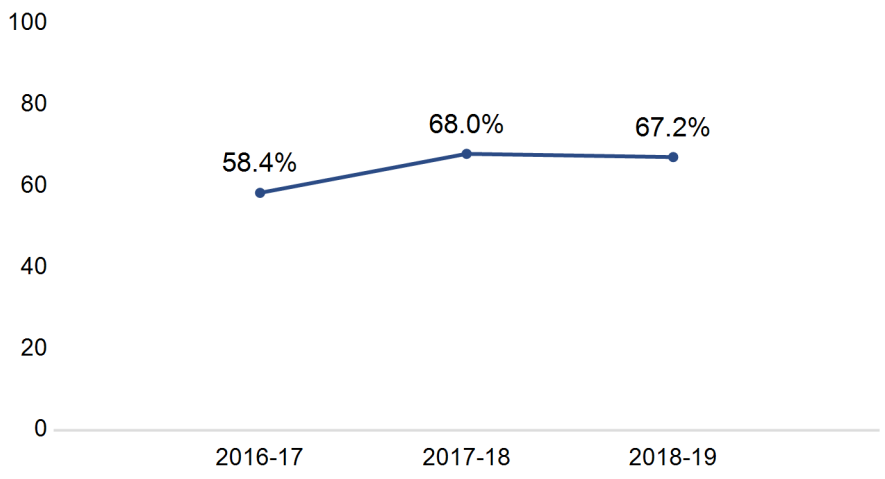
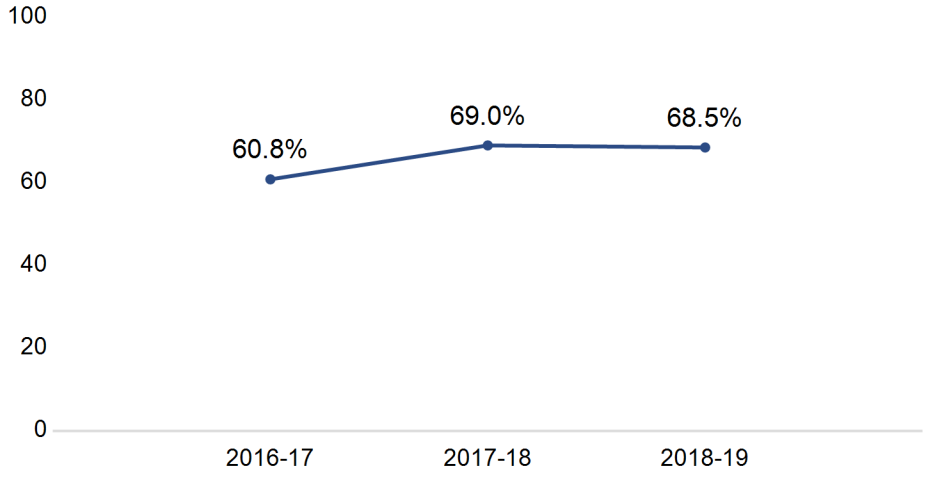
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	96.9%	99.0%	98.7%	97.0%	98.7%
Proficiency Rate for Federal Accountability	58.4%	68.0%	67.2%	60.8%	69.0%	68.5%
Annual Target	54.3%	55.6%	57.0%	55.5%	56.8%	58.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-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	287	99.0	67.2	49.7	57.9	67.2	57	Met Target
White	24	96.0	66.7	55.9	66.9	66.7	50.7	Met Target
Hispanic	141	99.3	58.2	46.4	43.9	58.2	50.8	Met Target
Black or African American	22	95.7	50.0	34.3	38.5	50.0	46.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	96	100.0	84.4	77.0	82.9	84.4	73.2	Met Goal
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	144	99.3	70.8	55.2	64.8	70.8		
Male	143	98.6	63.6	44.5	51.3	63.6		
Economically Disadvantaged Students	181	98.4	60.2	45.3	40.0	60.2	54.2	Met Target
Non-Economically Disadvantaged Students	106	100.0	79.2	56.3	67.9	79.2		
Students with Disabilities	37	92.5	18.9	14.4	22.7	18.4	21.6	Met Target†
Students without Disabilities	250	100.0	74.4	56.2	65.1	74.4		
English Learners	32	97.1	28.1	16.0	29.3	28.1	35.8	Met Target†
Non-English Learners	255	99.2	72.2	53.6	60.6	72.2		
Homeless Students	N	N	N	31.1	29.1	N		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

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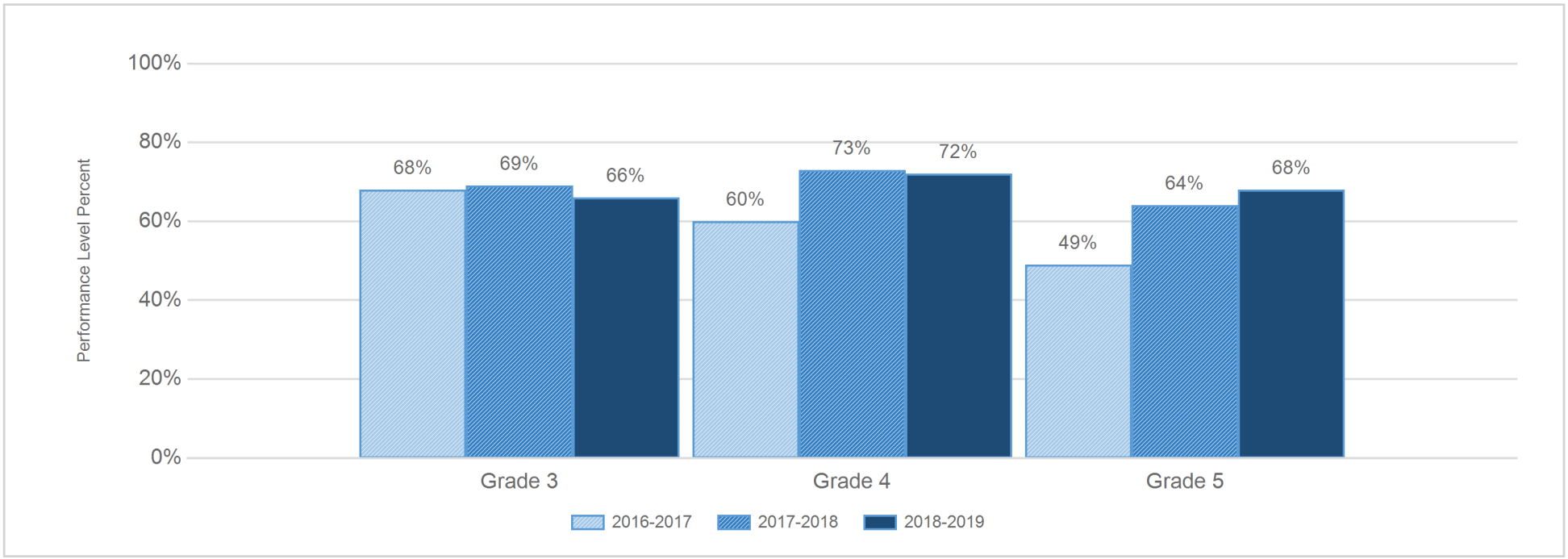
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	764	746	748	*	11%	15%	*	*	66%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	51	750	739	734	*	*	20%	*	*	53%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	37	784	780	773	*	0%	*	*	*	89%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	59	766	*	753	*	*	*	*	*	69%	55%
Male	47	761	*	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	64	752	735	731	*	*	*	*	*	56%	33%
Non-Economically Disadvantaged Students	42	781	762	759	*	*	*	*	*	81%	61%
Students with Disabilities	10	705	697	719	*	*	*	*	*	10%	24%
Students without Disabilities	96	770	753	754	*	*	*	*	*	72%	56%
English Learners	14	739	718	713	*	*	*	*	*	50%	17%
Non-English Learners	92	767	752	751	*	*	*	*	*	68%	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	770	753	755	*	*	17%	43%	29%	72%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	39	759	748	743	*	*	*	*	*	59%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	34	785	781	779	0%	0%	*	*	*	88%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	46	775	757	760	*	*	*	*	*	74%	62%
Male	40	764	749	750	*	*	*	*	*	70%	53%
Economically Disadvantaged Students	56	762	*	740	*	*	*	46%	18%	64%	40%
Non-Economically Disadvantaged Students	30	785	*	765	*	*	*	37%	50%	87%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	10	724	727	720	*	*	*	*	*	20%	17%
Non-English Learners	76	776	757	758	*	*	*	*	*	79%	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	770	748	756	*	*	17%	43%	25%	68%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	44	763	745	743	*	*	*	*	*	64%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	785	776	781	0%	0%	*	*	*	84%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	41	773	754	761	*	*	*	46%	24%	71%	64%
Male	47	768	742	750	*	*	*	40%	26%	66%	52%
Economically Disadvantaged Students	56	762	744	740	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	32	785	755	766	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	286	98.7	68.5	33.6	44.5	68.5	58.1	Met Target
White	24	96.0	75.0	45.3	54.1	75.0	42.9	Met Target
Hispanic	142	99.3	58.5	27.2	28.8	58.5	48.7	Met Target
Black or African American	22	95.7	45.5	16.7	23.0	45.5	44.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	94	99.0	88.3	64.6	76.5	88.3	80	Met Goal
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	143	99.3	70.6	34.0	44.9	70.6		
Male	143	98.0	66.4	33.3	44.2	66.4		
Economically Disadvantaged Students	181	98.4	59.1	29.3	26.3	59.1	53.1	Met Target
Non-Economically Disadvantaged Students	105	99.1	84.8	39.8	54.9	84.8		
Students with Disabilities	37	92.5	27.0	*	17.4	26.3	18.6	Met Target
Students without Disabilities	249	99.6	74.7	*	50.0	74.7		
English Learners	33	97.6	42.4	16.0	25.0	42.4	54.5	Met Target†
Non-English Learners	253	98.8	71.9	36.0	46.5	71.9		
Homeless Students	N	N	N	14.1	17.1	N		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

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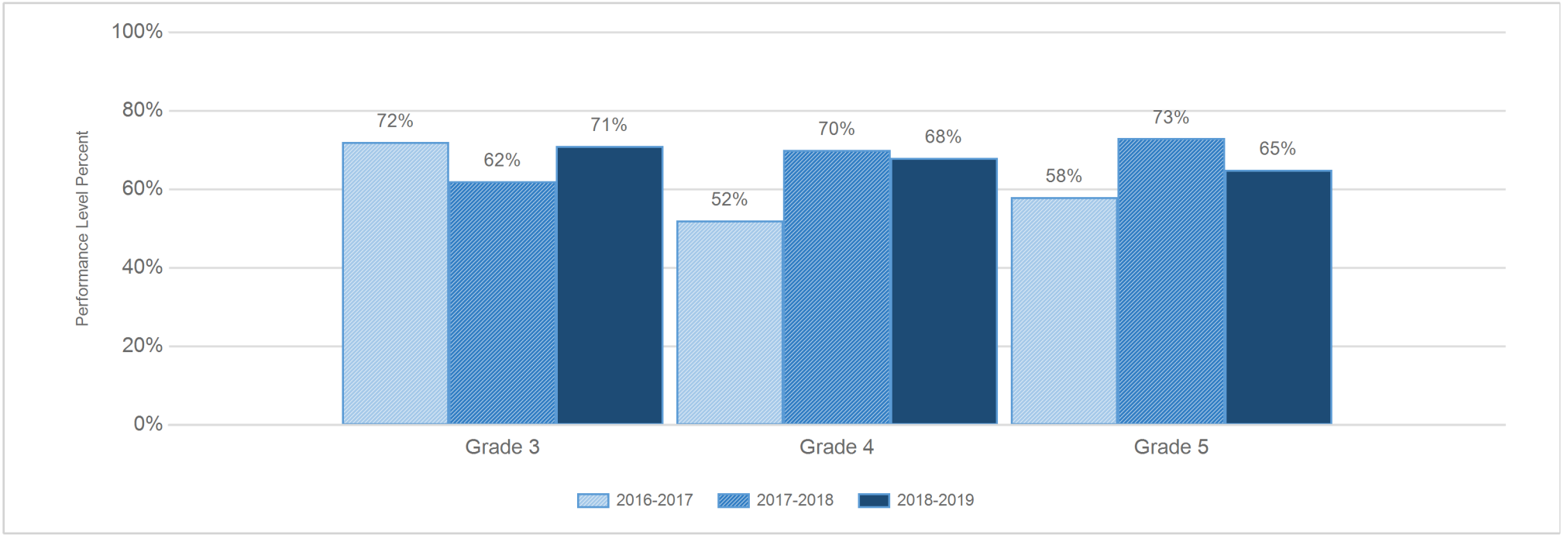
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	769	747	752	*	*	19%	41%	30%	71%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	51	756	740	739	*	*	25%	*	*	59%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	37	789	779	778	0%	*	*	38%	54%	92%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	59	768	*	751	*	*	*	47%	25%	73%	54%
Male	47	770	*	752	*	*	*	32%	36%	68%	56%
Economically Disadvantaged Students	65	758	738	737	*	*	*	43%	18%	62%	37%
Non-Economically Disadvantaged Students	41	785	759	761	*	*	*	37%	49%	85%	67%
Students with Disabilities	10	726	714	731	*	*	*	*	*	30%	31%
Students without Disabilities	96	773	752	756	*	*	*	*	*	75%	60%
English Learners	16	741	732	728	*	*	*	*	*	44%	26%
Non-English Learners	90	774	751	754	*	*	*	*	*	76%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-370)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	768	740	749	*	*	21%	41%	26%	68%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	39	755	735	737	*	*	31%	*	*	51%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	786	773	776	0%	*	*	54%	37%	91%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	764	739	749	*	*	*	47%	21%	68%	50%
Male	40	771	741	749	*	*	*	35%	33%	68%	52%
Economically Disadvantaged Students	56	758	*	734	*	*	*	39%	18%	57%	32%
Non-Economically Disadvantaged Students	31	786	*	759	*	*	*	45%	42%	87%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	11	734	723	722	*	*	*	*	*	27%	18%
Non-English Learners	76	772	743	751	*	*	*	*	*	74%	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	765	736	747	*	*	22%	39%	26%	65%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	47	757	733	735	*	*	23%	*	*	62%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	26	778	764	775	0%	*	*	*	*	73%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	41	768	737	747	*	*	24%	41%	27%	68%	47%
Male	51	763	736	747	*	*	20%	37%	25%	63%	47%
Economically Disadvantaged Students	57	757	732	732	*	*	*	*	*	58%	27%
Non-Economically Disadvantaged Students	35	778	742	757	*	*	*	*	*	77%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	11	723	720	718	*	*	*	*	*	27%	12%
Non-English Learners	81	771	739	749	*	*	*	*	*	70%	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	84.0%	16.0%
3-4	27	88.9%	11.1%
5 or more	19	89.5%	10.5%

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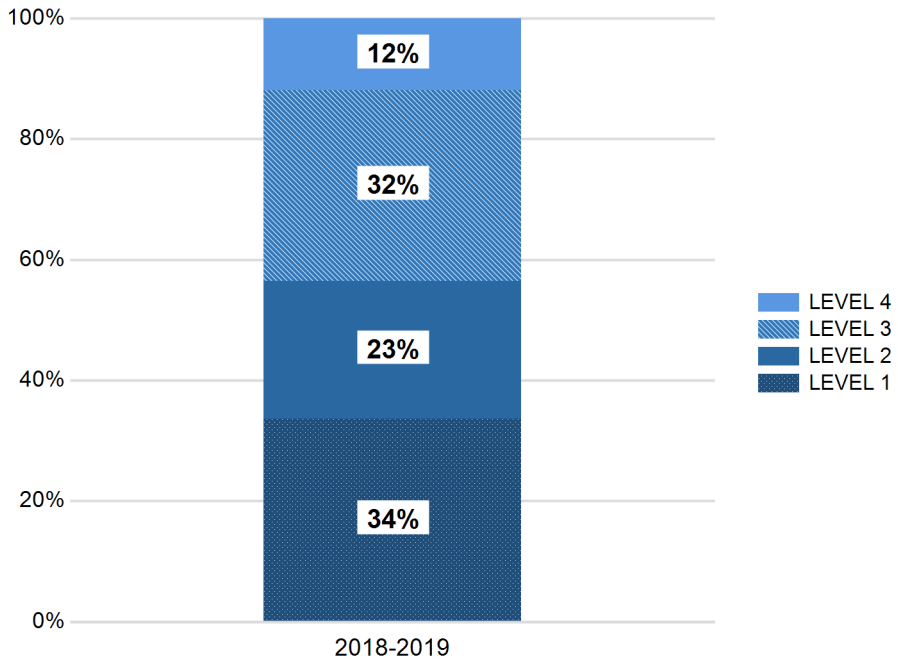
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	34	23	32	12
White	*	*	*	*
Hispanic	40	26	28	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	19	42	19
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	29	27	34	10
Male	37	20	29	14
Economically Disadvantaged Students	37	26	32	5
Non-Economically Disadvantaged Students	29	17	31	23
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

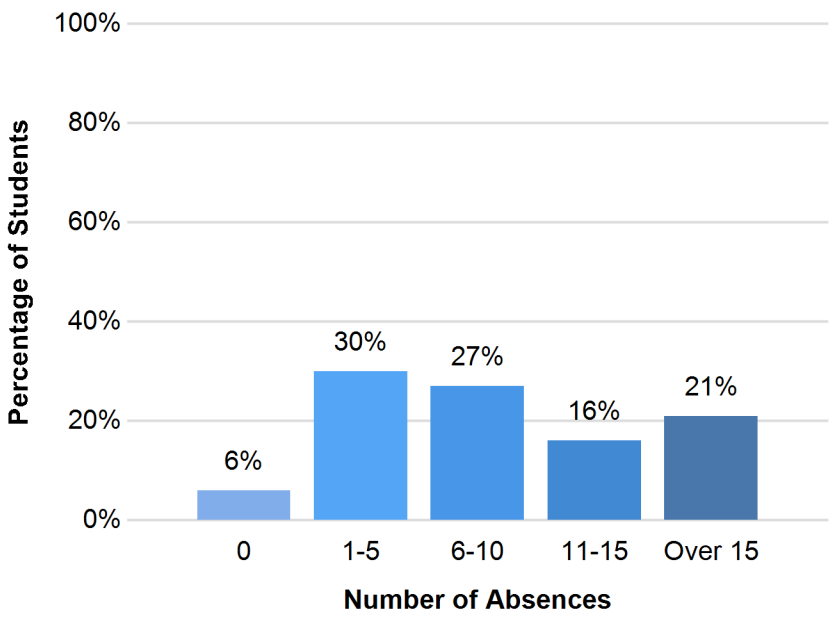
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	91	15.2	8.9	Not Met
White	5	8.3	8.9	Met
Hispanic	60	21.7	8.9	Not Met
Black or African American	12	25.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	12	5.9	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	45	14.9		
Male	46	15.6		
Economically Disadvantaged Students	73	20.7	8.9	Not Met
Students with Disabilities	17	22.7	8.9	Not Met
English Learners	8	9.9	8.9	Not 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.



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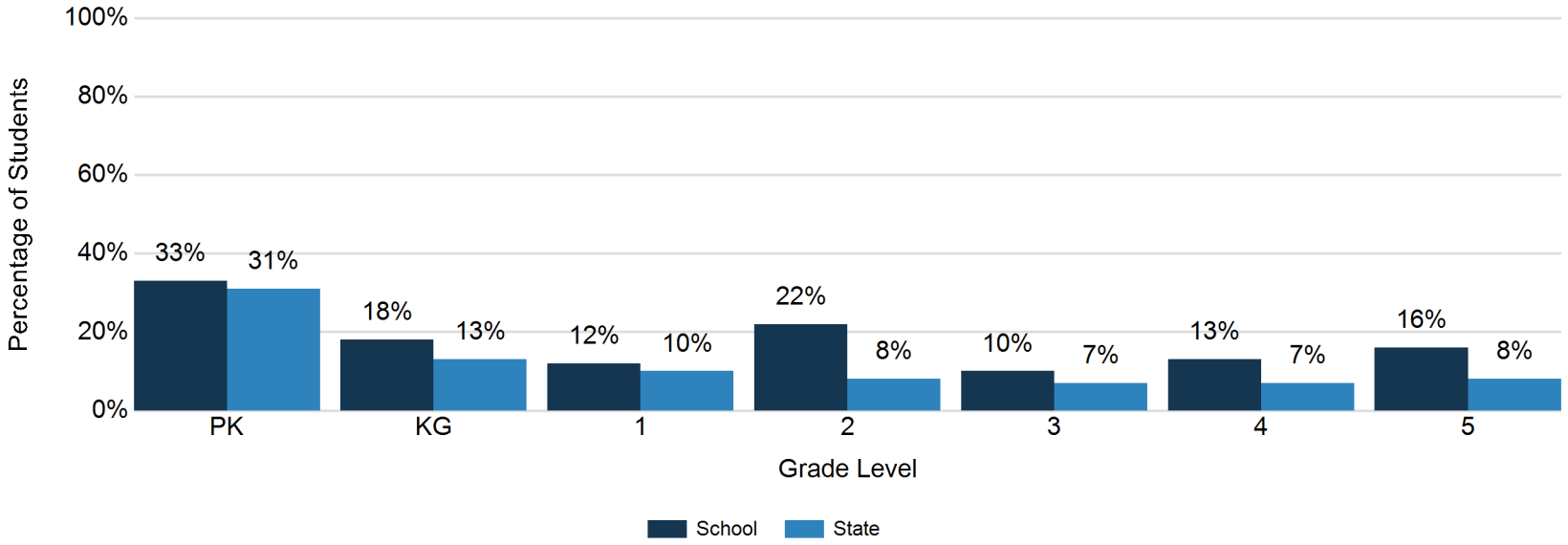
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	20		20

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	93.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	679:1	226:1
Teachers to Administrators	61:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	85.2%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	14.8%	100.0%	51.6%	22.9%	45.1%
White	9.0%	65.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	43.4%	21.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.8%	8.2%	0.0%	15.0%	6.6%	13.9%
Asian	38.0%	4.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree

Doctoral Degree

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	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.6%

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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.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
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
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
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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	58.4%	68.0%	67.2%
Math Proficiency	60.8%	69.0%	68.5%
ELA Growth	46	60	53
Math Growth	60	72	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		72.5%	66.7%
Chronic Absenteeism	13.6%	16.3%	15.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Jotham W. Wakeman School
(17-2390-370)
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 Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• J. W. Wakeman School offers a Dual Language Program for students in grades Pre-K through 2. • The Rush Arts Gallery is a student Art Center at J.W. Wakeman School and displays student art work created in conjunction with the Rush Philanthropic Arts Foundation. • J. W. Wakeman School offers Chess Instruction during the school year. The classes are implemented during students? lunch periods and culminate with a Family Chess Night in the spring.
Mission, Vision, Theme:	J.W. Wakeman School Core Beliefs: 1. Our main purpose is to improve student achievement. 2. Effective instruction is our key to improving student achievement. 3. Effective instruction must be delivered all day, every day. 4. Always have high expectations for self and students.

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Courses, Curriculum, Instruction:	J.W. Wakeman School offers HOPE Classes in grades 3-5 and participates in the National Junior Honor Society. Additionally, our school offers Dual Language for students in grades K-2 . All students have access to iPad carts and/or chromebooks. After School programs include Extended Day for PARCC preparation and CASPER. J.W. Wakeman School 5th grade students have been accepted to and attend Middle Schools such as, Academy 1, Explore 2000, MS 4 AEP, MS 7, and Infinity Institute.

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Before and After School Programs:	J.W. Wakeman School offers Morning Stars and CASPER for all students. An After School program is offered for students in grades 3-5 to help prepare for the PARCC and provide students the opportunity to increase skills in both ELA and Math. Clubs are offered as part of Extended Day. Clubs include Video Editing, Fitness, Yoga, Google Classroom, and MakerSpace.
Staff and Professional Learning:	Professional Learning Communities are in place where J.W. Wakeman staff present and discuss best practices with one another. Teachers engage in academic conversations focused on engagement, best practices which include a variety of formative assessments, cooperative learning groups, effective higher order questioning skills, analyzing data, Project Based Learning, block scheduling, and LiFT Personalized Learning Platform.

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Student Supports and Services:	J.W. Wakeman School provides ESL support in grades K-5 utilizing push-in and pull-out models; CCT servicing Students with Disabilities in grades K-5 and inclusion classes at every grade level as well as two self-contained classrooms for Students with Disabilities.
Student Health and Wellness:	J.W. Wakeman School participates in the District Breakfast Program. Other student health initiatives include Yoga and Fitness Clubs offered as part of Extended Day Clubs. Physical Education and recess is provided for all students. Swimming is offered to students in grades 4 and 5.
Parent and Community Involvement:	The J.W. Wakeman Parent-Teacher Organization meets on a monthly basis and continues to show an increase in participation. Family engagement activities are offered throughout the year including Curriculum Nights, Reading Nights, Science Nights, and Chess Night. J.W. Wakeman School has developed a 6-year partnership with Rush Philanthropic Arts Foundation which offers students exposure to all facets of the arts. Student work is exhibited in the school's Art Gallery in the spring.

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Facilities:	J.W. Wakeman School has a swimming pool; Two computer labs: Personal - Apple

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Technology and STEM:	Students at J.W. Wakeman School have access to two computer labs. iPad and chromebooks carts are also available at each grade level. Teachers and students in grades 3, 4, and 5 utilize Google Classroom to access web-based instructional resources.
Early Childhood Education:	J.W. Wakeman School offers a full day Pre-K program. Our eight Pre-K classes were able to serve all students who registered for the program.

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
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Grades Offered: PK-08
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Donald Howard Jr.
Address	91 ASTOR PLACE JERSEY CITY, NJ 07304-2920
Phone Number	201-915-6420
Email Address	dhoward@jcboe.org
Website	http://www.jcboe.org/

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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	39	42	42
KG	31	71	67
1	41	70	83
2	32	94	76
3	33	30	38
4	30	37	32
5	32	25	35
6	21	25	0
7	22	19	0
8	18	17	0
Total	299	430	373

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.5%	52.6%	49.9%
Male	47.5%	47.4%	50.1%
Economically Disadvantaged Students	76.9%	60.0%	56.6%
Students with Disabilities	25.1%	17.0%	12.6%
English Learners	2.3%	38.1%	42.4%
Homeless Students	5.7%	4.9%	0.0%
Students in Foster Care	0.7%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.5%	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	7.0%	6.5%	4.0%
Hispanic	36.8%	51.4%	55.2%
Black or African American	51.5%	37.7%	34.6%
Asian	4.0%	3.5%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two or More Races	0.3%	0.7%	0.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	39	42	42
KG - Half Day	0	0	0
KG - Full Day	31	71	67

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	48.3%
English	39.7%
Arabic	2.7%
Creoles and pidgins, French-based	2.1%
Tagalog	1.1%
Other Languages	6.2%

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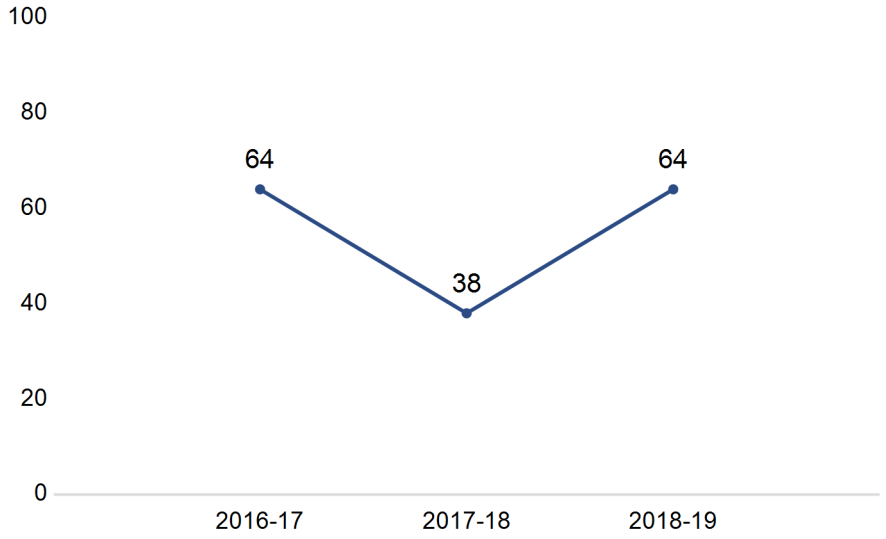
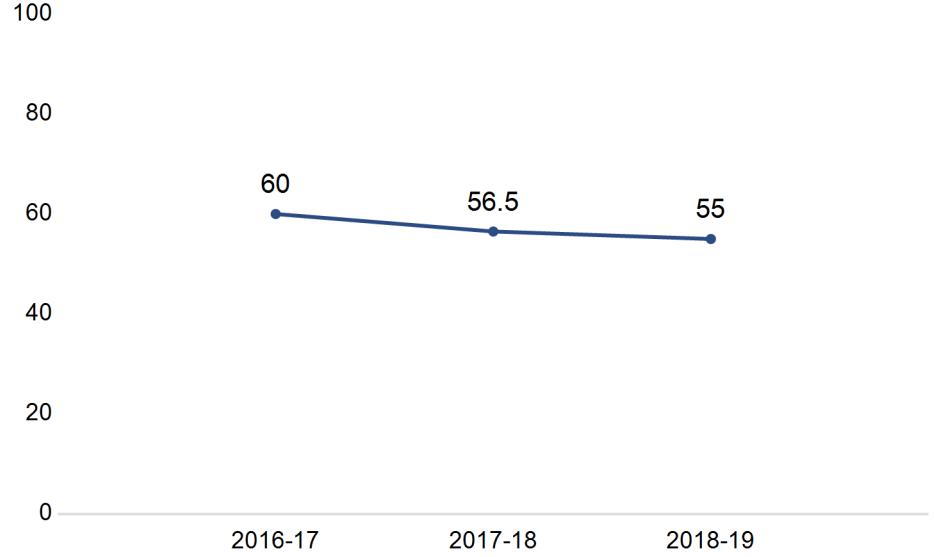
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	38	64	60	56.5	55
Met Standard (40-59.5)?	Exceeds Standard	Not Met	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	64	52	50	Exceeds Standard	55	46	50	Met Standard
White	*	57	50	**	*	52	52	**
Hispanic	63.5	50	49	Exceeds Standard	61	45	47	Exceeds Standard
Black or African American	59	48	45	Met Standard	53	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	64	55	53	N	50	45	50	N
Male	55	50	47	N	57.5	48	51	N
Economically Disadvantaged Students	64	52	48	Exceeds Standard	51	45	46	Met Standard
Students with Disabilities	37	41	43	**	*	42	45	**
English Learners	*	55	52	**	*	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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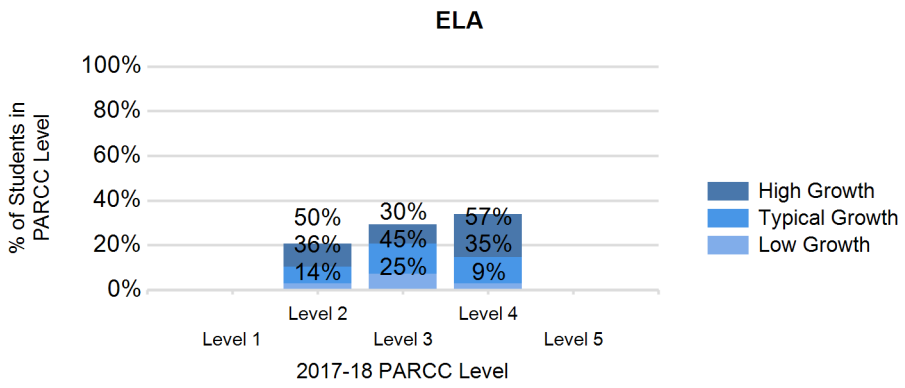
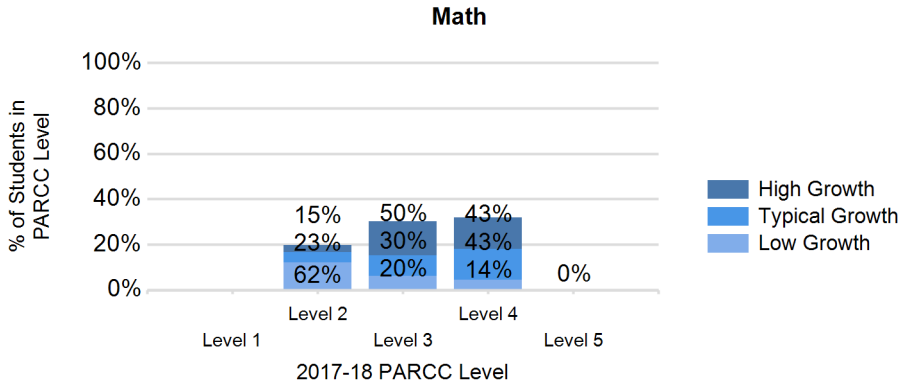
Student Growth by Performance Level

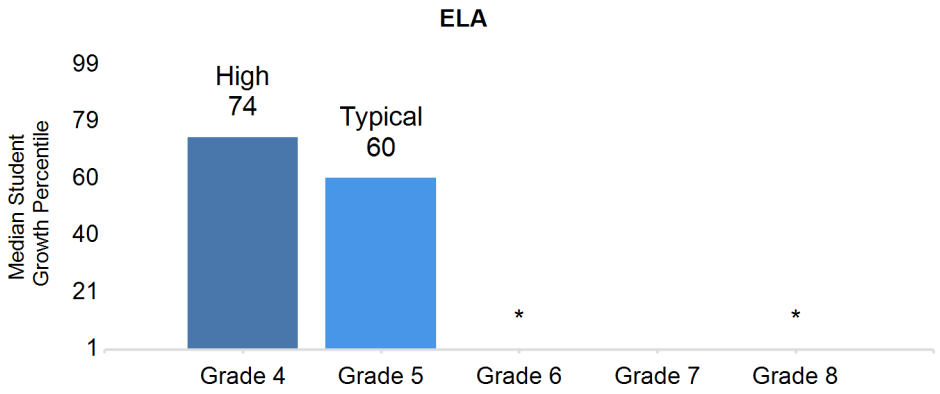
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

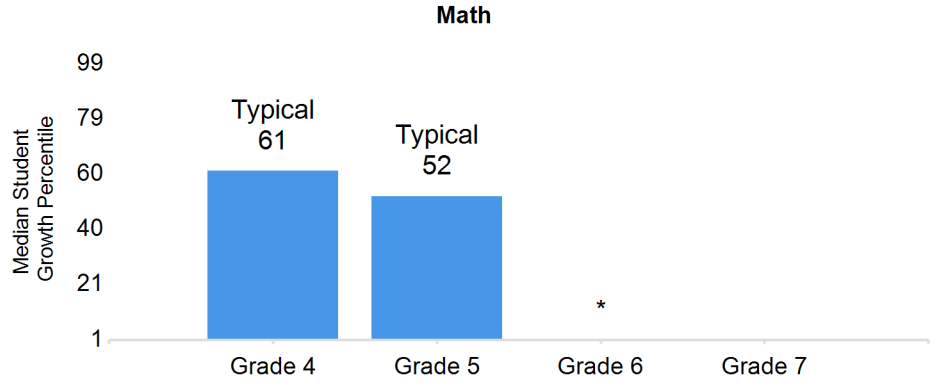




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

Report Key:
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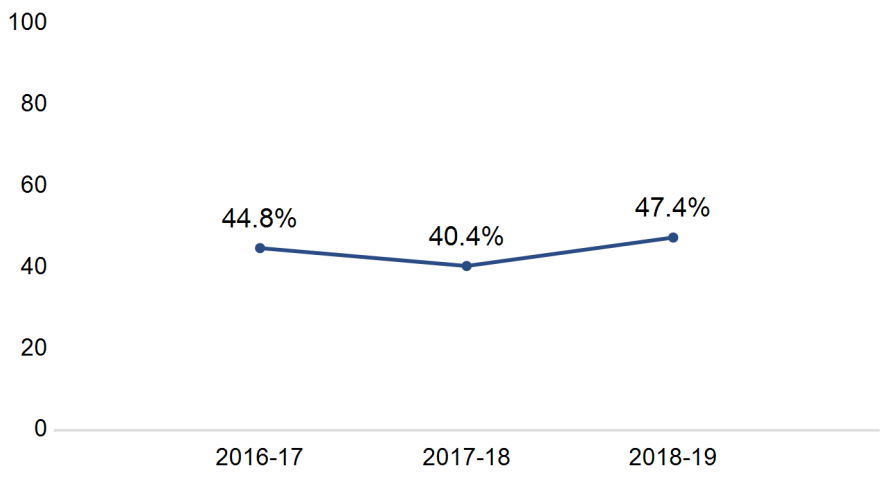
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

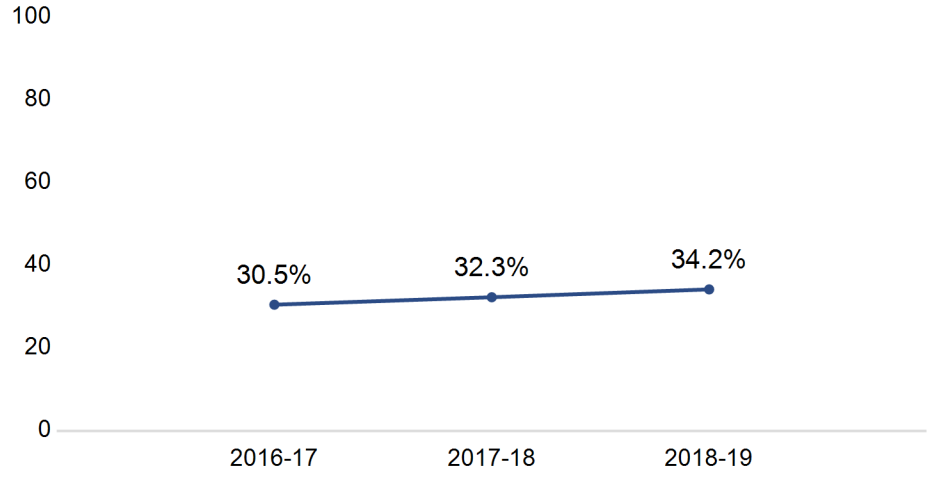
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.2%	99.2%	98.8%	97.7%	98.4%
Proficiency Rate for Federal Accountability	44.8%	40.4%	47.4%	30.5%	32.3%	34.2%
Annual Target	34.6%	37.0%	39.4%	28.6%	31.3%	34.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	114	99.2	47.4	49.7	57.9	47.4	39.4	Met Target
White	*	*	*	55.9	66.9	*	**	**
Hispanic	40	100.0	42.5	46.4	43.9	42.5	45	Met Target†
Black or African American	62	98.5	48.4	34.3	38.5	48.4	33	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	N	N	N	67.7	64.4	N	**	**
Female	69	100.0	47.8	55.2	64.8	47.8		
Male	45	98.0	46.7	44.5	51.3	46.7		
Economically Disadvantaged Students	66	100.0	40.9	45.3	40.0	40.9	37.2	Met Target
Non-Economically Disadvantaged Students	48	98.1	56.3	56.3	67.9	56.3		
Students with Disabilities	23	95.8	*	14.4	22.7	*	16.3	Met Target†
Students without Disabilities	91	100.0	*	56.2	65.1	*		
English Learners	12	100.0	16.7	16.0	29.3	16.7	**	**
Non-English Learners	102	99.1	51.0	53.6	60.6	51.0		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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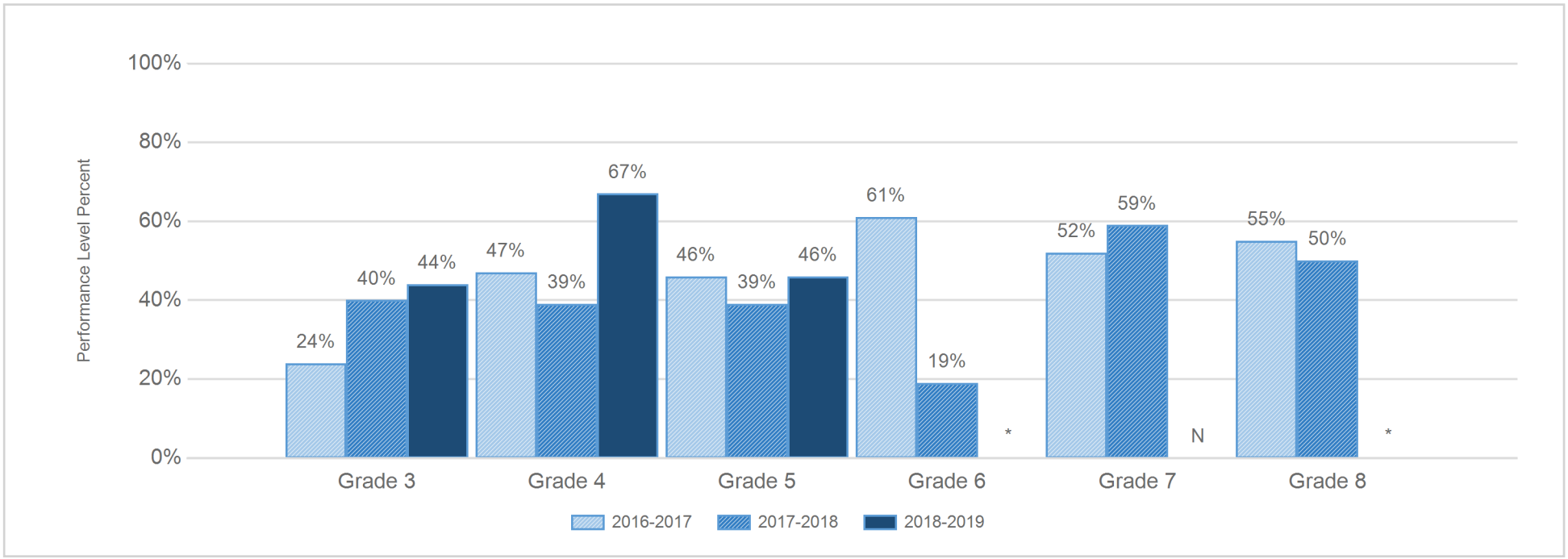
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	749	746	748	*	*	30%	*	*	44%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	16	743	739	734	*	*	*	*	*	31%	36%
Black or African American	23	755	730	731	*	*	*	*	*	52%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	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	23	749	*	753	*	*	*	*	*	43%	55%
Male	20	748	*	743	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	27	749	735	731	*	*	*	*	*	48%	33%
Non-Economically Disadvantaged Students	16	748	762	759	*	*	*	*	*	38%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	768	753	755	*	*	*	*	*	67%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	11	774	748	743	0%	0%	*	*	*	73%	44%
Black or African American	15	762	740	739	*	*	*	*	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	17	771	757	760	*	*	*	*	*	65%	62%
Male	13	765	749	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	14	767	*	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	16	769	*	765	*	*	*	*	*	63%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	750	748	756	*	*	32%	*	*	46%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	24	743	733	739	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	23	758	754	761	*	*	*	*	*	57%	64%
Male	14	736	742	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	18	740	744	740	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	19	759	755	766	*	*	*	*	*	63%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	748	754	*	*	*	*	*	*	56%
White	N	N	756	762	N	N	N	N	N	N	65%
Hispanic	*	*	745	743	*	*	*	*	*	*	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	*	*	*	762	*	*	*	*	*	*	64%
Male	*	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	N	N	755	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	N	N	731	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	755	761	N	N	N	N	N	N	63%
White	N	N	760	769	N	N	N	N	N	N	72%
Hispanic	N	N	751	747	N	N	N	N	N	N	50%
Black or African American	N	N	740	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	N	N	762	769	N	N	N	N	N	N	71%
Male	N	N	748	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	N	N	706	720	N	N	N	N	N	N	22%
Students without Disabilities	N	N	763	769	N	N	N	N	N	N	71%
English Learners	N	N	715	706	N	N	N	N	N	N	12%
Non-English Learners	N	N	758	763	N	N	N	N	N	N	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	751	762	*	*	*	*	*	*	63%
White	N	N	755	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	*	*	760	771	*	*	*	*	*	*	71%
Male	N	N	*	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	758	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	N	N	756	764	N	N	N	N	N	N	65%
Homeless Students	N	N	732	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	114	98.4	34.2	33.6	44.5	34.2	34	Met Target
White	*	*	*	45.3	54.1	*	**	**
Hispanic	40	100.0	37.5	27.2	28.8	37.5	37.1	Met Target
Black or African American	61	97.0	26.2	16.7	23.0	26.2	28.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	N	N	N	58.5	53.3	N	**	**
Female	69	100.0	36.2	34.0	44.9	36.2		
Male	45	96.2	31.1	33.3	44.2	31.1		
Economically Disadvantaged Students	65	98.6	26.2	29.3	26.3	26.2	31.2	Met Target†
Non-Economically Disadvantaged Students	49	98.1	44.9	39.8	54.9	44.9		
Students with Disabilities	22	91.7	*	*	17.4	*	16.3	Not Met
Students without Disabilities	92	100.0	*	*	50.0	*		
English Learners	13	100.0	15.4	16.0	25.0	15.4	**	**
Non-English Learners	101	98.2	36.6	36.0	46.5	36.6		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

Report Key:
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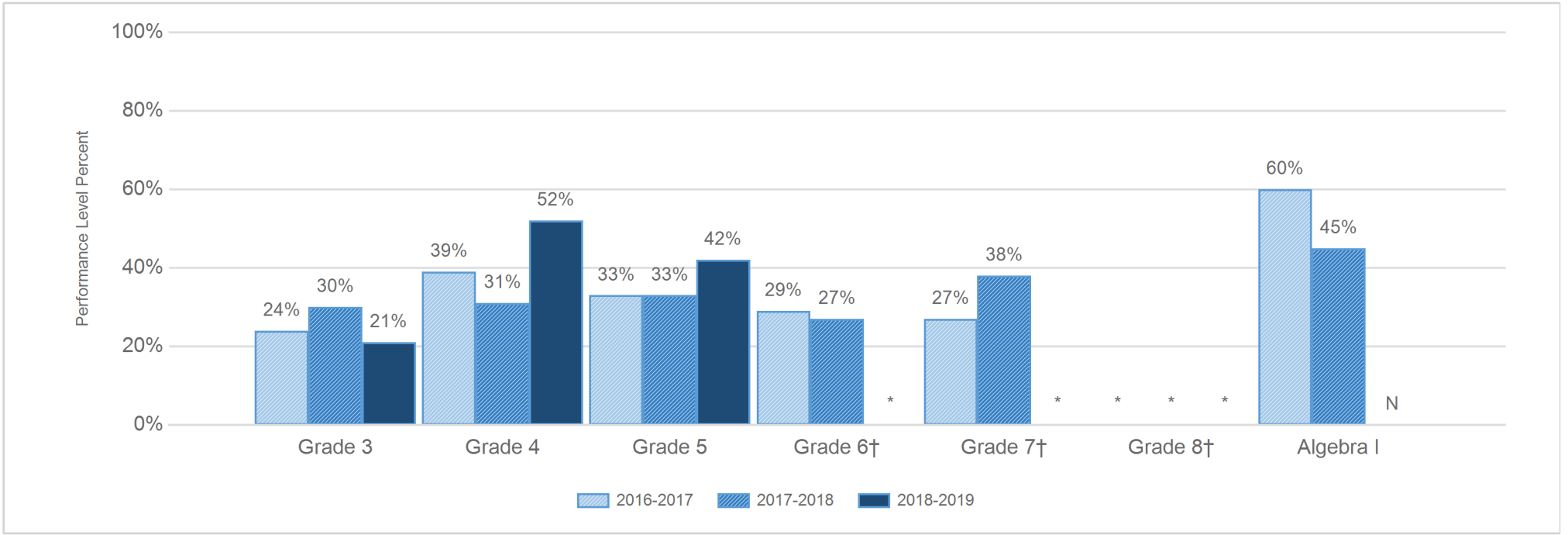
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	733	747	752	*	*	49%	*	*	21%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	16	734	740	739	*	0%	63%	*	*	19%	40%
Black or African American	23	733	730	735	*	*	43%	*	*	22%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	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	23	735	*	751	*	*	48%	*	*	22%	54%
Male	20	730	*	752	*	*	50%	*	*	20%	56%
Economically Disadvantaged Students	27	732	738	737	*	*	*	*	*	19%	37%
Non-Economically Disadvantaged Students	16	733	759	761	*	*	*	*	*	25%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	751	740	749	*	*	32%	*	*	52%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	11	756	735	737	0%	*	*	*	*	55%	36%
Black or African American	15	744	723	731	*	*	*	*	*	40%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	17	750	739	749	*	*	*	*	*	53%	50%
Male	14	752	741	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	14	752	*	734	*	*	*	*	*	57%	32%
Non-Economically Disadvantaged Students	17	750	*	759	*	*	*	*	*	47%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	738	736	747	*	*	*	*	*	42%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	23	730	721	729	*	*	*	*	*	26%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	23	744	737	747	*	*	*	*	*	52%	47%
Male	13	728	736	747	*	*	*	*	*	23%	47%
Economically Disadvantaged Students	17	729	732	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	19	746	742	757	*	*	*	*	*	53%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	731	741	*	*	*	*	*	*	41%
White	N	N	743	749	N	N	N	N	N	N	51%
Hispanic	*	*	726	729	*	*	*	*	*	*	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	*	*	*	742	*	*	*	*	*	*	42%
Male	*	*	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	738	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	737	744	*	*	*	*	*	*	42%
White	N	N	747	751	N	N	N	N	N	N	53%
Hispanic	*	*	732	733	*	*	*	*	*	*	26%
Black or African American	N	N	722	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	*	*	*	744	*	*	*	*	*	*	42%
Male	N	N	736	743	N	N	N	N	N	N	42%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	N	N	708	718	N	N	N	N	N	N	13%
Students without Disabilities	*	*	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	N	N	739	745	N	N	N	N	N	N	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	712	728	*	*	*	*	*	*	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	716	731	*	*	*	*	*	*	31%
Male	N	N	709	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	N	N	714	730	N	N	N	N	N	N	30%
Homeless Students	N	N	709	709	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	729	744	N	N	N	N	N	N	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	N	N	724	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	755	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	730	745	N	N	N	N	N	N	44%
Male	N	N	729	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	728	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	732	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	732	748	N	N	N	N	N	N	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	N	N	734	745	N	N	N	N	N	N	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.0%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	114	*	*
3-4	31	87.1%	12.9%
5 or more	*	*	*

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2018-2019

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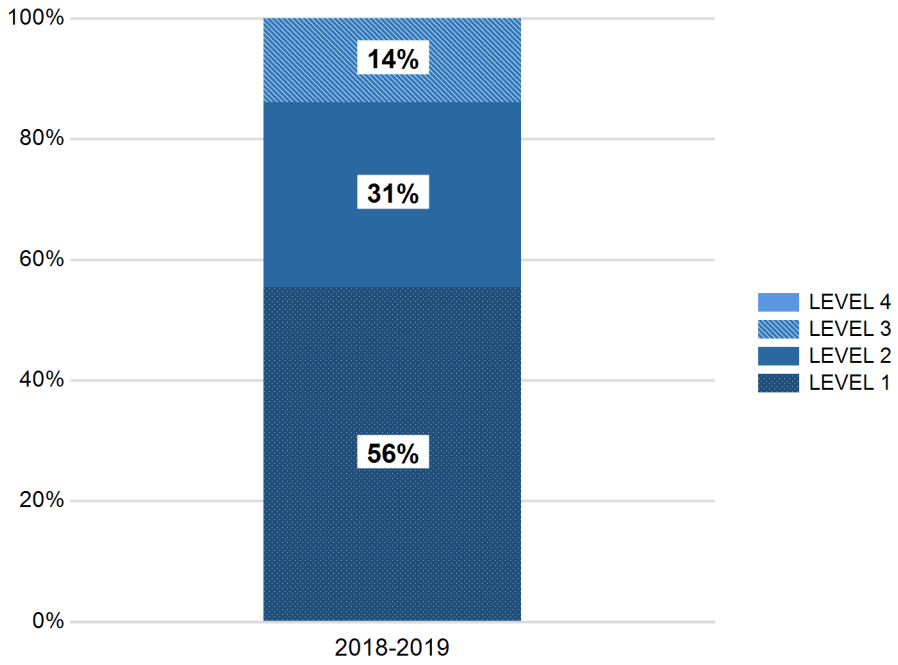
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	56	31	14	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	67	29	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	27	18	0
Male	57	36	7	0
Economically Disadvantaged Students	79	16	5	0
Non-Economically Disadvantaged Students	29	47	24	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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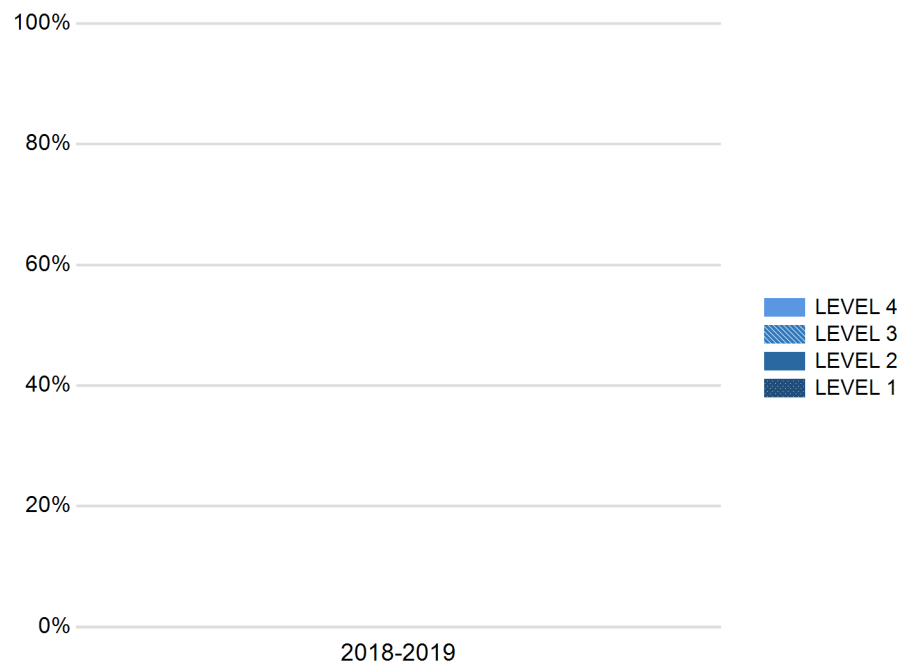
NJSLA Science Assessment: Grade 8 Summary

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	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Julia A. Barnes School
(17-2390-150)
Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	N	N	N
7	N	N	N
8	N	N	N
Total	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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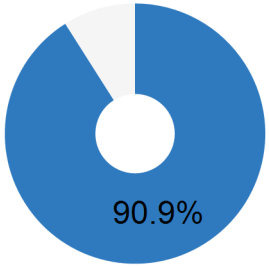
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

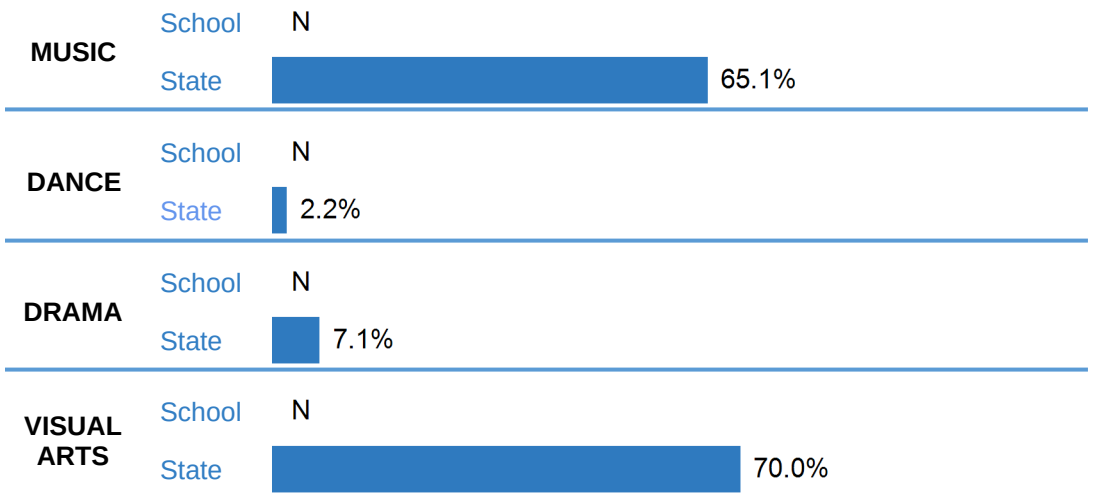
Students enrolled in one or more **visual and performing arts** classes

School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

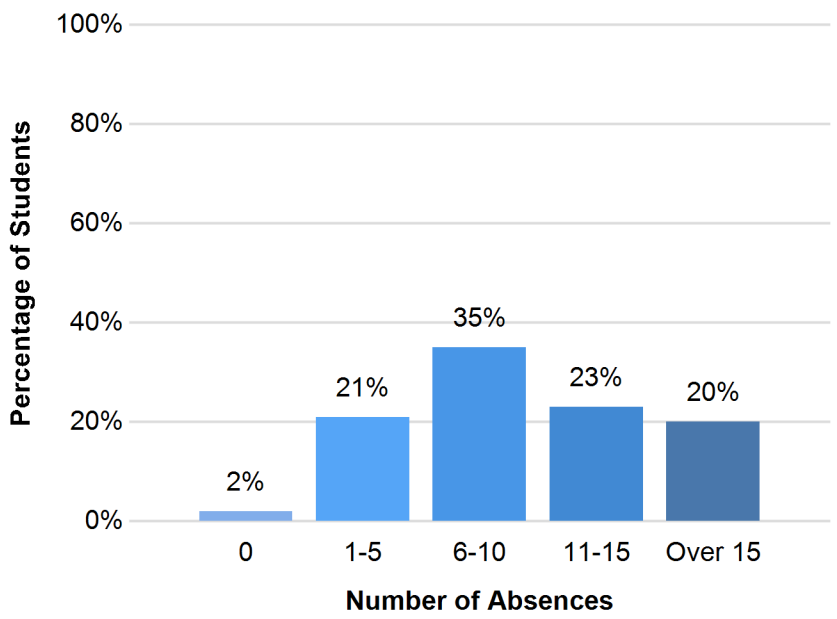
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	11.8	9.0	Not Met
White	*	*	**	**
Hispanic	10	12.7	9.0	Not Met
Black or African American	11	11.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	6.2		
Male	17	18.7		
Economically Disadvantaged Students	18	15.0	9.0	Not Met
Students with Disabilities	7	20.6	9.0	Not Met
English Learners	2	6.9	9.0	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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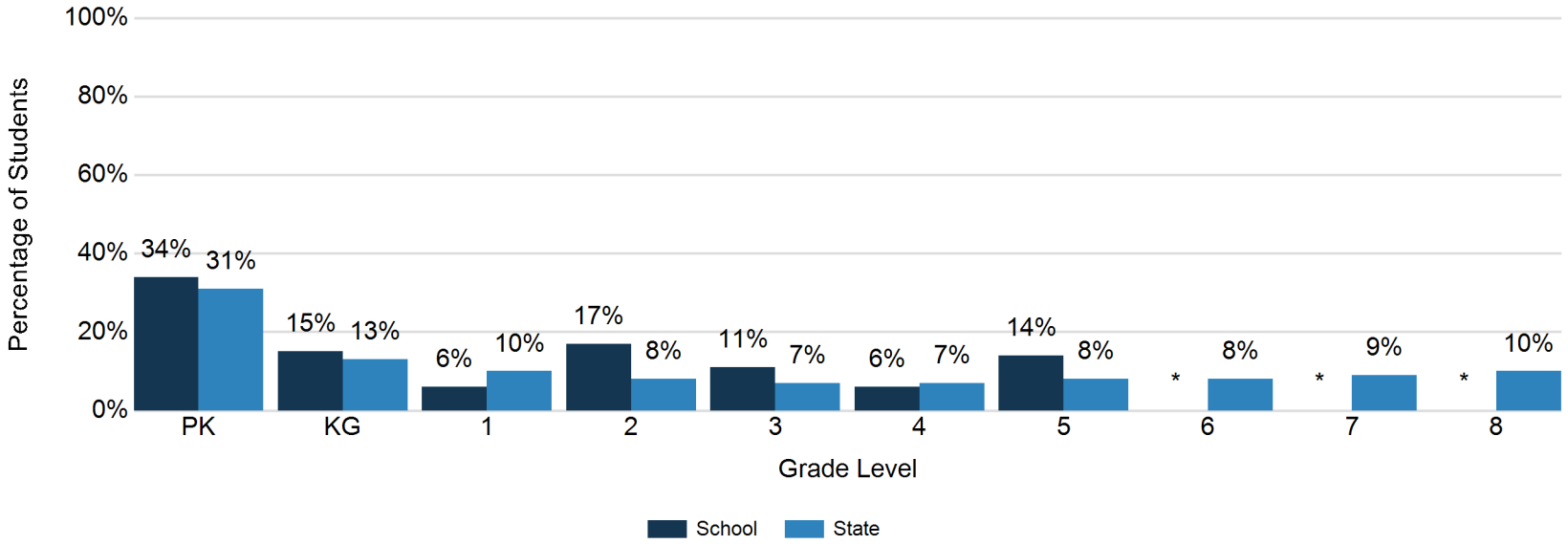
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	89.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	373:1	226:1
Teachers to Administrators	38:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	81.6%	0.0%	48.4%	77.1%	54.9%
Male	50.1%	18.4%	100.0%	51.6%	22.9%	45.1%
White	4.0%	36.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	55.2%	23.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.6%	36.8%	0.0%	15.0%	6.6%	13.9%
Asian	5.1%	2.6%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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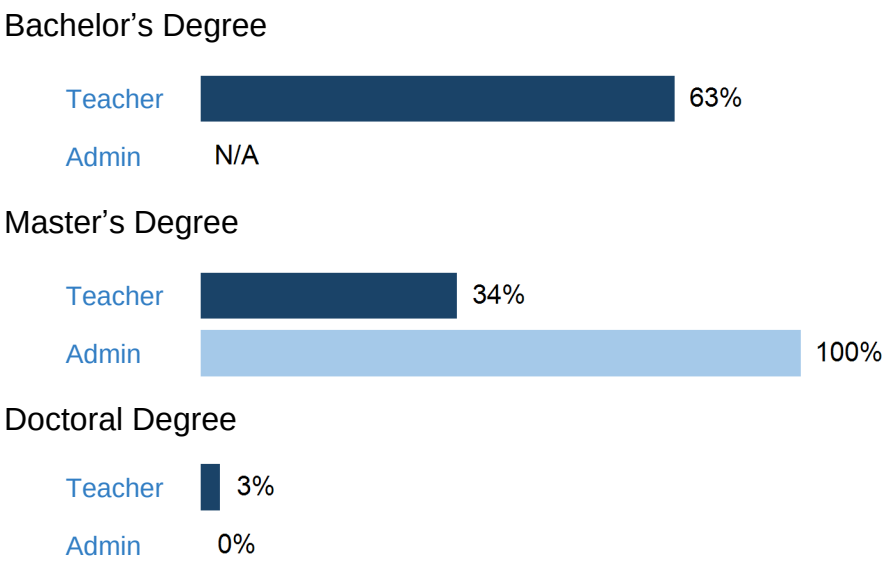
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.6%

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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	44.8%	40.4%	47.4%
Math Proficiency	30.5%	32.3%	34.2%
ELA Growth	64	38	64
Math Growth	60	56	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.6%	62.0%
Chronic Absenteeism	16.6%	25.1%	11.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	Exceeds Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Community School providing full range of services to our students and families • Mentoring programs for boys and girls

NJ SCHOOL PERFORMANCE REPORT

Liberty High School
(17-2390-082)
Grades Offered: 09-12
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:

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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Monica Grazilla
Address	299 SIP AVENUE JERSEY CITY, NJ 07306
Phone Number	201-714-4373
Email Address	mgrazilla@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=427&Itemid=1046

NJ SCHOOL PERFORMANCE REPORT

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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	50	54	58
10	41	53	54
11	42	42	59
12	55	42	49
Total	188	191	220

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	46.8%	56.0%	58.2%
Male	53.2%	44.0%	41.8%
Economically Disadvantaged Students	52.1%	67.0%	70.5%
Students with Disabilities	10.6%	11.5%	11.8%
English Learners	0.5%	1.6%	0.5%
Homeless Students	0.5%	0.5%	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	13.3%	17.8%	19.5%
Hispanic	44.1%	39.3%	38.6%
Black or African American	27.1%	25.1%	22.7%
Asian	14.9%	16.8%	17.7%
Native Hawaiian or Pacific Islander	0.5%	1.0%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	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	188	191	220
Shared Time Students	0	0	0
Full Time Equivalent	188	191	220

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	45.5%
Spanish	23.2%
Arabic	11.8%
Urdu	5.5%
Gujarati	3.6%
Other Languages	10.5%

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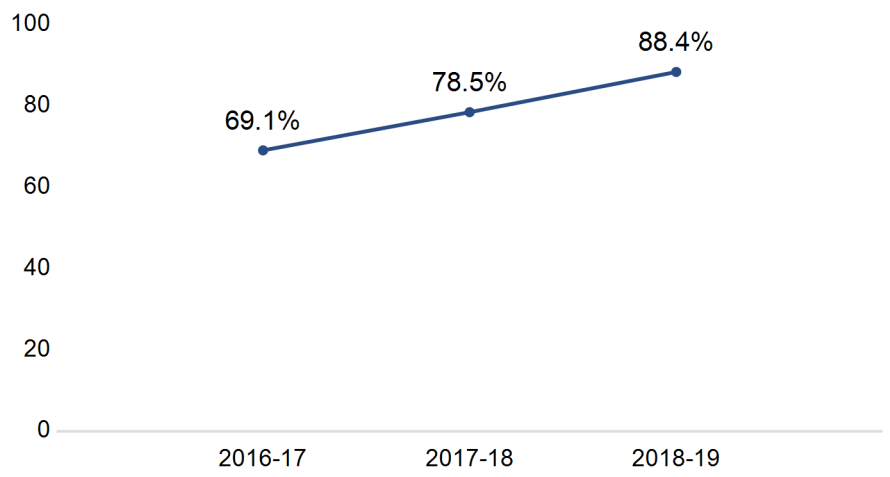
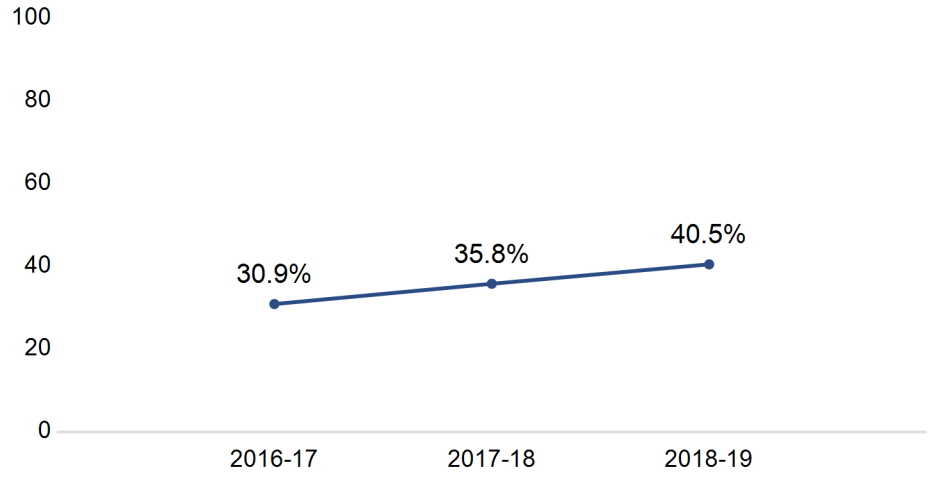
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	99.0%	99.1%	97.6%	99.1%	99.1%
Proficiency Rate for Federal Accountability	69.1%	78.5%	88.4%	30.9%	35.8%	40.5%
Annual Target	70.1%	70.6%	71.2%	37.3%	39.5%	41.7%
Met Annual Target?	Met Target†	Met Target	Met Goal	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	112	99.1	88.4	49.7	57.9	88.4	71.2	Met Goal
White	21	100.0	81.0	55.9	66.9	81.0	N	N
Hispanic	46	100.0	95.7	46.4	43.9	95.7	73.1	Met Goal
Black or African American	20	95.2	95.0	34.3	38.5	95.0	62.2	Met Goal
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.0	77.0	82.9	76.0	N	N
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	N	N	N	67.7	64.4	N	**	**
Female	65	98.5	89.2	55.2	64.8	89.2		
Male	47	100.0	87.2	44.5	51.3	87.2		
Economically Disadvantaged Students	79	98.7	91.1	45.3	40.0	91.1	69.3	Met Goal
Non-Economically Disadvantaged Students	33	100.0	81.8	56.3	67.9	81.8		
Students with Disabilities	12	100.0	83.3	14.4	22.7	83.3	**	**
Students without Disabilities	100	99.0	89.0	56.2	65.1	89.0		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	N	N	N	31.1	29.1	N		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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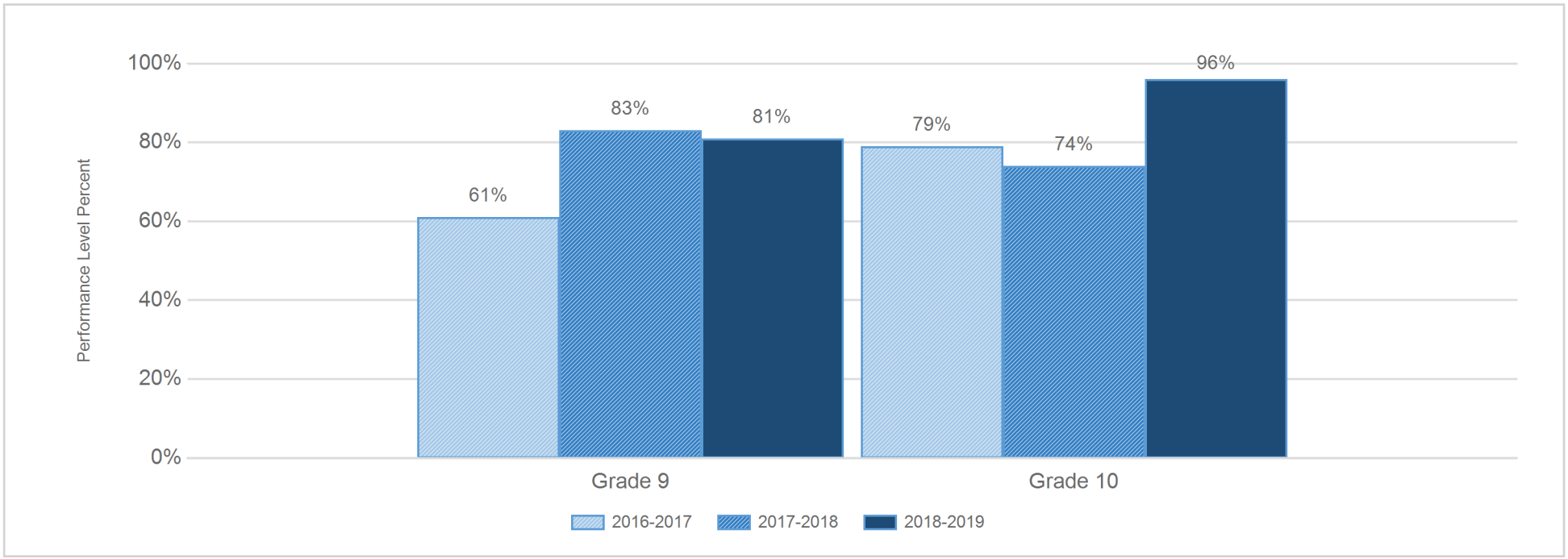
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	765	738	753	0%	*	17%	*	*	81%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	24	770	730	737	0%	0%	*	*	*	96%	40%
Black or African American	*	*	724	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	14	756	771	783	0%	*	*	*	*	64%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	28	766	744	760	0%	*	*	*	*	75%	63%
Male	30	763	732	746	0%	*	*	*	*	87%	49%
Economically Disadvantaged Students	45	766	734	734	0%	*	*	*	*	84%	36%
Non-Economically Disadvantaged Students	13	760	743	762	0%	*	*	*	*	69%	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	689	693	*	*	*	*	*	*	*
Non-English Learners	*	*	744	755	*	*	*	*	*	*	*
Homeless Students	N	N	721	720	N	N	N	N	N	N	21%
Students in Foster Care	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%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	786	738	757	0%	0%	*	*	*	96%	58%
White	10	778	748	767	0%	0%	0%	*	*	100%	67%
Hispanic	22	797	735	738	0%	0%	*	*	*	95%	43%
Black or African American	11	783	723	733	0%	0%	0%	*	*	100%	38%
Asian, Native Hawaiian, or Pacific Islander	11	773	762	792	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	37	790	745	766	0%	0%	*	*	*	100%	66%
Male	17	777	731	749	0%	0%	*	*	*	88%	51%
Economically Disadvantaged Students	34	787	737	735	0%	0%	*	*	*	100%	40%
Non-Economically Disadvantaged Students	20	783	738	767	0%	0%	*	*	*	90%	67%
Students with Disabilities	*	*	696	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	745	765	*	*	*	*	*	*	65%
English Learners	N	N	689	687	N	N	N	N	N	N	*
Non-English Learners	54	786	744	760	0%	0%	*	*	*	96%	*
Homeless Students	N	N	733	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	111	99.1	40.5	33.6	44.5	40.5	41.7	Met Target†
White	21	100.0	42.9	45.3	54.1	42.9	N	N
Hispanic	46	100.0	43.5	27.2	28.8	43.5	30.6	Met Target
Black or African American	20	95.2	30.0	16.7	23.0	30.0	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	41.7	64.6	76.5	41.7	42	Met Target†
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	N	N	N	58.5	53.3	N	**	**
Female	65	98.5	30.8	34.0	44.9	30.8		
Male	46	100.0	54.3	33.3	44.2	54.3		
Economically Disadvantaged Students	79	98.7	40.5	29.3	26.3	40.5	43.6	Met Target†
Non-Economically Disadvantaged Students	32	100.0	40.6	39.8	54.9	40.6		
Students with Disabilities	11	100.0	36.4	*	17.4	36.4	**	**
Students without Disabilities	100	99.0	41.0	*	50.0	41.0		
English Learners	*	*	*	16.0	25.0	*	**	**
Non-English Learners	*	*	*	36.0	46.5	*		
Homeless Students	N	N	N	14.1	17.1	N		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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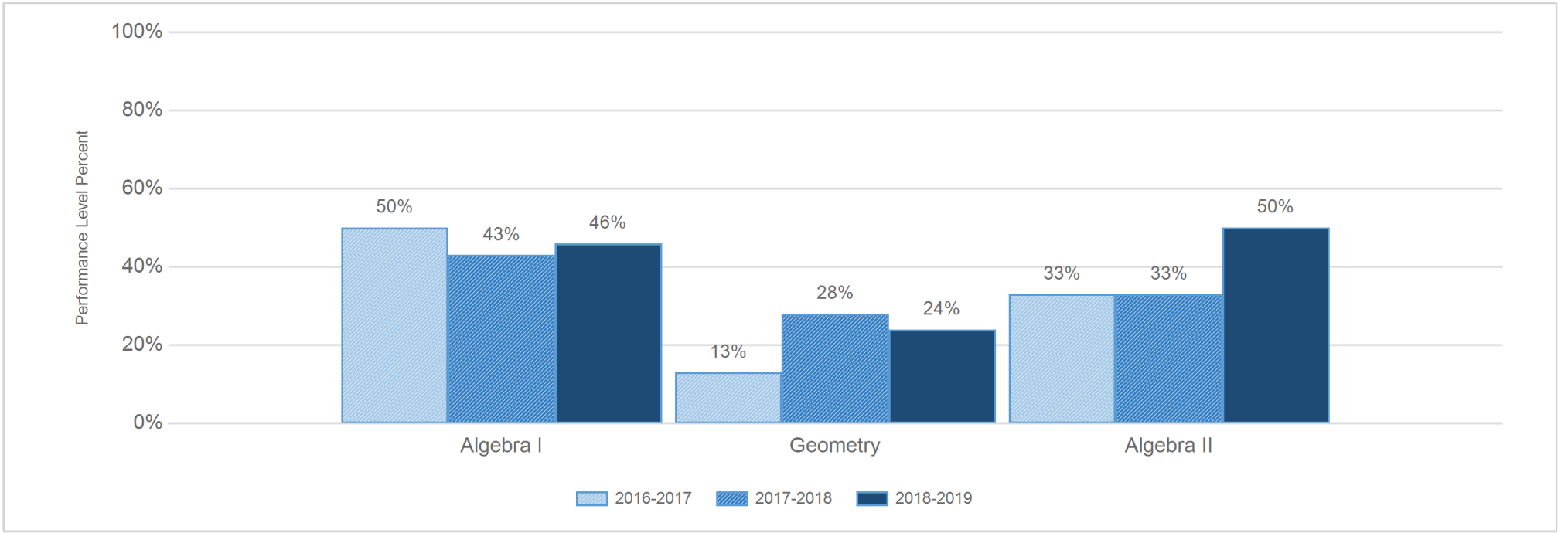
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	747	729	744	*	*	36%	46%	0%	46%	42%
White	13	751	738	752	*	*	*	*	*	54%	53%
Hispanic	29	751	724	728	*	*	*	52%	0%	52%	24%
Black or African American	15	742	718	725	*	*	*	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	13	743	755	775	*	*	*	*	*	38%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	37	744	730	745	*	*	*	38%	0%	38%	44%
Male	33	752	729	743	*	*	*	55%	0%	55%	41%
Economically Disadvantaged Students	54	749	728	727	*	*	*	*	*	48%	23%
Non-Economically Disadvantaged Students	16	744	732	752	*	*	*	*	*	38%	52%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	70	747	734	745	*	*	36%	46%	0%	46%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	736	733	737	*	*	52%	*	*	24%	35%
White	*	*	749	743	*	*	*	*	*	*	43%
Hispanic	13	737	722	724	0%	*	*	*	*	23%	17%
Black or African American	*	*	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	19	733	732	722	*	*	*	*	*	16%	16%
Non-Economically Disadvantaged Students	10	742	733	743	*	*	*	*	*	40%	43%
Students with Disabilities	*	*	699	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	742	741	*	*	*	*	*	*	*
English Learners	*	*	704	708	*	*	*	*	*	*	*
Non-English Learners	*	*	734	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Liberty High School
(17-2390-082)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	12	756	760	755	0%	*	*	*	*	50%	58%
White	*	*	770	758	*	*	*	*	*	*	62%
Hispanic	*	*	741	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	757	752	*	*	*	*	*	*	55%
Male	*	*	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	753	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	12	756	*	756	0%	*	*	*	*	50%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	12	756	*	755	0%	*	*	*	*	50%	59%
Homeless Students	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	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	*	*	*

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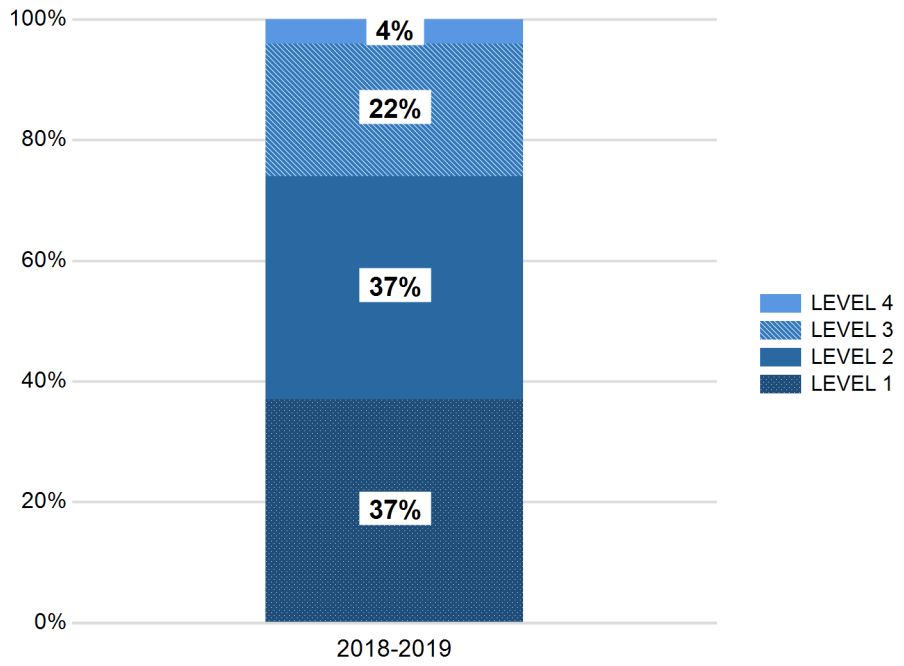
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	37	22	4
White	*	*	*	*
Hispanic	36	18	41	5
Black or African American	33	67	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	48	36	15	0
Male	19	38	33	10
Economically Disadvantaged Students	43	34	20	3
Non-Economically Disadvantaged Students	26	42	26	5
Students with Disabilities	N	N	N	N
Students without Disabilities	37	37	22	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	470	476	Grade 10: 430 Grade 11: 460	70%	61%
PSAT 10/NMSQT - Math	465	477	Grade 10: 480 Grade 11: 510	36%	43%
SAT - Reading and Writing	490	539	480	52%	70%
SAT - Math	510	541	530	48%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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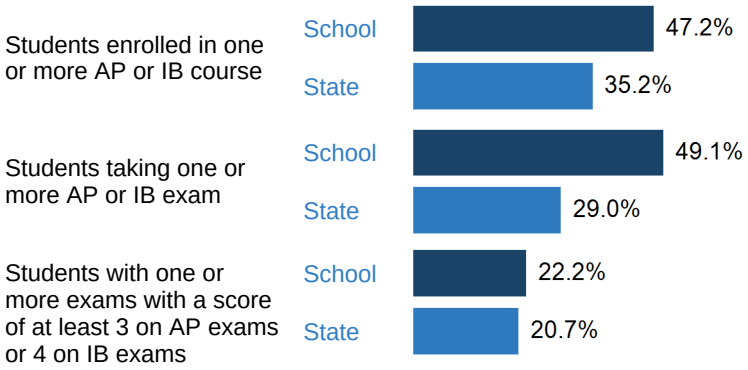
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

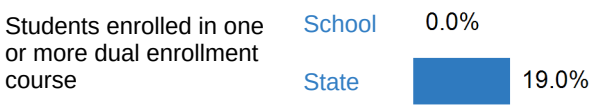
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	1
AP English Language and Composition	18	17
AP English Literature and Composition	14	15
AP Environmental Science	15	14
AP Human Geography	16	16
AP Psychology	0	1
AP Spanish Language	13	14
AP Studio Art—Two-Demensional	0	1
AP U.S. History	13	14
AP World History	8	9
Total Exams taken		102
Exams with scores of at least 3 on AP exams or 4 on IB exams		42

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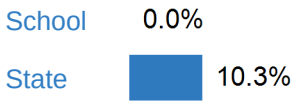
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	*	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	*	0.0%	7.3%	10.6%
Male	*	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Marketing	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	47	11	0	0	0	0	49
10	8	34	0	0	0	0	13
11	1	2	0	10	0	0	43
12	0	0	0	19	0	0	1
Total	56	47	0	29	0	0	106
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	52	0	0	0	3	0
10	2	32	0	6	8	0
11	31	10	0	6	6	0
12	1	8	0	3	20	0
Total	86	50	0	15	37	0
Enrolled in AP/IB Course	0	0		15	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	49	0	0	0	5
10	1	43	0	0	0	16
11	22	23	0	0	0	10
12	24	8	0	0	0	9
Total	47	123	0	0	0	40
Enrolled in AP/IB Course	8	13	0	0		16
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	4	0	0	0	0	1	0
10	18	0	0	0	0	9	0
11	17	0	0	0	0	17	0
12	5	0	0	0	0	20	0
Total	44	0	0	0	0	47	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

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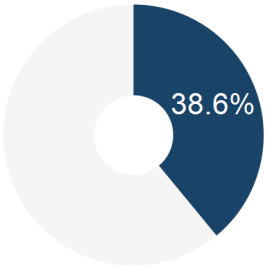
Visual and Performing Arts – Course Participation

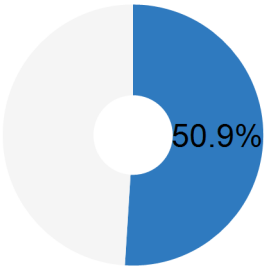
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

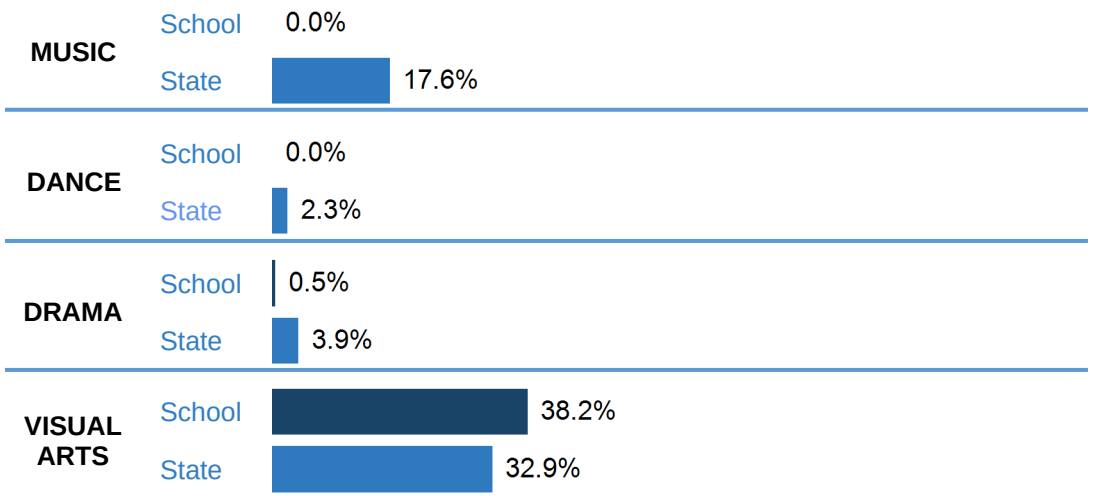


School



State

Students enrolled in one or more classes by discipline:



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Grades Offered: 09-12
2018-2019

Report Key:
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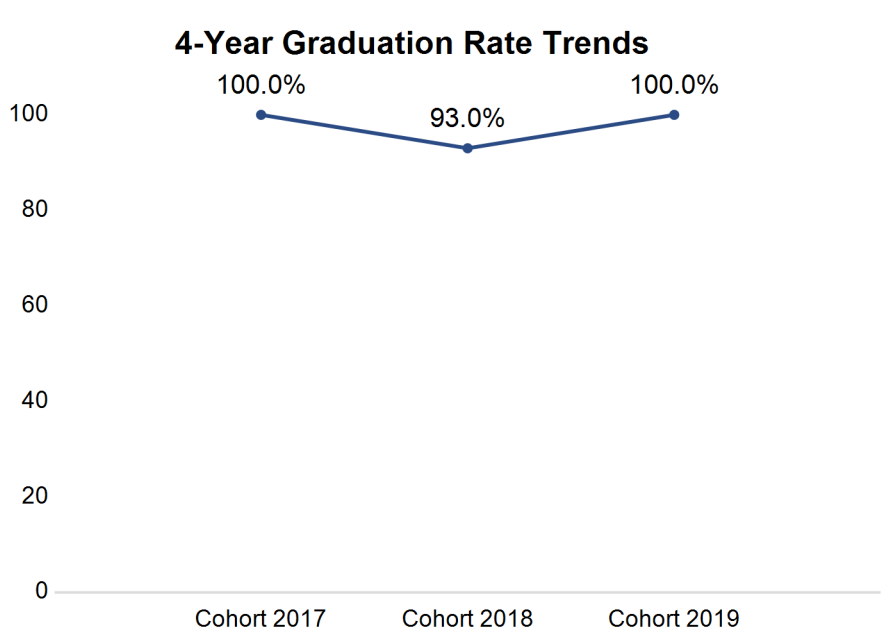
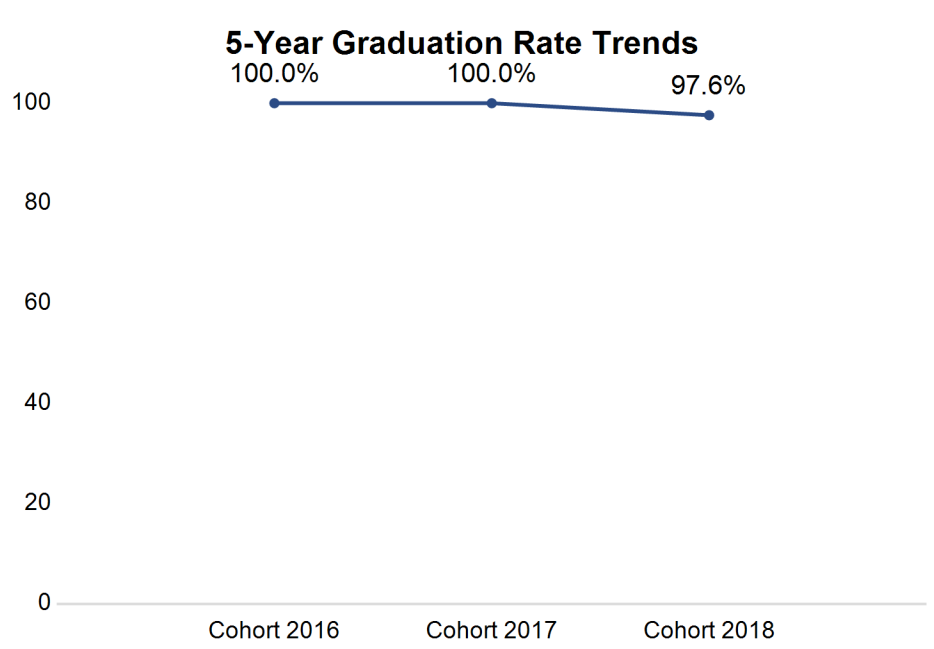
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	100.0%	93.0%	100.0%	100.0%	100.0%	97.6%
Annual Target	N	95.0%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	100.0%	90.6%	97.6%	92.5%	93.0%	95.0%	Not Met	100.0%	N	Met Goal
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	*	84.5%	100.0%	87.3%	95.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.3%	100.0%	87.1%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	100.0%	92.8%	100.0%	94.4%	88.9%			100.0%		
Male	100.0%	88.5%	96.0%	90.8%	96.0%			100.0%		
Economically Disadvantaged Students	100.0%	84.0%	96.0%	87.3%	92.3%	94.0%	Not Met	100.0%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
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		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	85.4%	68.8%
Substitute Competency Test	8.3%	22.9%
Portfolio Appeals Process	0.0%	4.2%
Alternate Requirements specified in IEP	6.3%	4.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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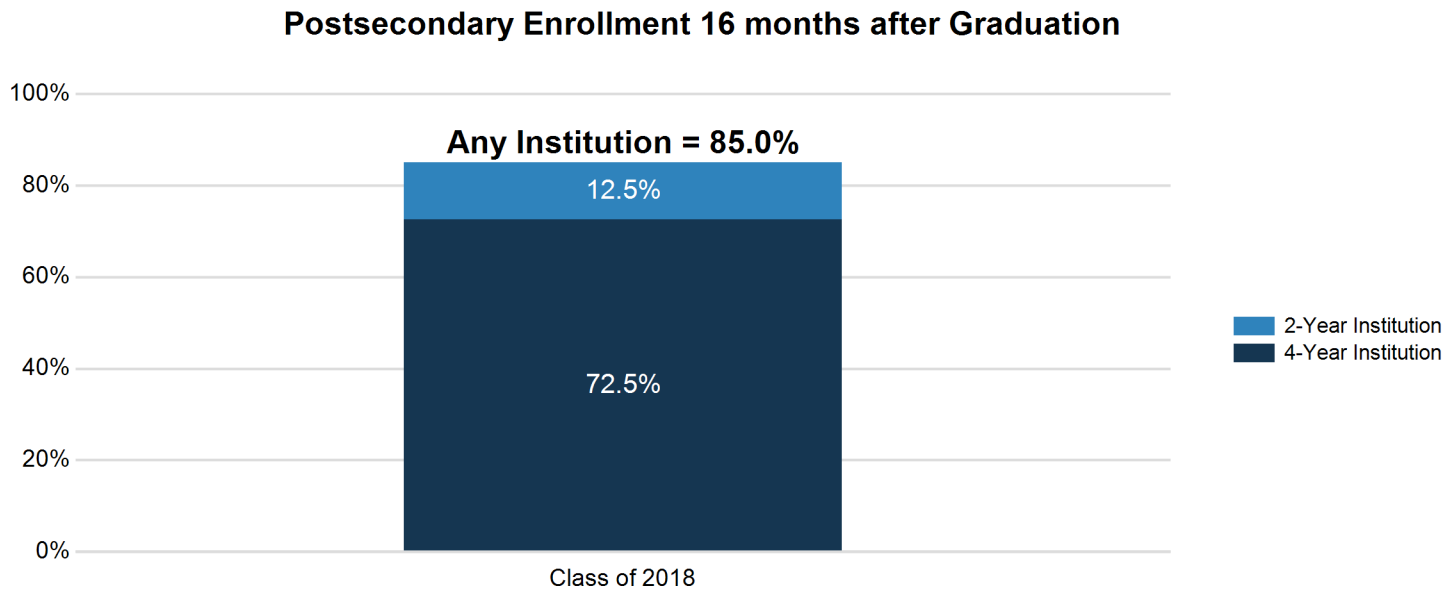
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	12.5%
% Enrolled in 4-Year Institution	72.5%
% Enrolled in Any Postsecondary Institution	85.0%

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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	81.3%	28.2%	71.8%
White	*	*	*
Hispanic	78.6%	54.5%	45.5%
Black or African American	71.4%	10%	90%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	82.4%	32.1%	67.9%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	85%	14.7%	85.3%	70.6%	29.4%	85.3%	14.7%
White	*	*	*	*	*	*	*
Hispanic	89.5%	11.8%	88.2%	76.5%	23.5%	94.1%	5.9%
Black or African American	90%	0%	100%	33.3%	66.7%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.5%	19%	81%	66.7%	33.3%	90.5%	9.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

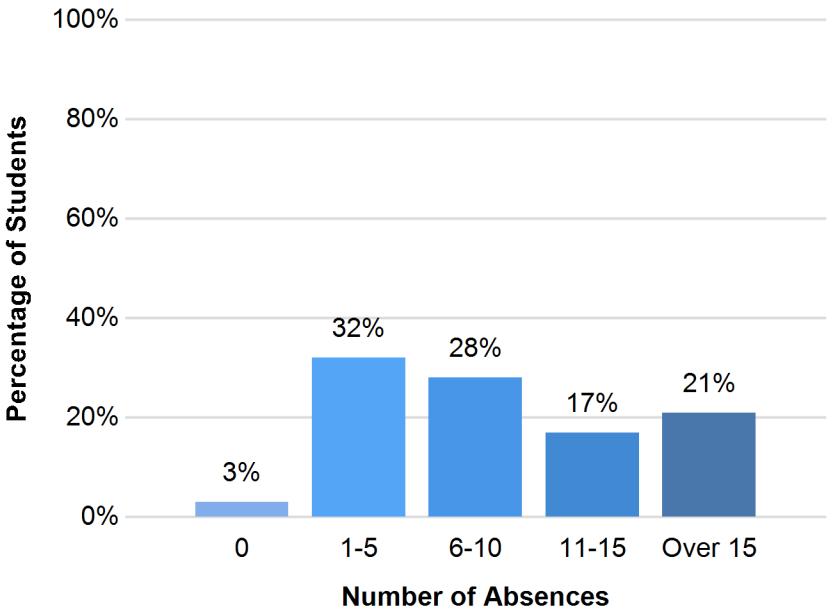
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	10.4	14.2	Met
White	2	5.1	14.2	Met
Hispanic	7	10.1	14.2	Met
Black or African American	10	21.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	1	2.6	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	12	10.8		
Male	8	9.8		
Economically Disadvantaged Students	15	10.9	14.2	Met
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



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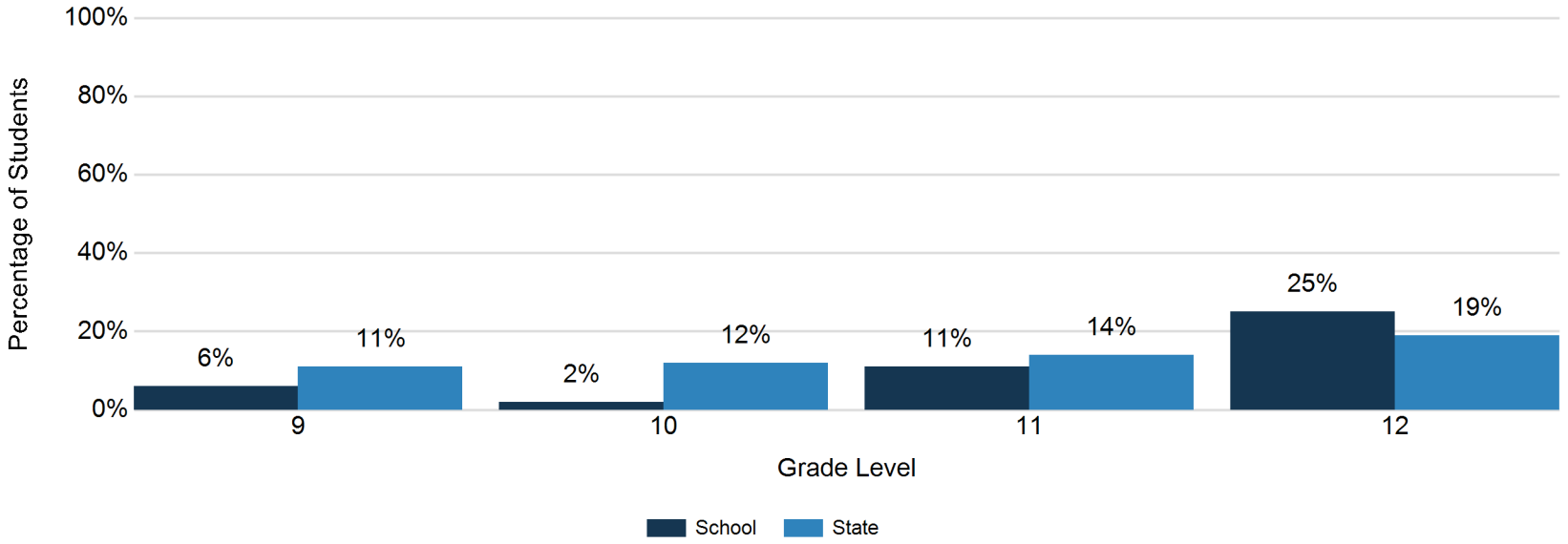
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	58.2%	50.0%	N	48.4%	77.1%	54.9%
Male	41.8%	50.0%	N	51.6%	22.9%	45.1%
White	19.5%	45.5%	N	42.4%	83.6%	77.4%
Hispanic	38.6%	22.7%	N	29.9%	7.3%	7.2%
Black or African American	22.7%	18.2%	N	15.0%	6.6%	13.9%
Asian	17.7%	9.1%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.4%	4.5%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	2.1%	0.2%	0.2%

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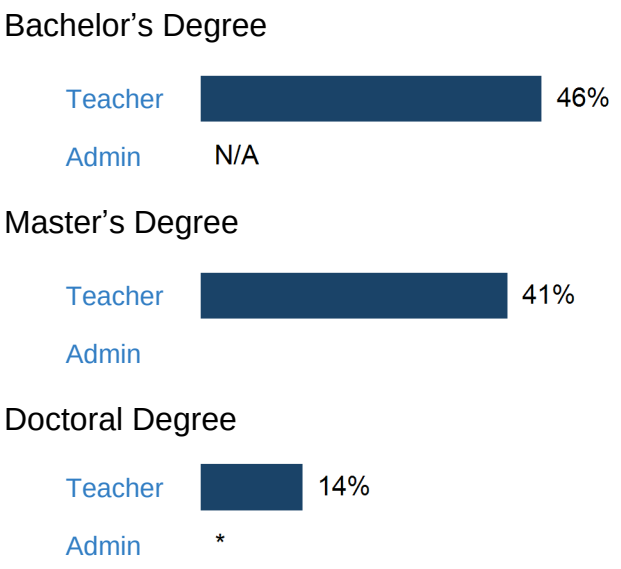
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	69.1%	78.5%	88.4%
Math Proficiency	30.9%	35.8%	40.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	93.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	97.6%
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	13.8%	12.6%	10.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Liberty High School
(17-2390-082)
Grades Offered: 09-12
2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target†	Not Met	Met Goal	N	Met	No
White	N	N	**	**	n/a	Met	No
Hispanic	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Goal	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target†	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Liberty High School offers a family-like learning environment that nurtures and facilitates the growth of our students into caring global citizens while providing rigorous academic expectations. • Our safe and supportive school environment fosters positive interactions among school community members and promotes pedagogical best practices and high academic achievement. • As practitioners of PBL, we promote our students' deeper understanding of content and use of problem solving skills by learning through inquiry & technology in a unified learning atmosphere.
Mission, Vision, Theme:	Liberty High School's vision is to inspire and provide every student with 21st Century college and career readiness through the blending of rigorous coursework with a deeply caring staff who nurtures excellence by building support from teachers, parents and the community, and cultivates students as global citizens. Mission: Liberty High School is a cultural diverse small learning community that inculcates the values of dedication, honesty, and respect in all students supported by a safe and family-like atmosphere. Our administrator, faculty, and staff are committed to fostering collaborative and interdisciplinary learning, researching, sharing ideas, and refining pedagogical practices to meet the needs of every student, regardless of gender, ethnicity, language, culture or economic status.
Awards, Recognition, Accomplishments:	US News and World Reports awarded the Silver Medal to Liberty High School which ranked #42 in the State of New Jersey. Our students have participated in: Spring Camp in China: The Jersey City Public Schools in partnership with the Confucius Institute at NJCU sponsored a culturally immersive excursion to the Jilin Huaqiao University of Foreign Languages. International Internships in Ahmedabad, Gujarat, India: The National Academy of Future Physicians provided our student with an internship opportunity facilitating remarkable amounts of hands-on hospital experience and a striking degree of cultural and worldly awareness.

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Courses, Curriculum, Instruction:	We expanded the scope of expectations by encouraging all of our learners to take full advantage of Honors and Advanced Placement courses offered at Liberty High School. Students can enroll in AP Calculus, AP United States History, AP World History, AP Human Geography, AP Calculus, AP Statistics, AP Literature and Composition, AP Language and Composition, AP Spanish Language and Culture, AP Spanish Literature and Culture, and AP Environmental Science.

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Before and After School Programs:	Liberty has an active Art Club which meets three times a week and nurtures novices as well as expert artists in various areas and levels. In addition, a variety of clubs each year are student and community member initiated; this year we offer Robotics club, Yearbook Club, Art Club, Gaming Club, Programming Club, Production Club, Model UN, Mentors club, Leaders club, AP Club, City Wide Student Council, & National Honors Society.
Staff and Professional Learning:	Teachers meet during PLC two times per week, in 4 smaller PLC groups based on the predominant grade level they teach in order to continue to work on how to implement, with fidelity, research based strategies to facilitate teacher success in engaging students in daily lessons, across all content areas, which require all students to utilize the higher order thinking skills of analysis, evaluation and synthesis as defined by Webb's Depth of Knowledge. Each PLC is tasked with reviewing data and formulating one SMART goal and developing action steps. Additionally, each PLC focuses on PBL development and implementation. We continue to utilize formative assessments, higher order thinking integration and the gradual release model. Our PLCs discuss how to teach our students to ask HOTQs and how to utilize PBL to engage our students in authentic learning.
Postsecondary Information:	Liberty's guidance counselor leads a collaboratively comprehensive plan to support Liberty seniors' college and career goals. The following are a series of activities and programs: Khan Academy, Naviance, college fairs, college visits, colleges' info sessions, and Financial Aid workshops.

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Student Supports and Services:	SWD's participate in our Inclusion Program. We also provide additional support when needed, during and/or after school. Class mentors collaborate with Special Ed. instructors and the guidance counselor to communicate with parents about students' progress and to provide the assistance Special Ed. students may need. Liberty does not offer services for ELLs.
Student Health and Wellness:	Breakfast is provided for all students from 7:30 a.m. to 8:15 a.m
Parent and Community Involvement:	Our Parent Council meets monthly and and collaborates with the school leadership in order to provide parental workshops during the PTA meetings that provide information on how to support student performance and engagement in school life. Liberty High School's highly qualified teachers support the mentoring program for student teachers from UTEP of Rutgers University. Tamika McReynolds, a community member, supports our female students by leading the Girl Peer Mentoring once a week.

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Facilities:	Some classrooms are air-conditioned.

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Technology and STEM:	We have recognized the need for providing our students with the opportunity to develop their problem solving skills in a world of advanced technology; therefore we are offering Liberty students access to the Coding Club supported by Google CSFirst. In addition, the Robotics Club is available to students who are interested in learning about and working with robots. We aim for our students to design and build a robot in order to participate in robotics competitions while developing their problem solving skills and creativity.

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Other Information	The Jersey City Board of Education has an administrative regulation requiring the wearing of school uniforms by students.

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Chris Gadsden
Address	60 CRESCENT AVE JERSEY CITY, NJ 07304-2925
Phone Number	201-915-6700
Email Address	crichardson-evans@jcboe.org
Website	http://www.jcboe.org

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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	198	184	204
10	145	151	157
11	160	128	152
12	190	167	147
Total	693	630	660

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	50.4%	52.1%	50.0%
Male	49.6%	47.9%	50.0%
Economically Disadvantaged Students	67.0%	54.4%	54.7%
Students with Disabilities	24.5%	24.8%	24.1%
English Learners	0.1%	0.2%	0.8%
Homeless Students	1.4%	2.4%	0.0%
Students in Foster Care	1.0%	0.8%	0.6%
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	3.3%	3.3%	3.3%
Hispanic	28.1%	27.0%	25.2%
Black or African American	64.1%	63.0%	66.4%
Asian	3.3%	4.8%	3.9%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.2%
American Indian or Alaska Native	0.3%	0.5%	0.3%
Two or More Races	0.4%	1.0%	0.8%

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	693	630	660
Shared Time Students	0	0	0
Full Time Equivalent	693	630	660

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	75.5%
Spanish	15.8%
Uncoded languages	2.6%
Other Languages	6.2%

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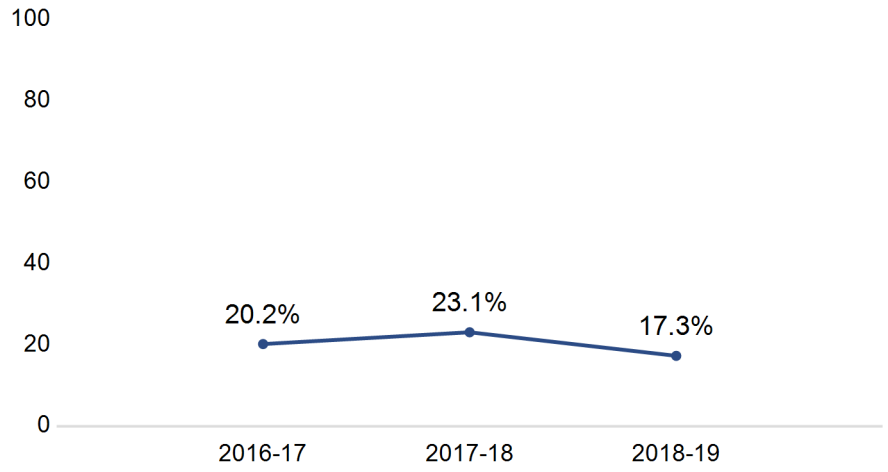
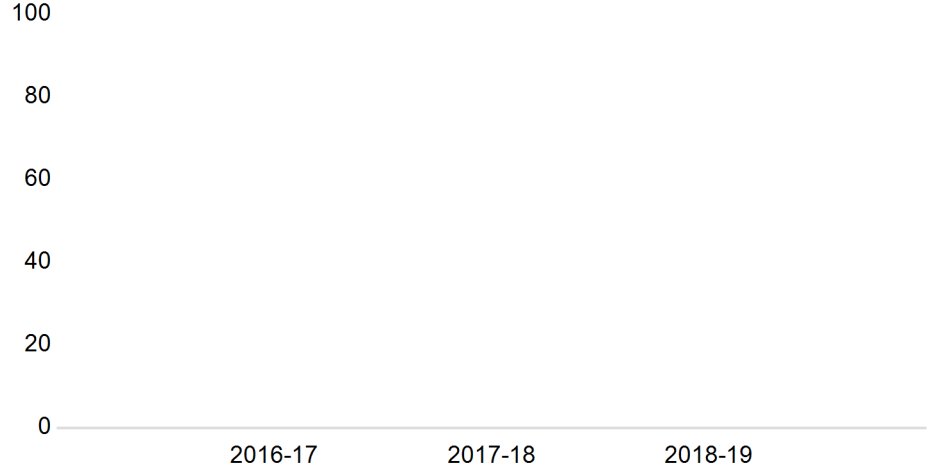
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.7%	93.0%	91.0%	94.2%	93.9%	91.0%
Proficiency Rate for Federal Accountability	20.2%	23.1%	17.3%	*	*	*
Annual Target	19.5%	22.7%	25.9%	8.4%	12.1%	15.9%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	334	91.0	18.0	49.7	57.9	17.3	25.9	Not Met
White	12	86.7	25.0	55.9	66.9	24.2	**	**
Hispanic	83	91.6	21.7	46.4	43.9	20.8	28.6	Not Met
Black or African American	223	90.9	15.2	34.3	38.5	14.7	21.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	33.3	77.0	82.9	33.3	**	**
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	165	96.1	23.6	55.2	64.8	23.6		
Male	169	86.7	12.4	44.5	51.3	11.3		
Economically Disadvantaged Students	188	92.8	16.5	45.3	40.0	*	24.5	Not Met
Non-Economically Disadvantaged Students	146	89.0	19.9	56.3	67.9	*		
Students with Disabilities	89	85.1	*	14.4	22.7	*	12.8	Not Met
Students without Disabilities	245	93.5	*	56.2	65.1	*		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	11	92.3	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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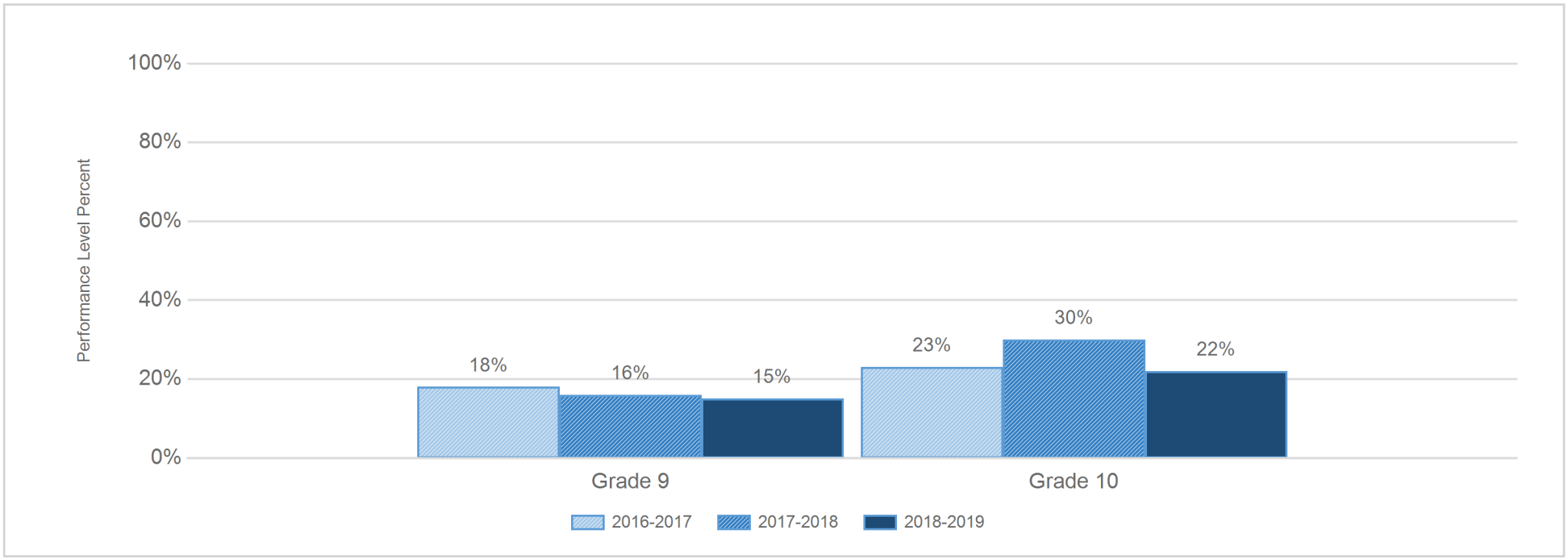
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	714	738	753	32%	25%	27%	15%	0%	15%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	48	724	730	737	21%	21%	40%	*	*	19%	40%
Black or African American	141	711	724	732	37%	26%	23%	14%	0%	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	92	722	744	760	*	*	*	*	*	*	63%
Male	102	706	732	746	*	*	*	*	*	*	49%
Economically Disadvantaged Students	114	712	734	734	38%	23%	25%	14%	0%	14%	36%
Non-Economically Disadvantaged Students	80	718	743	762	25%	29%	30%	16%	0%	16%	65%
Students with Disabilities	50	695	*	717	*	*	*	*	*	*	17%
Students without Disabilities	144	721	*	760	*	*	*	*	*	*	63%
English Learners	*	*	689	693	*	*	*	*	*	*	*
Non-English Learners	*	*	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Lincoln High School
(17-2390-070)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	716	738	757	38%	21%	20%	*	*	22%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	34	725	735	738	*	29%	*	*	*	26%	43%
Black or African American	93	706	723	733	45%	20%	18%	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	78	721	745	766	32%	19%	23%	*	*	26%	66%
Male	68	709	731	749	44%	22%	16%	*	*	18%	51%
Economically Disadvantaged Students	70	715	737	735	41%	17%	21%	*	*	20%	40%
Non-Economically Disadvantaged Students	76	716	738	767	34%	24%	18%	*	*	24%	67%
Students with Disabilities	32	688	696	711	*	*	*	*	*	*	19%
Students without Disabilities	114	723	745	765	*	*	*	*	*	*	65%
English Learners	*	*	689	687	*	*	*	*	*	*	*
Non-English Learners	*	*	744	760	*	*	*	*	*	*	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	336	91.0	*	33.6	44.5	*	15.9	Not Met
White	12	92.9	*	45.3	54.1	*	**	**
Hispanic	84	91.7	*	27.2	28.8	*	14.1	Not Met
Black or African American	224	90.5	*	16.7	23.0	*	14.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	*	64.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	165	95.1	*	34.0	44.9	*		
Male	171	87.5	*	33.3	44.2	*		
Economically Disadvantaged Students	191	92.9	*	29.3	26.3	*	15.3	Not Met
Non-Economically Disadvantaged Students	145	88.9	*	39.8	54.9	*		
Students with Disabilities	81	80.0	*	*	17.4	*	9.2	Not Met
Students without Disabilities	255	95.4	*	*	50.0	*		
English Learners	*	*	*	16.0	25.0	*	**	**
Non-English Learners	*	*	*	36.0	46.5	*		
Homeless Students	10	84.6	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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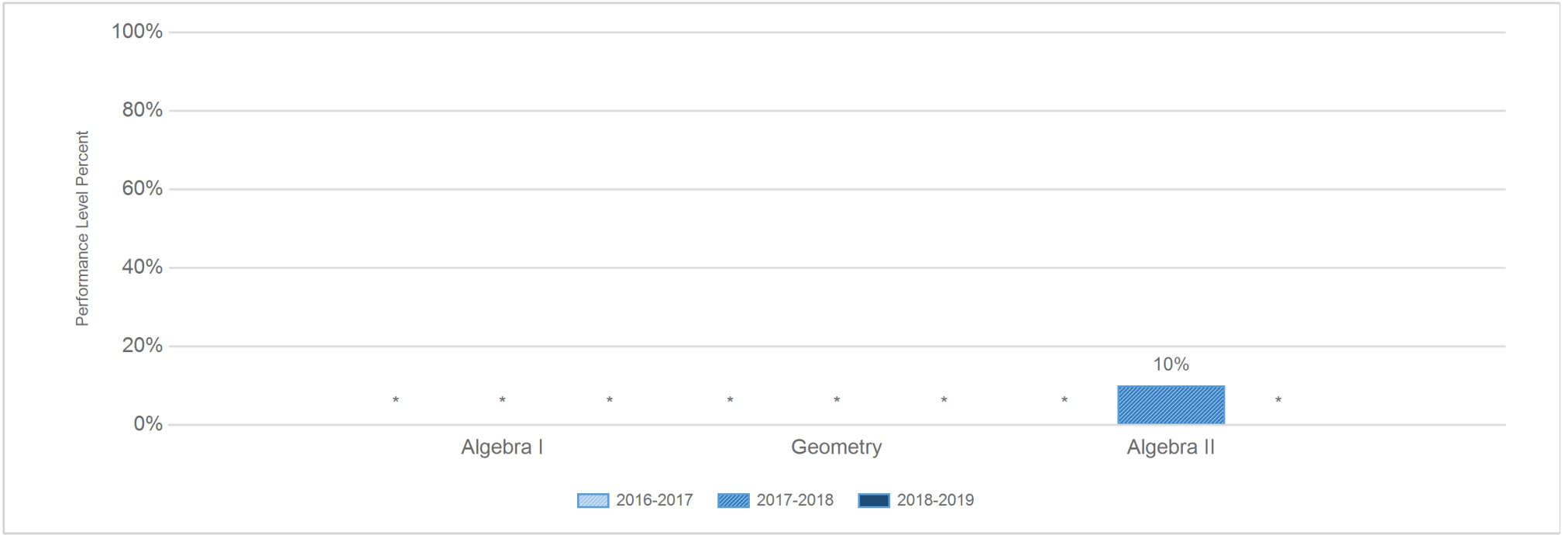
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	711	729	744	*	*	*	*	*	*	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	62	714	724	728	*	*	*	*	*	*	24%
Black or African American	178	709	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	139	712	730	745	*	*	*	*	*	*	44%
Male	116	709	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	143	709	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	112	713	732	752	*	*	*	*	*	*	52%
Students with Disabilities	37	695	706	717	*	*	*	*	*	*	12%
Students without Disabilities	218	714	732	748	*	*	*	*	*	*	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	*	*	707	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	707	733	737	*	*	*	*	*	*	35%
White	*	*	749	743	*	*	*	*	*	*	43%
Hispanic	20	711	722	724	*	*	*	*	*	10%	17%
Black or African American	53	703	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	32	708	*	738	*	*	*	*	*	*	36%
Male	50	707	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	41	708	732	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	41	707	733	743	*	*	*	*	*	*	43%
Students with Disabilities	35	691	699	712	*	*	*	*	*	*	*
Students without Disabilities	47	720	742	741	*	*	*	*	*	*	*
English Learners	N	N	704	708	N	N	N	N	N	N	*
Non-English Learners	82	707	734	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	760	755	*	*	*	*	*	*	58%
White	N	N	770	758	N	N	N	N	N	N	62%
Hispanic	*	*	741	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	757	752	*	*	*	*	*	*	55%
Male	*	*	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	753	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	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	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	15	15

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N

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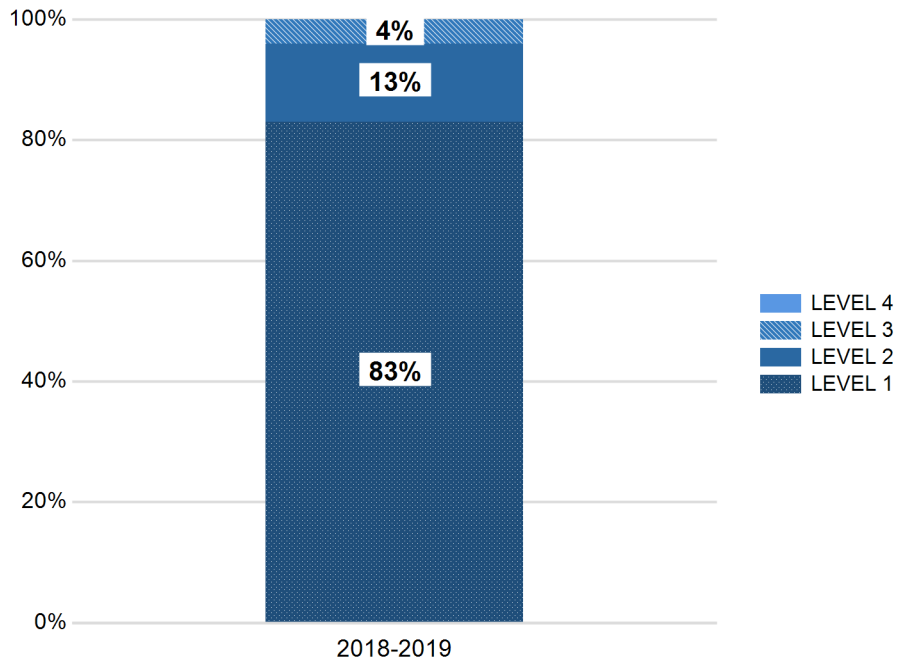
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	83	13	4	0
White	*	*	*	*
Hispanic	78	20	2	0
Black or African American	88	9	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	82	15	3	0
Male	84	11	5	0
Economically Disadvantaged Students	88	8	4	0
Non-Economically Disadvantaged Students	78	18	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	91.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	92.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	393	476	Grade 10: 430 Grade 11: 460	22%	61%
PSAT 10/NMSQT - Math	398	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	417	539	480	11%	70%
SAT - Math	406	541	530	*	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%

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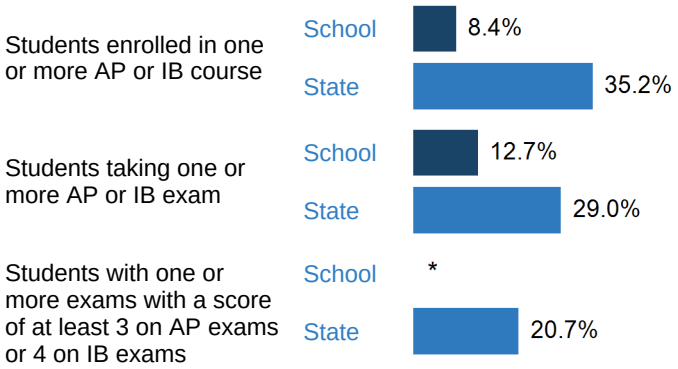
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

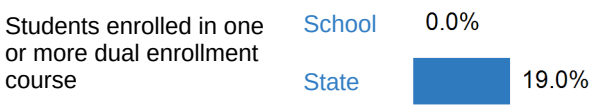
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	0	11
AP English Literature and Composition	14	14
AP U.S. Government and Politics	0	7
AP World History	16	12
Total Exams taken		44
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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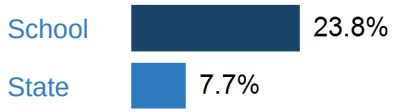
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

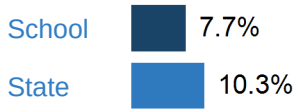
Career and Technical Education Participation

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)



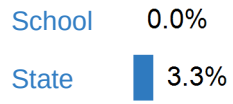
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



NJ SCHOOL PERFORMANCE REPORT

Lincoln High School
(17-2390-070)
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 by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	23.8%	7.7%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	22.3%	9.0%	10.3%	11.3%
Black or African American	25.3%	7.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	30.0%	11.8%	7.3%	10.6%
Male	17.6%	3.6%	8.0%	10.1%
Economically Disadvantaged Students	26.9%	9.1%	10.4%	11.8%
Students with Disabilities	18.9%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Hospitality & Tourism	132		
Human Services	72		
Manufacturing	*		
Total (All Clusters)	208	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	184	17	0	0	0	0	1
10	5	144	0	0	0	0	6
11	4	85	1	13	0	1	50
12	0	4	0	6	0	20	90
Total	193	250	1	19	0	21	147
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	182	7	0	2	5	0
10	23	96	0	15	18	0
11	14	21	0	17	47	0
12	3	20	0	2	19	0
Total	222	144	0	36	89	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	10	159	0	0	0	11
10	12	83	0	0	0	45
11	45	29	0	0	0	62
12	72	4	0	0	0	20
Total	139	275	0	0	0	138
Enrolled in AP/IB Course	16	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	46	0	0	0	0	0	0
10	74	0	0	0	0	0	0
11	71	0	0	0	0	0	0
12	32	0	0	0	0	0	0
Total	223	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	1	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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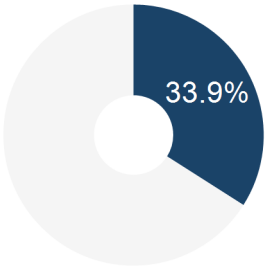
Visual and Performing Arts – Course Participation

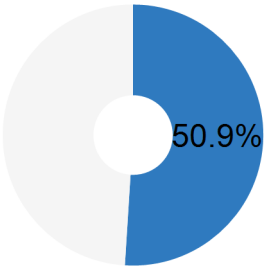
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

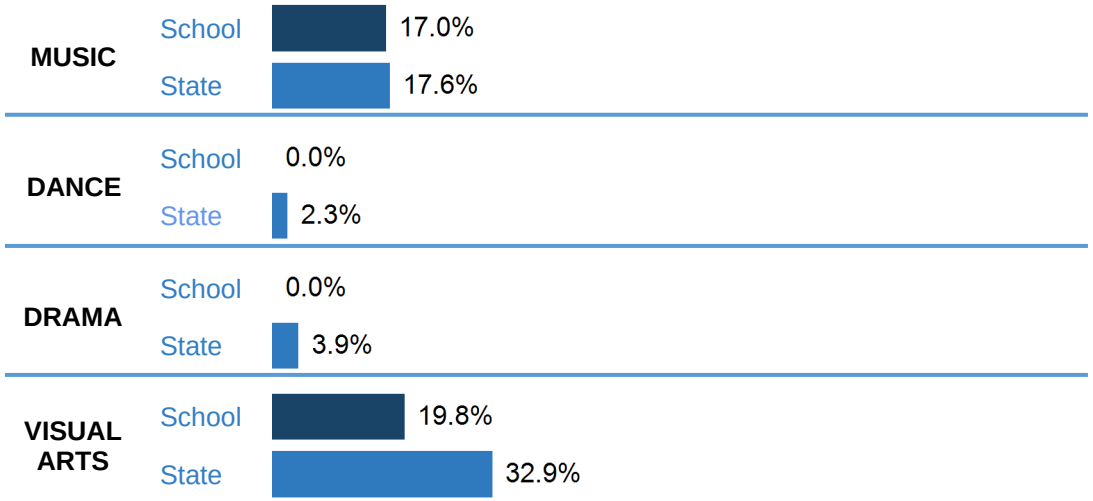


School



State

Students enrolled in one or more classes by discipline:



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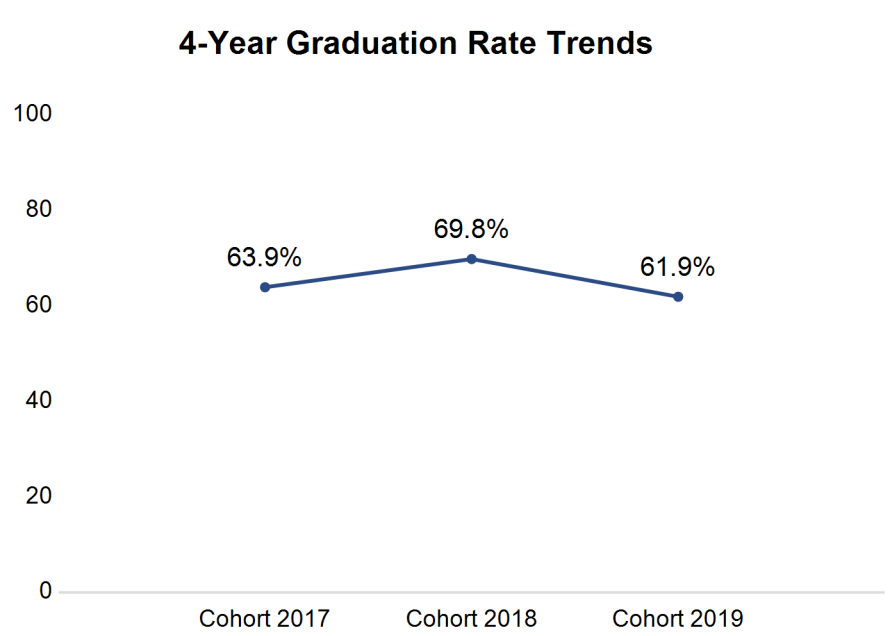
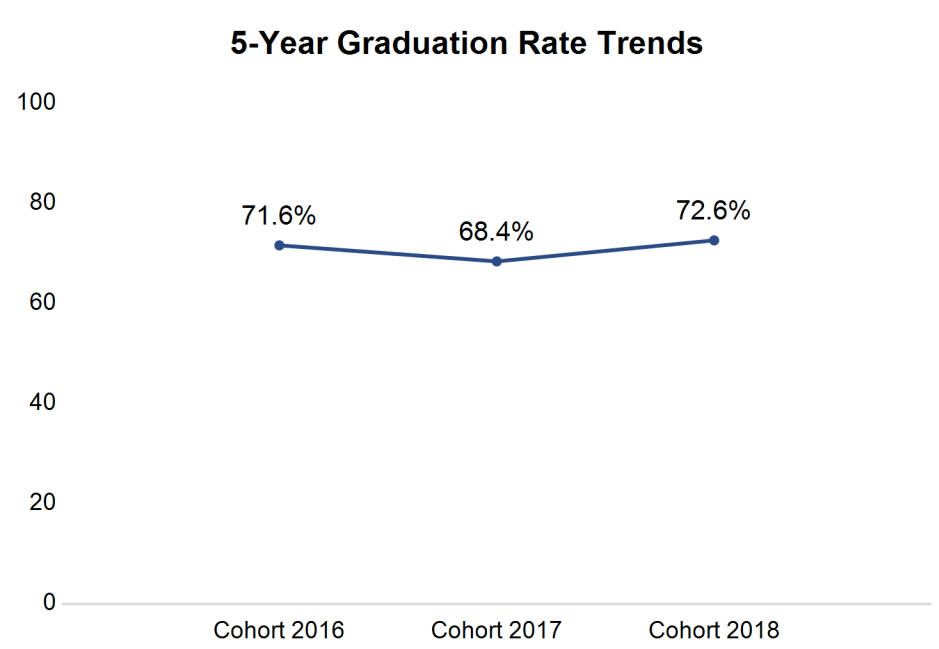
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	63.9%	69.8%	61.9%	71.6%	68.4%	72.6%
Annual Target	64.7%	66.4%		63.2%	65.1%	
Met Annual Target?	Not Met	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	61.9%	90.6%	72.6%	92.5%	69.8%	66.4%	Met Target	68.4%	65.1%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	64.7%	84.5%	71.2%	87.3%	66.7%	74.4%	Not Met	61.9%	63.4%	Not Met
Black or African American	62.7%	83.3%	70.3%	87.1%	68.3%	64.7%	Met Target	71.9%	65.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	45.5%	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	70.8%	92.8%	80.9%	94.4%	80.4%			74.8%		
Male	53.6%	88.5%	64.7%	90.8%	60.2%			62.1%		
Economically Disadvantaged Students	62.4%	84.0%	73.0%	87.3%	69.8%	67.0%	Met Target	67.0%	65.5%	Met Target
Students with Disabilities	40.6%	79.2%	51.8%	83.8%	50.0%	42.6%	Met Target	57.6%	45.3%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	65.2%	29.6%
Substitute Competency Test	3.0%	24.4%
Portfolio Appeals Process	20.7%	28.1%
Alternate Requirements specified in IEP	11.1%	17.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.3%	1.2%
2017-2018	1.4%	1.2%
2016-2017	4.2%	1.1%

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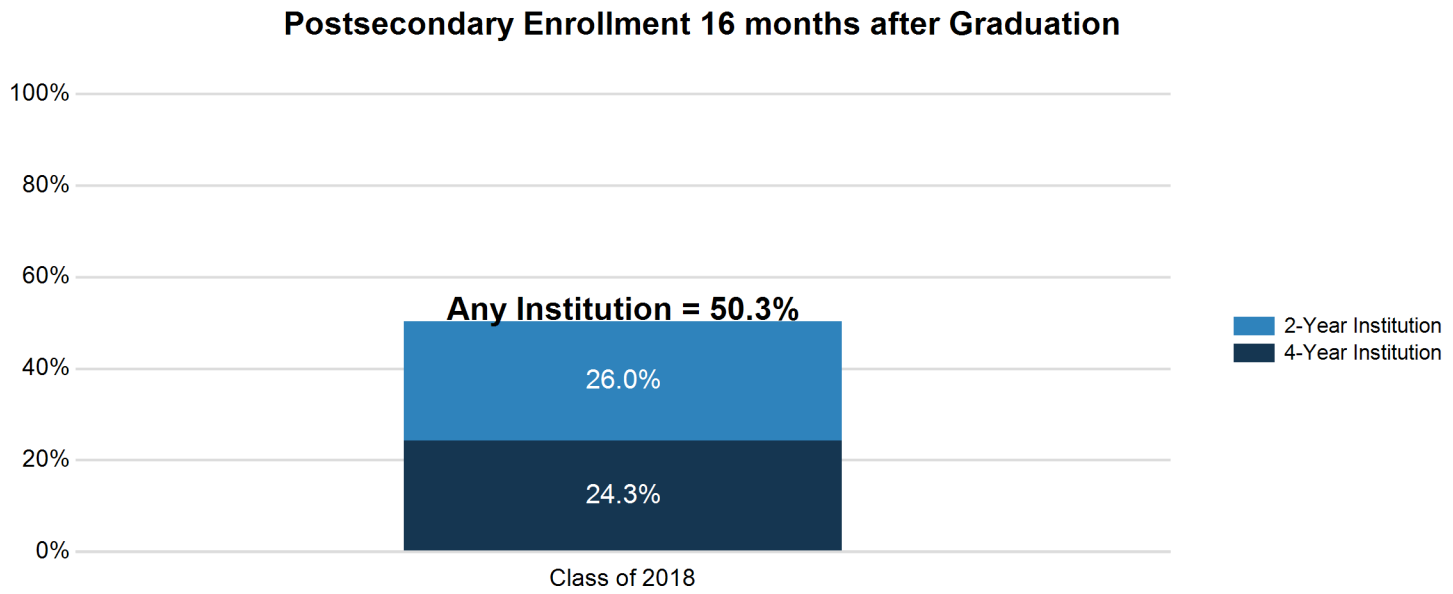
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	26.0%
% Enrolled in 4-Year Institution	24.3%
% Enrolled in Any Postsecondary Institution	50.3%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	51.7%	52.7%	47.3%
White	*	*	*
Hispanic	66.7%	66.7%	33.3%
Black or African American	44.8%	41.9%	58.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	56.3%	52.5%	47.5%
Students with Disabilities	46.7%	78.6%	21.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	50.3%	51.8%	48.2%	87.1%	12.9%	74.1%	25.9%
White	*	*	*	*	*	*	*
Hispanic	46.8%	45.5%	54.5%	95.5%	4.5%	77.3%	22.7%
Black or African American	52.4%	53.7%	46.3%	85.2%	14.8%	70.4%	29.6%
Asian, Native Hawaiian, or Pacific Islander	36.4%	75%	25%	100%	0%	100%	0%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	48.1%	51.3%	48.7%	89.7%	10.3%	76.9%	23.1%
Students with Disabilities	35.5%	81.8%	18.2%	81.8%	18.2%	72.7%	27.3%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

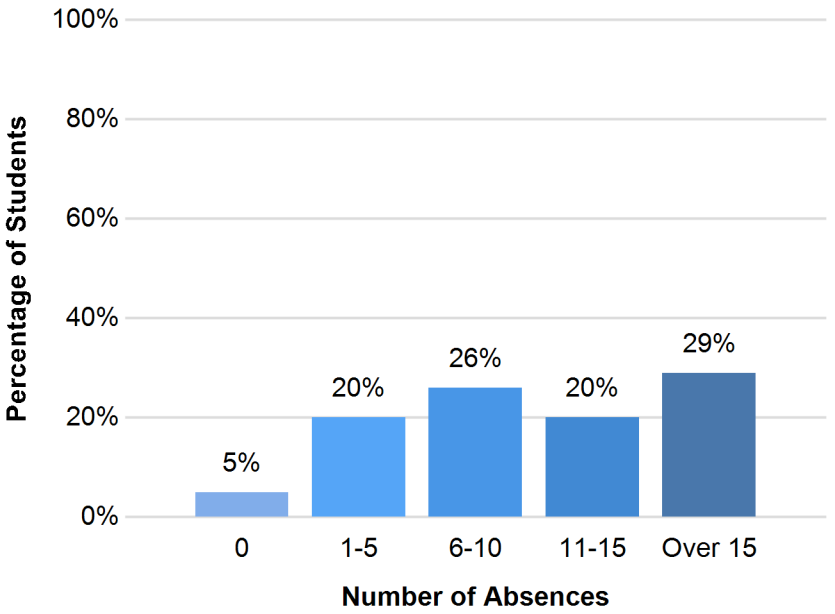
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	228	24.5	14.2	Not Met
White	18	20.0	14.2	Not Met
Hispanic	72	24.2	14.2	Not Met
Black or African American	131	26.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	8.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	115	25.6		
Male	113	23.4		
Economically Disadvantaged Students	141	26.9	14.2	Not Met
Students with Disabilities	74	26.2	14.2	Not Met
English Learners	25	15.2	14.2	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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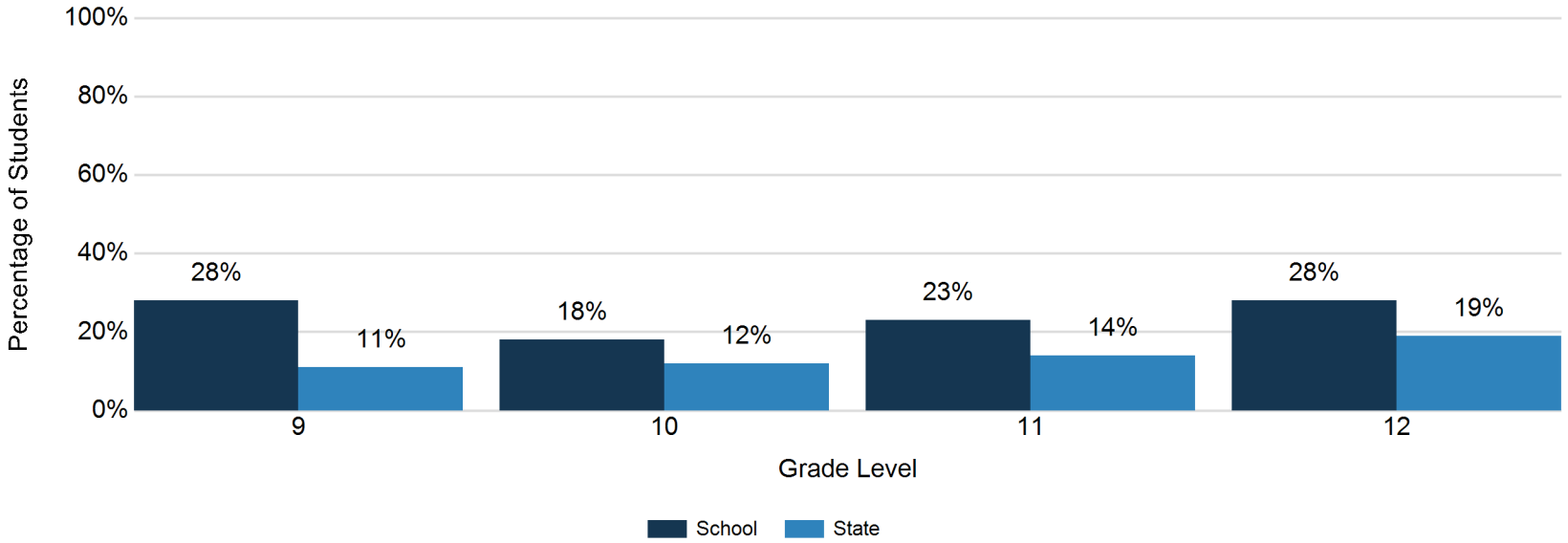
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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.



NJ SCHOOL PERFORMANCE REPORT

Lincoln High School
(17-2390-070)
Grades Offered: 09-12
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	8
Weapons	1
Vandalism	3
Substances	17
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	6.06

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	6
Weapons	1
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	9	9
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	22	3.3%
Any Suspension	22	3.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
93

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	96.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	165:1	226:1
Teachers to Administrators	16:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	60.0%	50.0%	48.4%	77.1%	54.9%
Male	50.0%	40.0%	50.0%	51.6%	22.9%	45.1%
White	3.3%	41.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	25.2%	12.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.4%	40.0%	100.0%	15.0%	6.6%	13.9%
Asian	3.9%	6.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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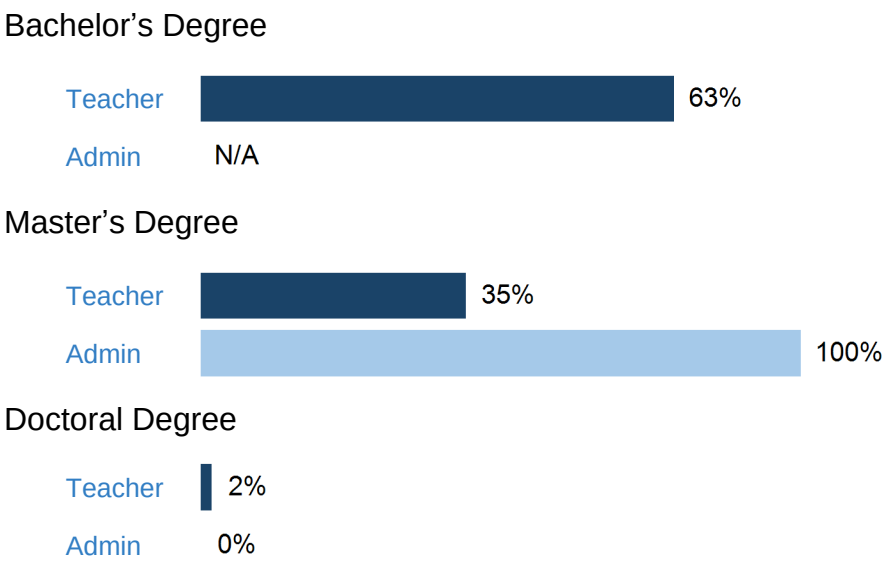
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.2%	23.1%	17.3%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	63.9%	69.8%	61.9%
5-Year Graduation Rate†	71.6%	68.4%	72.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	26.6%	25.9%	24.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	**	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Lincoln High School has been in existence for over 100 years and has a strong alumni base and legacy of excellence. Our alumni include judges, Olympic and professional athletes, educators, and school • There has been an increase focus on providing a more rigorous and personalized learning experience for our students. Ninth grade students are enrolled in the Summit Learning Program where they are eng • Throughout the school year Lincoln High School students can be seen all throughout Jersey City volunteering in various community service projects, walking for causes such as cancer awareness, raising
Mission, Vision, Theme:	School Mission: Abraham Lincoln High School will equitably educate all students. We will cultivate our student's abilities by planning and providing them with tools to extend their learning. Our school will promote a positive and supportive school culture.
Awards, Recognition, Accomplishments:	Because of the hard work done by our committed administrators, staff, parents, and students for the 2018-2019 school year, Lincoln High School will move out of New Jersey Department of Education's "Priority" status.

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Courses, Curriculum, Instruction:	The Culinary Arts and Restaurant Management SLC provides students with a challenging and diverse curriculum in one of the world's fastest growing fields. The Cosmetology and Barbering SLC prepares students with the necessary theoretical and clinical information required for the State Board Examination in Cosmetology and Barbering. The Legal Profession and Public Safety SLC is a comprehensive program designed to provide students the opportunity to improve their communication, thinking, research, leadership, and teamwork skills through participation in a strong academic curriculum centered on the study of law and law-related fields. The Teaching and Education SLC is a program for students who are creative, motivated, like working with others, enjoy taking leadership responsibility and are interested in the exciting fields of education and leadership training. The United States Army JROTC SLC fosters leadership and academic achievement through the study of history, governments, technolo
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) The Lincoln High School Lions compete in the Hudson County Interscholastic League, which includes private and parochial high schools in Hudson County. The league operates under the supervision of the New Jersey State Interscholastic Athletic Association (NJSIAA). Our football team has been recognized both on the county, city and state level for outstanding achievement.
Clubs and Activities:	The National Honor Society, The Student Council, The Young Ladies Club, Teen Mentoring, The Young Gents Club, The Lincoln High School Strutters, Key Club, Hispanic Club, The Drumline, Gay/Straight Alliance

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Staff and Professional Learning:	Our Professional Learning Communities are in the content areas of English Language Arts, Mathematics, CTE, and Special Education and focus on instructional practices and assessments. Ultimately this will help us use disaggregated quantitative and qualitative data to identify instructional practices that promote rigor and identify strengths and needs and improve the college and career readiness of our students.
Postsecondary Information:	To prepare for college and life after Lincoln, every year our students take the PSAT and SAT testing to get them ready for college. This preparation has allowed our Lincoln High School graduates to study in colleges and universities all over the United States. Lincoln High School is proud of all of our students' academic and athletic achievements as well as sending many students to college with full and partial athletic scholarships.

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Student Supports and Services:	We partner with local businesses and agencies to mentor and support our students. We have create partnerships with post-secondary institutions such as Rutgers University, New Jersey City University, St. Peters' College, and Hudson County Community College to help students in their academic endeavors. We connect our students with different programs throughout Jersey City, such as Jersey City Recreation, The Kappa Institute, Team Walker, local libraries, and etc.. Provide community service/project learning opportunities for our school community.
Student Health and Wellness:	We have a very committed and dedicated staff to help students transition through their educational, social, and emotional needs. Students are able to turn to any of our committed staff members for academic help, advice, or counseling. With the assistance of our support staff, we use effective guidance counseling, crisis intervention, and child study team coordination to help our students navigate through high school.
Parent and Community Involvement:	Our monthly parental workshops that focus on the academic, societal, emotional, and at times the economic needs of the student and family. We are concerned about the academic success of our students and academic progress meetings. Student success and achievement is celebrated at Lincoln. Through our community partners, we conduct programs, fairs, and service projects with our parents.

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Facilities:	Lincoln High School has two building on our campus. Our main building, constructed in 1912,house our small learning communities (Culinary, Cosmetology, Legal, Teaching, and JROTC.) Lincoln also has a Freshman Academy to help students transition into high school.
School Safety:	We strive to create a positive school climate means everyone – parents, students, staff and community members – feels they are welcome and respected. We strive to promote positive student behavior, prevent inappropriate behavior, provide early and ongoing intervention, practice progressive discipline by addressing inappropriate behavior with appropriate consequences

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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.

Technology and STEM:	Technology is everywhere at Lincoln High School. We offer one-to-one Google Chromebooks for all of our student. Every classroom is outfitted with SMART boards, we have five computer labs, one MAC Lab furnish with the latest in Apple technology, and 3D printers are also available to our students and teachers to take learning to the next level. We do all of this because we know how important it is for our students to perform in a technologically driven society.

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-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:

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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Peter Mattaliano
Address	143 ROMAINE AVE JERSEY CITY, NJ 07306-5218
Phone Number	201-915-6490
Email Address	pmattaliano@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=406&Itemid=1026
Facebook	https://www.facebook.com/Mahatma-Gandhi-School-PS-23-157404775063135/

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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	335	386	362
KG	156	140	152
1	134	136	129
2	130	125	110
3	137	112	115
4	120	129	104
5	150	113	121
6	117	112	105
7	87	121	98
8	113	93	121
Total	1,479	1,467	1,417

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	48.4%	46.4%	47.1%
Male	51.6%	53.6%	52.9%
Economically Disadvantaged Students	72.0%	65.8%	56.0%
Students with Disabilities	10.2%	9.3%	10.2%
English Learners	26.7%	23.2%	29.7%
Homeless Students	0.5%	0.7%	0.0%
Students in Foster Care	0.1%	0.2%	0.1%
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	25.8%	27.9%	29.8%
Hispanic	20.4%	19.6%	19.4%
Black or African American	17.2%	16.7%	15.6%
Asian	34.8%	33.9%	33.4%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.5%
American Indian or Alaska Native	0.3%	0.2%	0.3%
Two or More Races	0.9%	1.1%	1.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	335	386	362
KG - Half Day	0	0	0
KG - Full Day	156	140	152

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	29.0%
Arabic	26.6%
Spanish	11.3%
Urdu	8.0%
Gujarati	4.9%
Other Languages	20.1%

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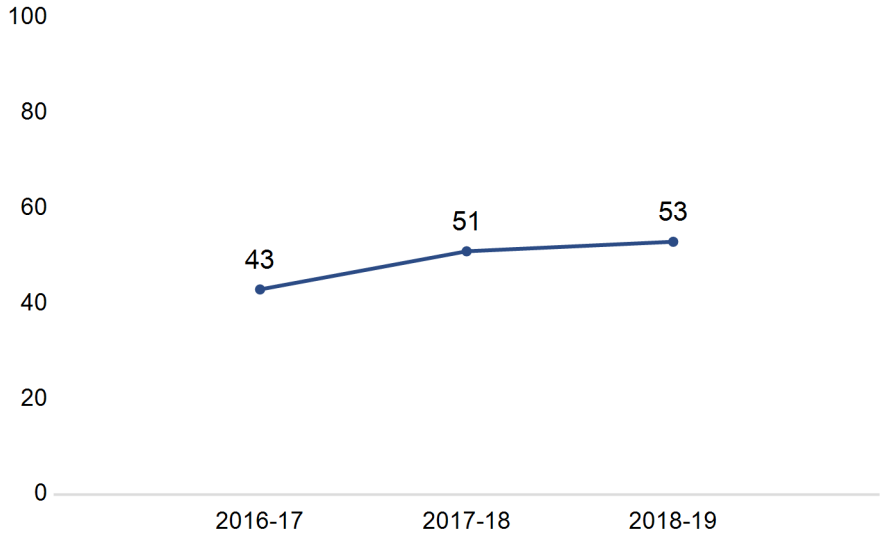
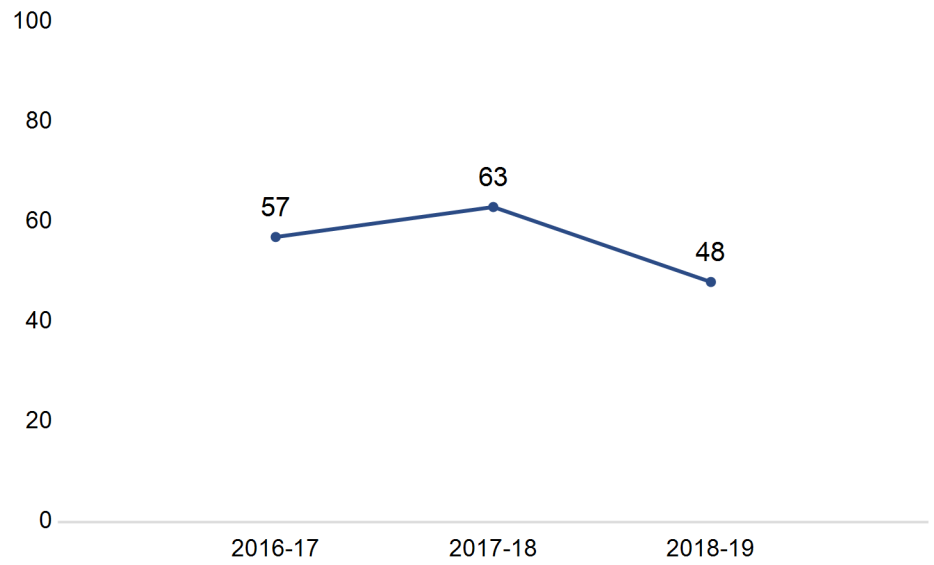
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	51	53	57	63	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	52	50	Met Standard	48	46	50	Met Standard
White	66	57	50	Exceeds Standard	53	52	52	Met Standard
Hispanic	44	50	49	Met Standard	45	45	47	Met Standard
Black or African American	43.5	48	45	Met Standard	35	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	61	59	Met Standard	52	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	52	55	53	N	40	45	50	N
Male	54.5	50	47	N	51.5	48	51	N
Economically Disadvantaged Students	53	52	48	Met Standard	46	45	46	Met Standard
Students with Disabilities	42.5	41	43	Met Standard	44.5	42	45	Met Standard
English Learners	71	55	52	Exceeds Standard	51	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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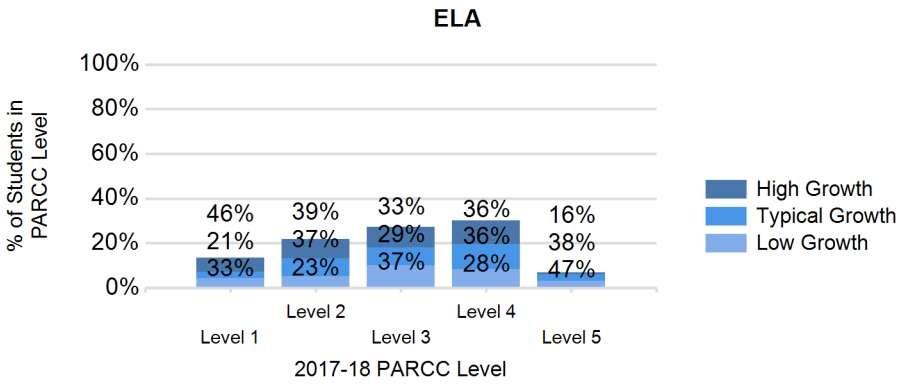
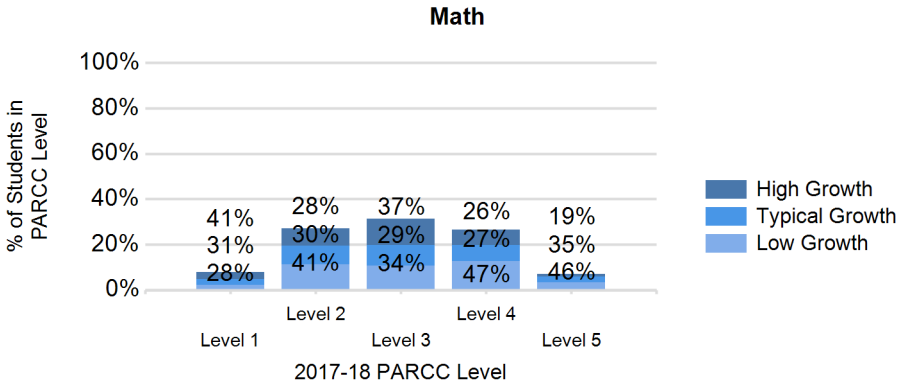
Student Growth by Performance Level

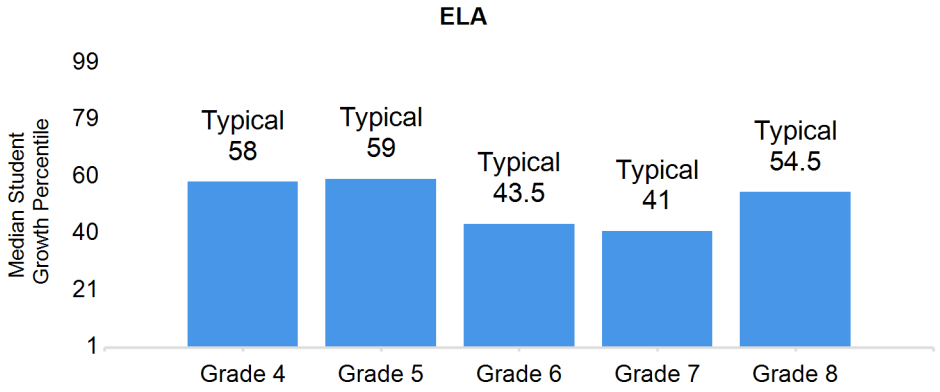
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

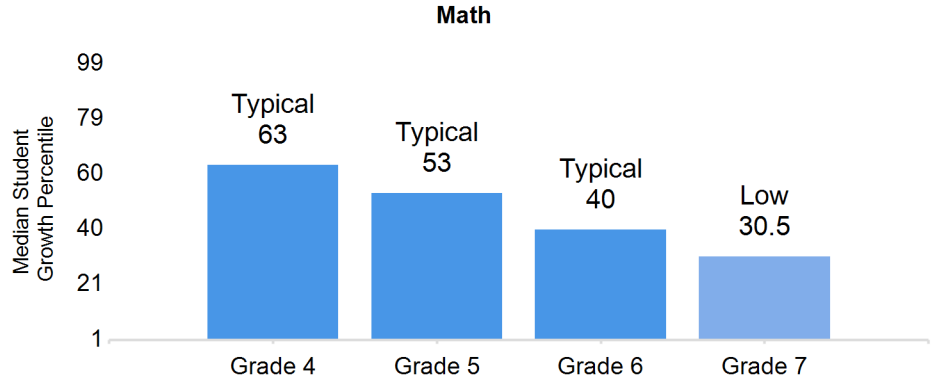




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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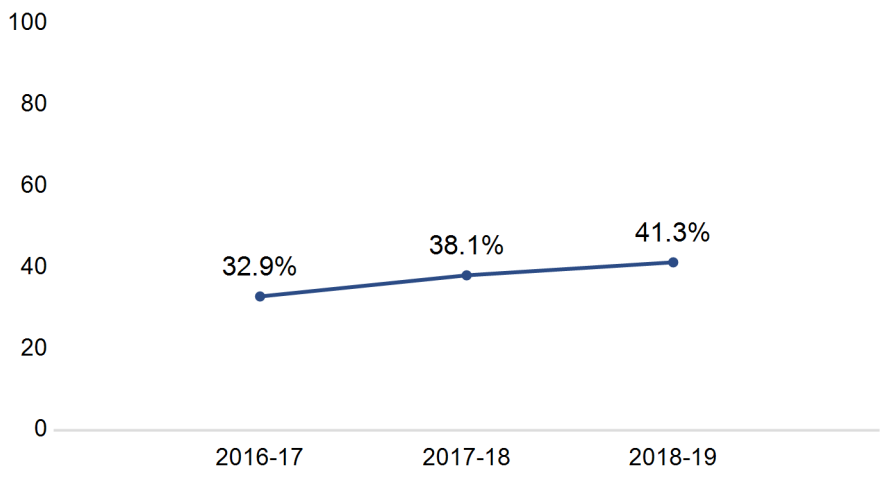
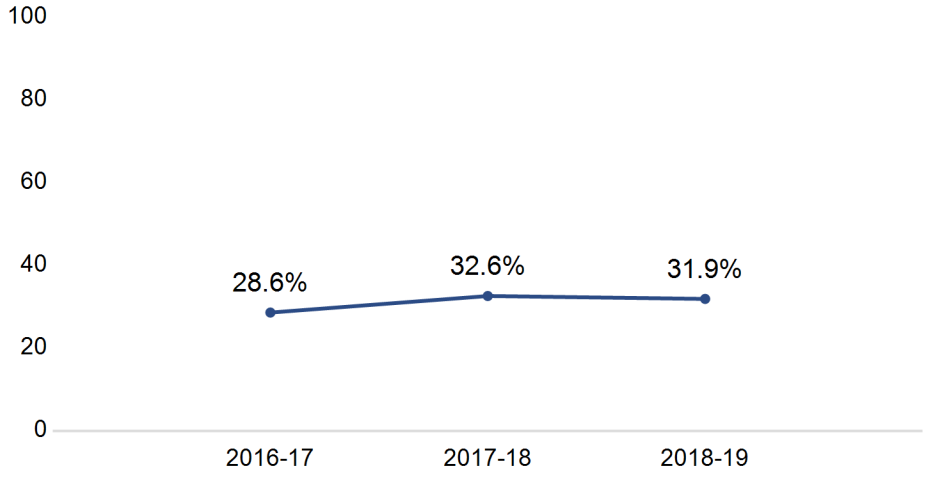
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	97.2%	97.9%	99.0%	97.3%	98.0%
Proficiency Rate for Federal Accountability	32.9%	38.1%	41.3%	28.6%	32.6%	31.9%
Annual Target	35.7%	38.1%	40.4%	32.0%	34.5%	37.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	605	97.9	41.3	49.7	57.9	41.3	40.4	Met Target
White	129	98.5	36.4	55.9	66.9	36.4	41.9	Met Target†
Hispanic	162	97.6	34.6	46.4	43.9	34.6	37.4	Met Target†
Black or African American	128	96.3	25.8	34.3	38.5	25.8	26.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	180	99.5	62.8	77.0	82.9	62.8	52.2	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	280	97.9	41.8	55.2	64.8	41.8		
Male	325	97.9	40.9	44.5	51.3	40.9		
Economically Disadvantaged Students	346	97.5	34.4	45.3	40.0	34.4	39.3	Not Met
Non-Economically Disadvantaged Students	259	98.5	50.6	56.3	67.9	50.6		
Students with Disabilities	106	93.2	12.3	14.4	22.7	12.0	13.7	Met Target†
Students without Disabilities	499	99.0	47.5	56.2	65.1	47.5		
English Learners	108	99.1	15.7	16.0	29.3	15.7	15.5	Met Target
Non-English Learners	497	97.7	46.9	53.6	60.6	46.9		
Homeless Students	10	100.0	20.0	31.1	29.1	20.0		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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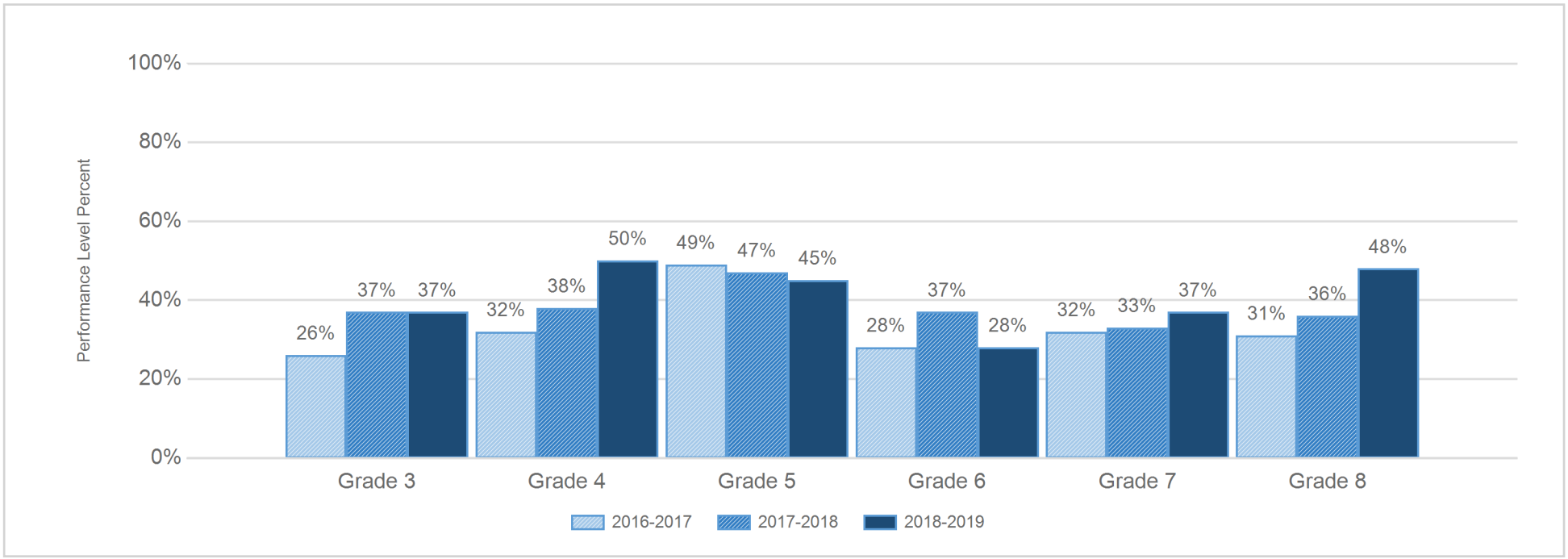
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	732	746	748	33%	15%	15%	*	*	37%	50%
White	23	736	749	757	*	*	*	*	*	52%	60%
Hispanic	25	713	739	734	52%	*	*	*	*	*	36%
Black or African American	24	709	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	40	754	780	773	*	*	*	*	*	58%	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	51	737	*	753	29%	*	*	*	*	43%	55%
Male	61	727	*	743	36%	*	*	*	*	31%	46%
Economically Disadvantaged Students	62	721	735	731	39%	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	50	745	762	759	26%	*	*	*	*	48%	61%
Students with Disabilities	19	694	697	719	63%	*	0%	*	*	11%	24%
Students without Disabilities	93	739	753	754	27%	*	18%	*	*	42%	56%
English Learners	31	706	718	713	55%	*	*	*	*	13%	17%
Non-English Learners	81	741	752	751	25%	*	*	*	*	46%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	750	753	755	*	19%	23%	*	*	50%	57%
White	24	746	760	763	*	*	*	*	*	50%	67%
Hispanic	29	744	748	743	*	*	34%	*	*	38%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	763	781	779	*	*	*	*	*	66%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	52	753	757	760	*	*	*	*	*	54%	62%
Male	46	747	749	750	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	55	746	*	740	*	*	24%	*	*	44%	40%
Non-Economically Disadvantaged Students	43	754	*	765	*	*	23%	*	*	58%	69%
Students with Disabilities	12	734	712	725	*	*	*	*	*	25%	25%
Students without Disabilities	86	752	759	761	*	*	*	*	*	53%	64%
English Learners	17	721	727	720	*	*	*	*	*	18%	17%
Non-English Learners	81	756	757	758	*	*	*	*	*	57%	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	746	748	756	10%	13%	32%	*	*	45%	58%
White	32	750	758	764	*	*	41%	*	*	47%	68%
Hispanic	30	737	745	743	*	*	40%	*	*	30%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	32	758	776	781	*	*	*	*	*	63%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	51	748	754	761	*	*	25%	*	*	51%	64%
Male	64	745	742	750	*	*	38%	*	*	41%	52%
Economically Disadvantaged Students	73	743	744	740	*	*	34%	*	*	41%	39%
Non-Economically Disadvantaged Students	42	753	755	766	*	*	29%	*	*	52%	69%
Students with Disabilities	12	709	705	724	*	*	*	*	*	*	23%
Students without Disabilities	103	751	754	762	*	*	*	*	*	*	65%
English Learners	15	723	717	713	*	*	*	*	*	13%	11%
Non-English Learners	100	750	752	758	*	*	*	*	*	50%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	729	748	754	22%	20%	30%	*	*	28%	56%
White	15	707	756	762	*	*	*	*	*	*	65%
Hispanic	28	726	745	743	*	*	*	*	*	*	43%
Black or African American	19	722	730	738	*	*	*	*	*	21%	36%
Asian, Native Hawaiian, or Pacific Islander	24	752	777	780	*	0%	*	*	*	58%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	32	736	*	762	*	*	44%	*	*	28%	64%
Male	54	725	*	748	*	*	22%	*	*	28%	48%
Economically Disadvantaged Students	46	723	*	740	*	*	28%	*	*	22%	39%
Non-Economically Disadvantaged Students	40	735	755	763	*	*	33%	*	*	35%	67%
Students with Disabilities	17	703	708	722	*	*	*	*	*	*	19%
Students without Disabilities	69	735	755	761	*	*	*	*	*	*	64%
English Learners	16	717	711	710	*	*	*	*	*	19%	*
Non-English Learners	70	732	751	756	*	*	*	*	*	30%	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	738	755	761	14%	21%	27%	24%	13%	37%	63%
White	15	712	760	769	*	*	*	*	*	13%	72%
Hispanic	23	744	751	747	*	*	*	*	*	43%	50%
Black or African American	20	730	740	741	*	*	*	*	*	15%	43%
Asian, Native Hawaiian, or Pacific Islander	24	756	785	790	*	*	*	*	*	63%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	43	740	762	769	*	*	*	*	*	33%	71%
Male	41	737	748	753	*	*	*	*	*	41%	55%
Economically Disadvantaged Students	53	735	*	743	*	*	*	*	*	34%	45%
Non-Economically Disadvantaged Students	31	743	*	771	*	*	*	*	*	42%	73%
Students with Disabilities	13	707	706	720	*	*	*	*	*	*	22%
Students without Disabilities	71	744	763	769	*	*	*	*	*	*	71%
English Learners	11	697	715	706	*	*	*	*	*	*	12%
Non-English Learners	73	745	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	741	751	762	12%	14%	26%	*	*	48%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	27	747	746	747	*	*	*	56%	0%	56%	49%
Black or African American	29	725	739	741	*	*	*	*	*	28%	43%
Asian, Native Hawaiian, or Pacific Islander	33	756	780	794	*	*	*	*	*	70%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	51	737	760	771	*	*	31%	*	*	37%	71%
Male	56	745	*	753	*	*	21%	*	*	57%	55%
Economically Disadvantaged Students	52	729	747	743	*	*	29%	*	*	35%	45%
Non-Economically Disadvantaged Students	55	752	758	772	*	*	24%	*	*	60%	72%
Students with Disabilities	20	706	711	721	*	*	*	*	*	*	22%
Students without Disabilities	87	749	759	770	*	*	*	*	*	*	71%
English Learners	17	728	706	708	*	*	*	*	*	29%	12%
Non-English Learners	90	743	756	764	*	*	*	*	*	51%	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	645	98.0	31.9	33.6	44.5	31.9	37.1	Not Met
White	152	98.8	31.6	45.3	54.1	31.6	41.2	Not Met
Hispanic	165	97.3	23.6	27.2	28.8	23.6	31.3	Not Met
Black or African American	128	96.3	15.6	16.7	23.0	15.6	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	194	99.5	49.5	64.6	76.5	49.5	49.4	Met Target
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	299	98.1	30.1	34.0	44.9	30.1		
Male	346	97.8	33.5	33.3	44.2	33.5		
Economically Disadvantaged Students	363	97.4	27.5	29.3	26.3	27.5	35.8	Not Met
Non-Economically Disadvantaged Students	282	98.7	37.6	39.8	54.9	37.6		
Students with Disabilities	107	93.2	15.0	*	17.4	14.6	15.4	Met Target†
Students without Disabilities	538	98.9	35.3	*	50.0	35.3		
English Learners	147	98.8	16.3	16.0	25.0	16.3	23.6	Not Met
Non-English Learners	498	97.7	36.5	36.0	46.5	36.5		
Homeless Students	10	100.0	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-08
2018-2019

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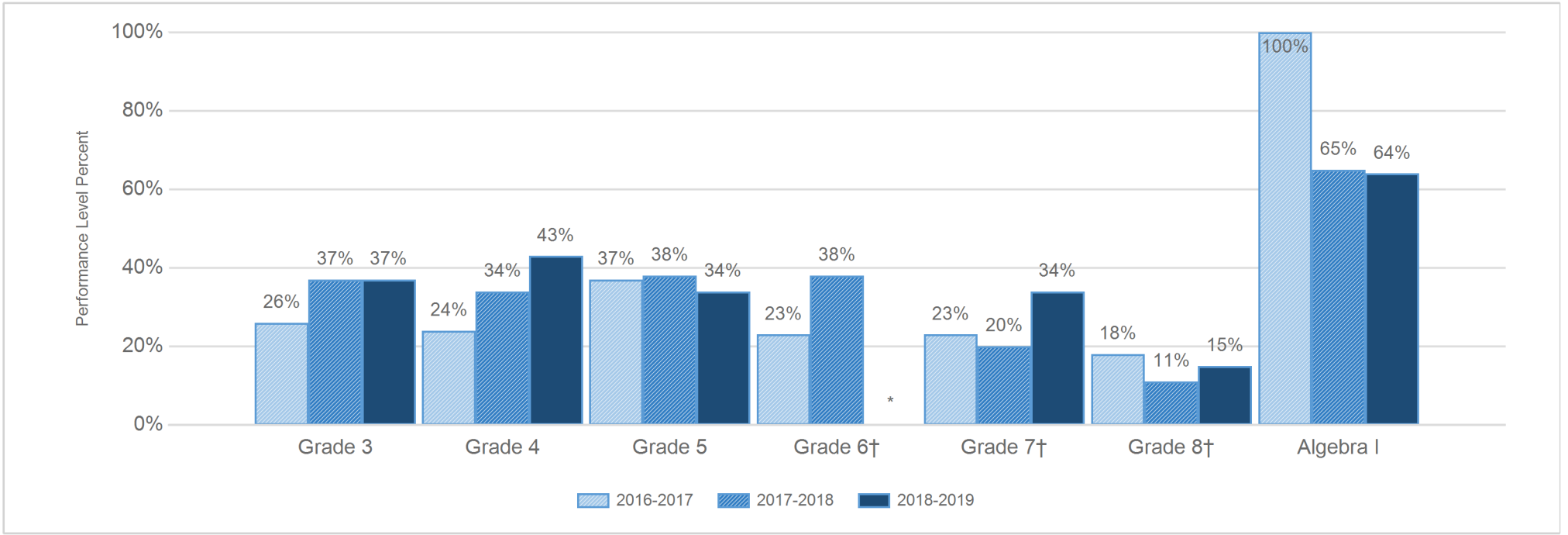
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	739	747	752	20%	16%	28%	21%	16%	37%	55%
White	27	748	755	760	*	*	*	*	*	44%	66%
Hispanic	25	722	740	739	*	*	*	*	*	*	40%
Black or African American	24	709	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	44	759	779	778	*	*	23%	30%	27%	57%	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	55	738	*	751	22%	*	24%	*	*	40%	54%
Male	65	740	*	752	18%	*	31%	*	*	34%	56%
Economically Disadvantaged Students	66	730	738	737	*	*	30%	*	*	27%	37%
Non-Economically Disadvantaged Students	54	750	759	761	*	*	24%	*	*	48%	67%
Students with Disabilities	19	716	714	731	*	*	*	*	*	16%	31%
Students without Disabilities	101	743	752	756	*	*	*	*	*	41%	60%
English Learners	39	726	732	728	*	*	36%	*	*	18%	26%
Non-English Learners	81	745	751	754	*	*	23%	*	*	46%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	742	740	749	12%	21%	24%	*	*	43%	51%
White	30	738	748	757	*	*	*	*	*	47%	62%
Hispanic	29	734	735	737	*	*	*	*	*	28%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	31	761	773	776	*	*	*	*	*	65%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	56	741	739	749	*	21%	23%	*	*	39%	50%
Male	50	743	741	749	*	20%	24%	*	*	48%	52%
Economically Disadvantaged Students	58	738	*	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	48	747	*	759	*	*	*	*	*	42%	63%
Students with Disabilities	12	733	714	726	*	*	*	*	*	33%	25%
Students without Disabilities	94	743	744	754	*	*	*	*	*	45%	56%
English Learners	25	722	723	722	*	*	*	*	*	20%	18%
Non-English Learners	81	748	743	751	*	*	*	*	*	51%	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	735	736	747	11%	29%	26%	*	*	34%	47%
White	41	729	745	755	*	*	27%	29%	0%	29%	58%
Hispanic	30	730	733	735	*	*	*	*	*	23%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	33	752	764	775	0%	*	33%	*	*	52%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	734	737	747	*	34%	24%	*	*	31%	47%
Male	67	736	736	747	*	24%	28%	*	*	36%	47%
Economically Disadvantaged Students	75	734	732	732	*	33%	21%	*	*	35%	27%
Non-Economically Disadvantaged Students	50	737	742	757	*	22%	34%	*	*	32%	59%
Students with Disabilities	12	716	713	725	*	*	*	*	*	*	19%
Students without Disabilities	113	737	740	752	*	*	*	*	*	*	52%
English Learners	25	717	720	718	*	*	*	*	*	16%	12%
Non-English Learners	100	740	739	749	*	*	*	*	*	38%	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-210)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	716	731	741	*	*	*	*	*	*	41%
White	19	712	743	749	*	*	*	*	*	*	51%
Hispanic	33	708	726	729	*	*	*	*	*	*	24%
Black or African American	19	708	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	27	734	759	769	*	*	44%	*	*	22%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	37	717	*	742	*	*	*	*	*	*	42%
Male	61	715	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	52	708	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	46	725	738	750	*	*	*	*	*	*	53%
Students with Disabilities	17	701	703	716	*	*	*	*	*	*	12%
Students without Disabilities	81	719	735	746	*	*	*	*	*	*	46%
English Learners	28	706	713	709	*	*	*	*	*	*	*
Non-English Learners	70	720	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	735	737	744	11%	29%	26%	*	*	34%	42%
White	19	719	747	751	*	53%	*	*	*	16%	53%
Hispanic	25	736	732	733	*	*	*	*	*	32%	26%
Black or African American	20	728	722	727	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	25	751	765	768	0%	*	*	*	*	60%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	47	732	*	744	*	34%	30%	*	*	28%	42%
Male	44	739	736	743	*	23%	23%	*	*	41%	42%
Economically Disadvantaged Students	59	730	734	731	17%	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	32	744	*	751	0%	*	*	*	*	47%	53%
Students with Disabilities	13	715	708	718	*	*	*	*	*	15%	13%
Students without Disabilities	78	738	741	749	*	*	*	*	*	37%	48%
English Learners	18	720	715	716	*	*	*	*	*	17%	10%
Non-English Learners	73	739	739	745	*	*	*	*	*	38%	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	717	712	728	34%	18%	32%	15%	0%	15%	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	23	717	712	722	*	*	*	*	*	13%	22%
Black or African American	24	705	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	26	729	729	747	*	*	46%	*	*	19%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	48	714	716	731	38%	*	27%	*	*	15%	31%
Male	45	720	709	726	31%	*	38%	*	*	16%	27%
Economically Disadvantaged Students	47	713	711	719	40%	*	26%	*	*	11%	20%
Non-Economically Disadvantaged Students	46	721	715	735	28%	*	39%	*	*	20%	36%
Students with Disabilities	20	696	694	707	*	*	*	*	*	*	10%
Students without Disabilities	73	723	717	734	*	*	*	*	*	*	35%
English Learners	28	713	704	706	46%	*	*	*	*	18%	10%
Non-English Learners	65	719	714	730	29%	*	*	*	*	14%	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mahatma K. Gandhi School
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	757	729	744	0%	*	*	64%	0%	64%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	761	755	775	0%	0%	*	*	*	70%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	25	757	732	748	0%	*	*	64%	0%	64%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	25	757	734	745	0%	*	*	64%	0%	64%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	58.0%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	136	*	*
3-4	132	86.4%	13.6%
5 or more	58	87.9%	12.1%

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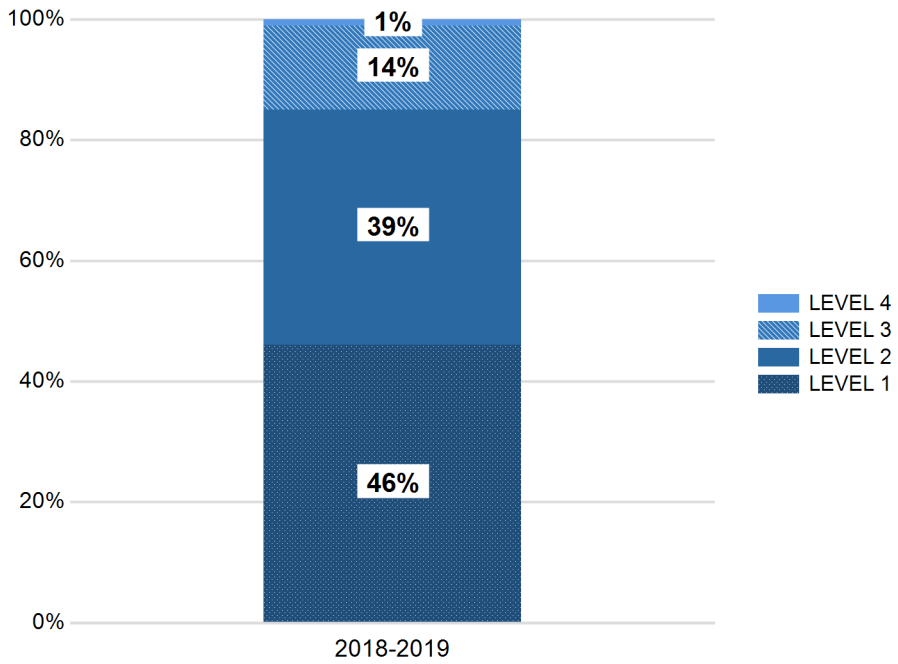
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	46	39	14	1
White	54	27	20	0
Hispanic	50	40	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	52	18	3
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	48	41	10	0
Male	43	37	18	1
Economically Disadvantaged Students	47	38	13	1
Non-Economically Disadvantaged Students	43	41	16	0
Students with Disabilities	83	17	0	0
Students without Disabilities	42	42	16	1
English Learners	80	20	0	0
Non-English Learners	37	44	18	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
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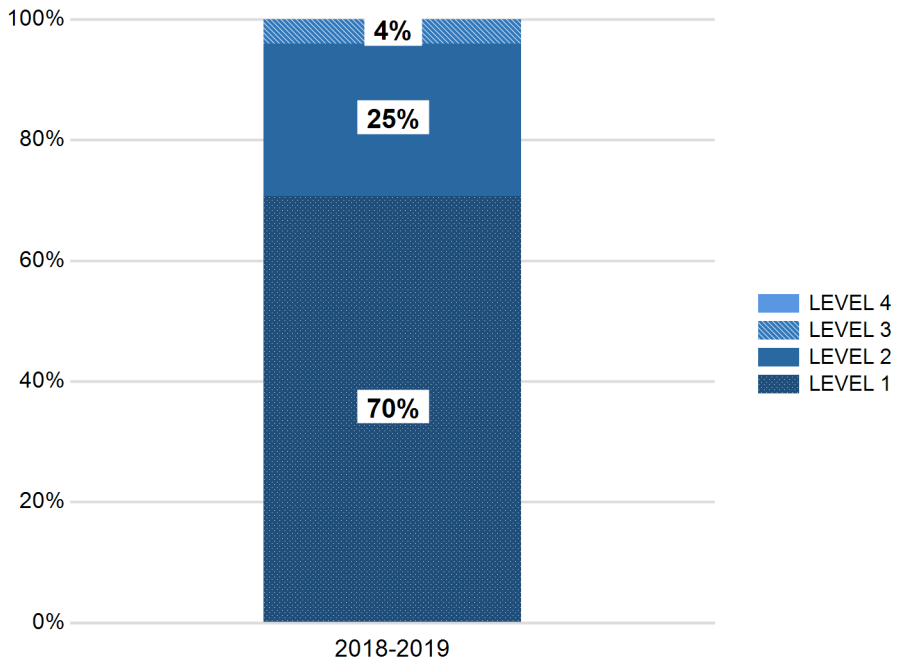
NJSLA Science Assessment: Grade 8 Summary

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	70	25	4	0
White	*	*	*	*
Hispanic	65	29	6	0
Black or African American	86	14	0	0
Asian, Native Hawaiian, or Pacific Islander	52	39	9	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	87	13	0	0
Male	56	36	8	0
Economically Disadvantaged Students	83	15	2	0
Non-Economically Disadvantaged Students	56	36	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	104
7	0	0	98
8	25	0	95
Total	25	0	297

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	54
7	0	0	0	0	0	0	46
8	0	0	0	0	0	0	58
Total	0	0	0	0	0	0	158

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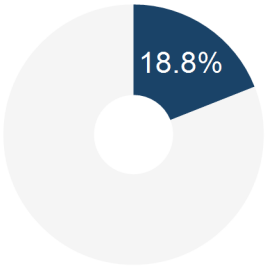
Visual and Performing Arts – Course Participation

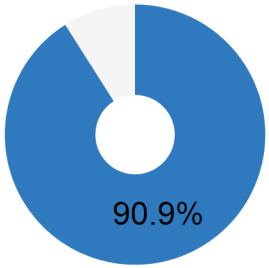
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

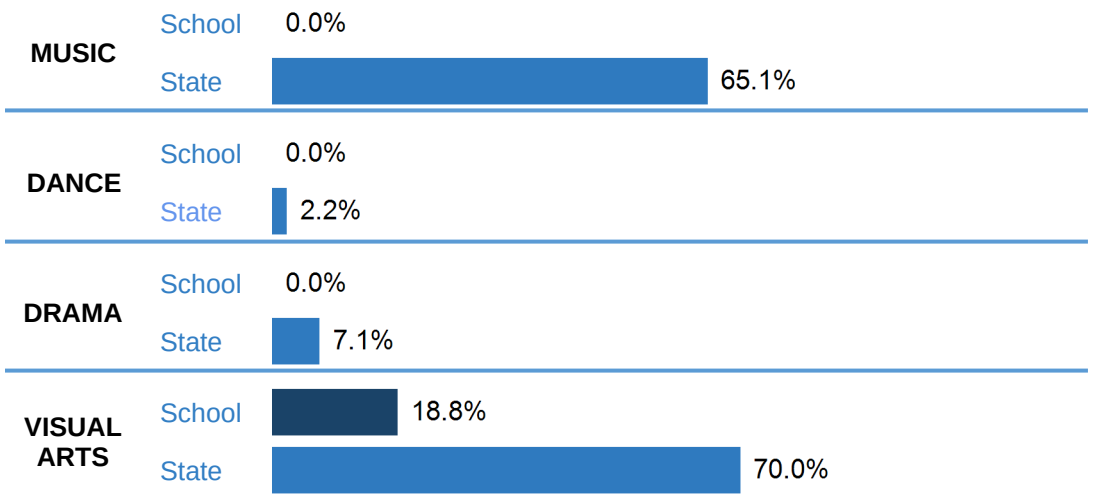


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

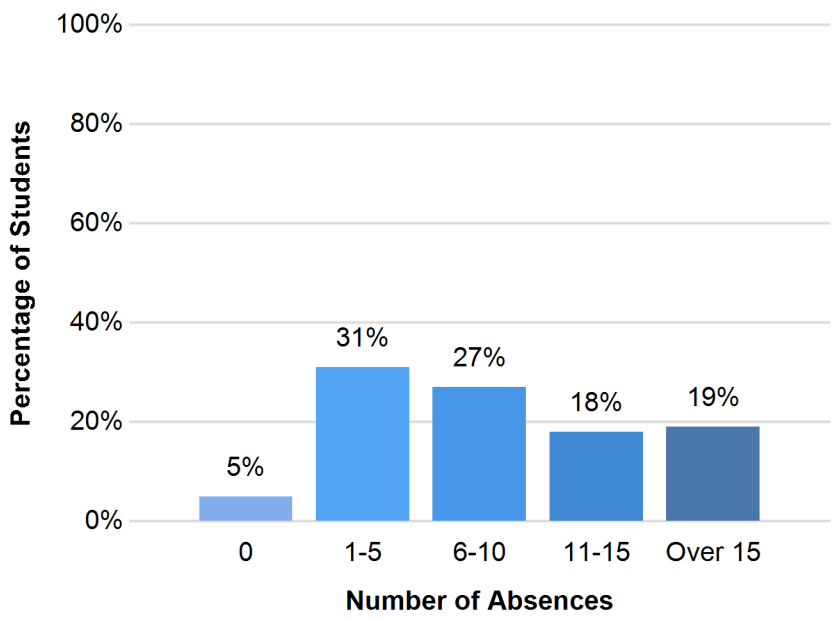
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	145	13.5	9.0	Not Met
White	31	10.8	9.0	Not Met
Hispanic	36	14.3	9.0	Not Met
Black or African American	51	26.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	27	8.1	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	64	12.6		
Male	81	14.3		
Economically Disadvantaged Students	100	16.3	9.0	Not Met
Students with Disabilities	32	22.2	9.0	Not Met
English Learners	39	13.5	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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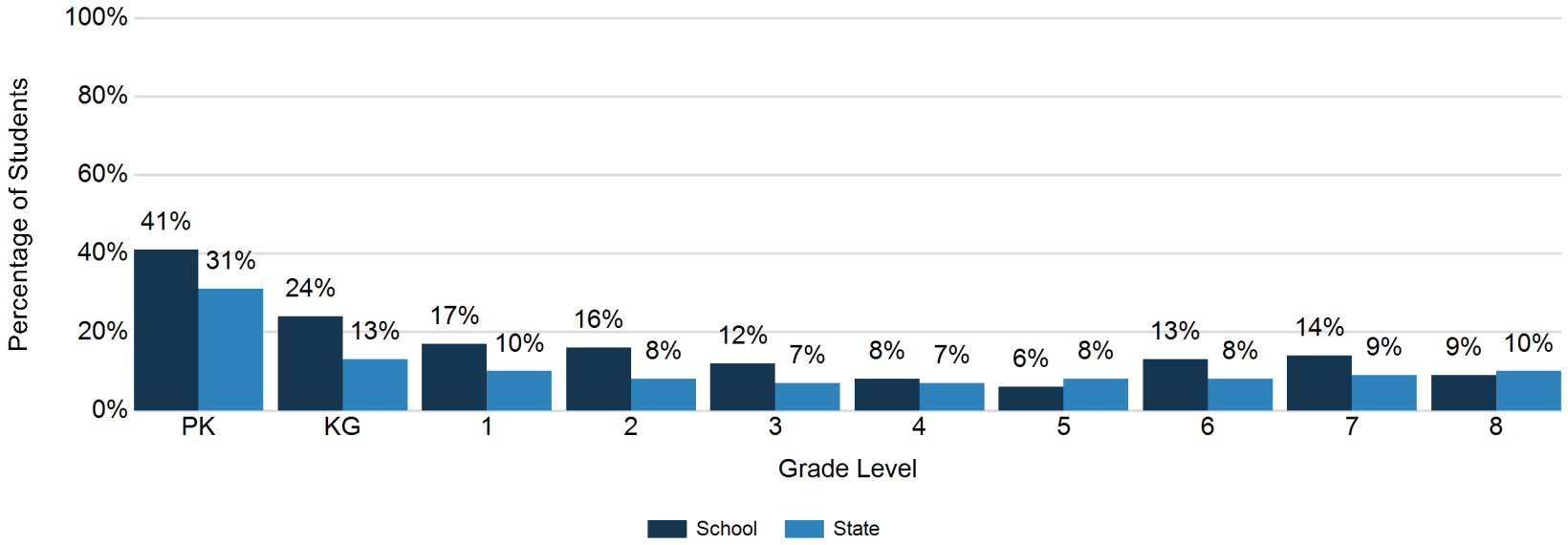
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.07

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	20		20

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	128	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	90.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	709:1	226:1
Teachers to Administrators	64:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

Mahatma K. Gandhi School
(17-2390-210)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	86.7%	50.0%	48.4%	77.1%	54.9%
Male	52.9%	13.3%	50.0%	51.6%	22.9%	45.1%
White	29.8%	54.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	19.4%	21.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.6%	10.2%	100.0%	15.0%	6.6%	13.9%
Asian	33.4%	13.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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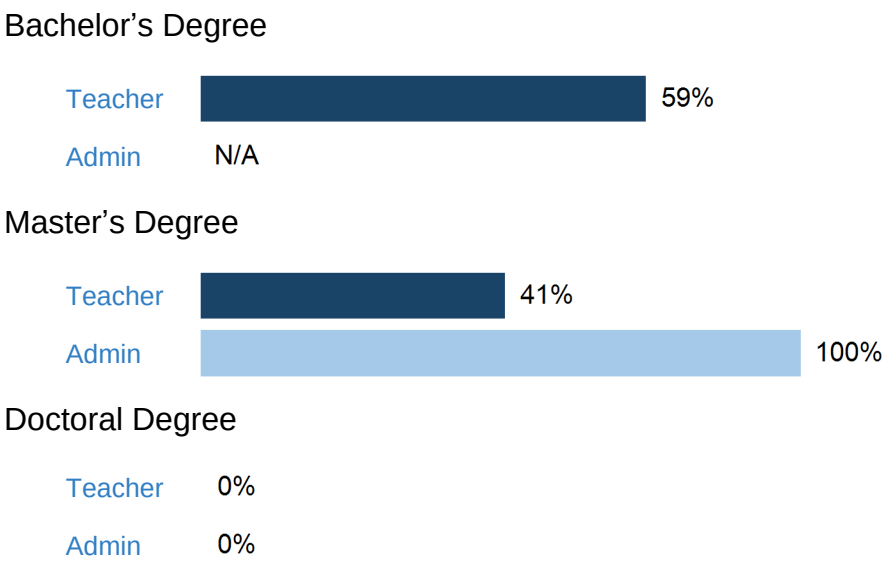
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	32.9%	38.1%	41.3%
Math Proficiency	28.6%	32.6%	31.9%
ELA Growth	43	51	53
Math Growth	57	63	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.6%	58.0%
Chronic Absenteeism	16.7%	14.1%	13.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• PS 23 has partnered with Center for Supportive Schools to become a Community School. Throughout the year PS 23 will work to better meet the needs of the community. • PS 23 has received a 21st Century Community Learning Centers Grant to Provide a STEM based afterschool program. • PS 23 is one of seven schools in NJ to win the Disney Musicals in Schools Grant. Through this grant PS 23 will build a sustainable drama program.
Mission, Vision, Theme:	At Mahatma Gandhi we believe we can achieve At Mahatma Gandhi everyone will succeed.
Awards, Recognition, Accomplishments:	21 Century CLC Grant, Disney Music in Schools Grant

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Courses, Curriculum, Instruction:	Afterschool STEM program, Saturday Extension Program, Hope 3rd through 5th, Bilingual SEA and Arabic Grades K-8
Clubs and Activities:	STEM, Drama, Lego Robotics

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Before and After School Programs:	CASPER Pre-k - 5, STEM 3-8, Drama 3-5
Staff and Professional Learning:	PLC Training (Multiday Turnkey Teachers), Community School Related PD (Peer Group, Campaign Connect), PD around Culture data, absentee data tracking and planning

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Student Supports and Services:	Bilingual Arabic K-8, Bilingual SEA K-8, ESL K-8, Inclusion Prek-8,Self Contained 6-8, Guidance Counselors, Crisis Intervention Teacher
Student Health and Wellness:	Breakfast in the classroom, daily recess, phys-ed K-8, Swimming
Parent and Community Involvement:	PTO is reforming with the help of the Community School Coordinator, Advisory Board in place to support School and Community.

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School Narrative

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Facilities:	2 computer labs, pool, library media center

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School Narrative

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Technology and STEM:	21st Century Stem Afterschool program, laptops and chromebooks available students k-8,Google Classroom used for electronic classroom support
Early Childhood Education:	27 Pre-k classes for 3 year olds and 4 year olds

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
(17-2390-347)
Grades Offered: PK-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:

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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Glenda Jennings
Address	59 WILKINSON AVE JERSEY CITY, NJ 07305-4227
Phone Number	201-915-6590
Email Address	gjennings@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=420&Itemid=1034

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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	76	54	60
KG	62	40	39
1	46	53	41
2	40	46	60
3	34	42	37
4	26	40	40
5	29	23	40
6	42	48	59
7	48	43	52
8	42	50	38
Total	445	439	466

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	42.7%	43.5%	42.1%
Male	57.3%	56.5%	57.9%
Economically Disadvantaged Students	84.3%	70.2%	70.8%
Students with Disabilities	29.2%	31.0%	33.7%
English Learners	1.8%	0.9%	1.1%
Homeless Students	3.1%	6.2%	0.0%
Students in Foster Care	2.2%	2.1%	1.9%
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	2.9%	4.1%	5.2%
Hispanic	26.1%	28.9%	25.3%
Black or African American	67.2%	63.8%	65.9%
Asian	3.4%	2.5%	2.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.5%	0.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	76	54	60
KG - Half Day	0	0	0
KG - Full Day	62	40	39

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	84.3%
Spanish	10.9%
Uncoded languages	1.1%
Other Languages	3.6%

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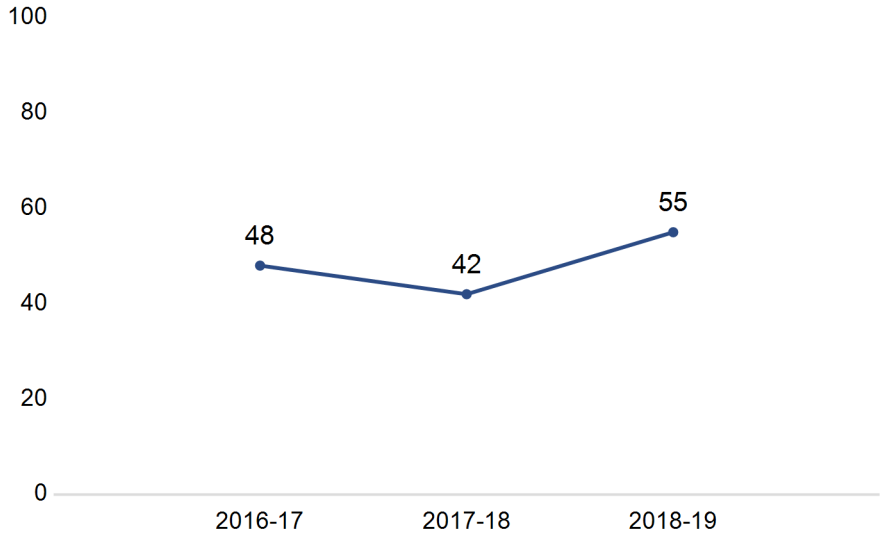
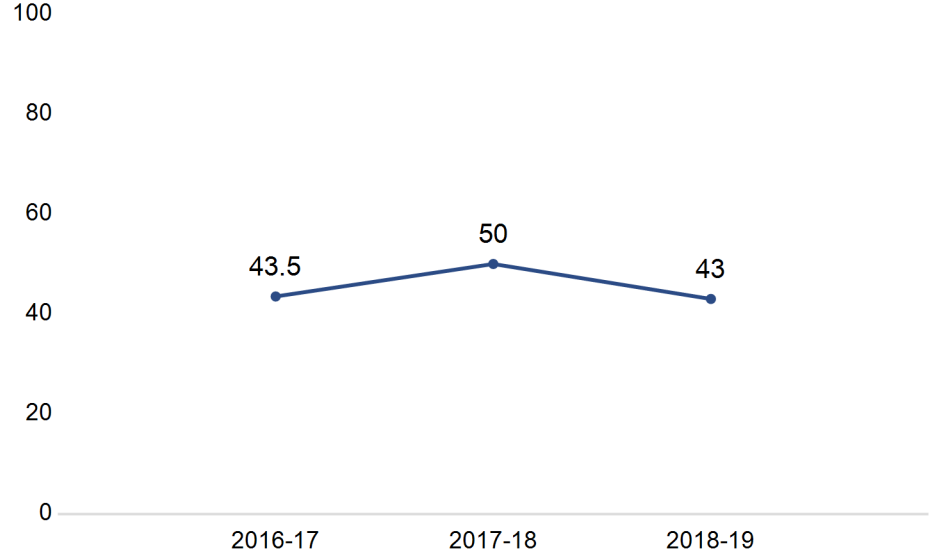
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	42	55	43.5	50	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	52	50	Met Standard	43	46	50	Met Standard
White	*	57	50	**	*	52	52	**
Hispanic	56	50	49	Met Standard	55.5	45	47	Met Standard
Black or African American	54	48	45	Met Standard	36	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	61	59	**	N	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	60.5	55	53	N	44	45	50	N
Male	47	50	47	N	43	48	51	N
Economically Disadvantaged Students	51	52	48	Met Standard	43	45	46	Met Standard
Students with Disabilities	53	41	43	Met Standard	43	42	45	Met Standard
English Learners	*	55	52	**	47	50	50	**
Homeless Students	69	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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

Martin Center for the Arts
(17-2390-347)
Grades Offered: PK-08
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.

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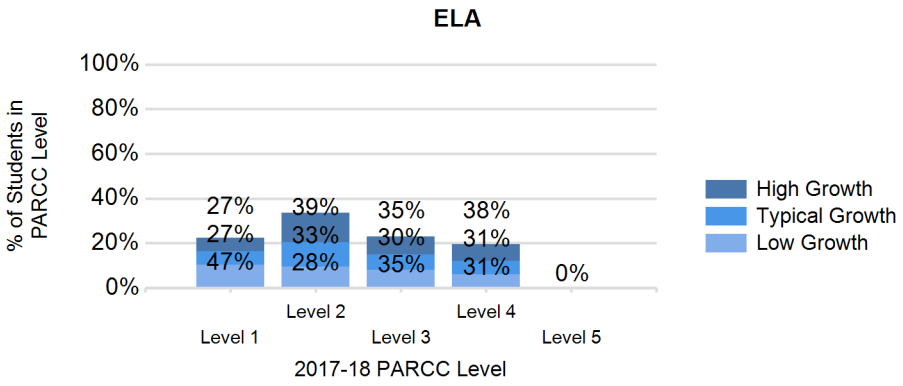
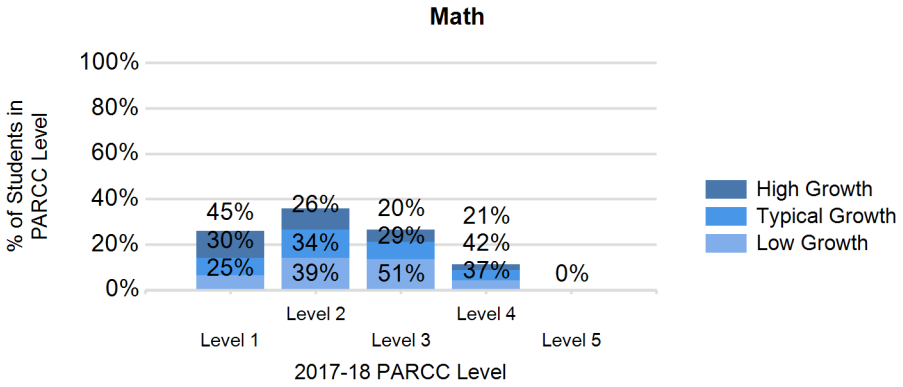
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

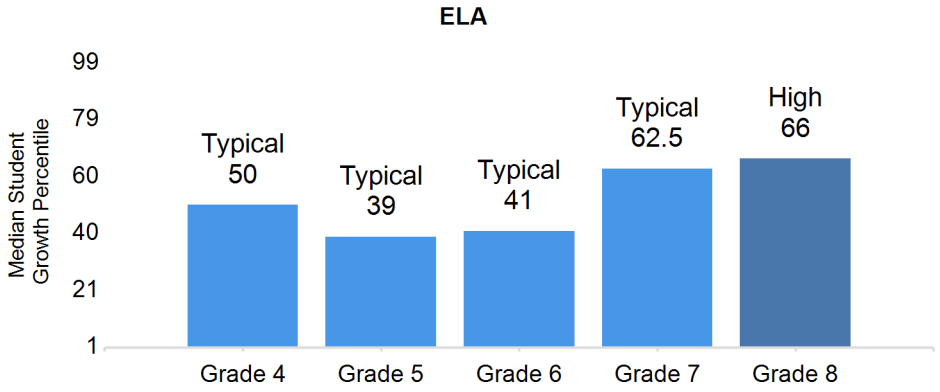
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

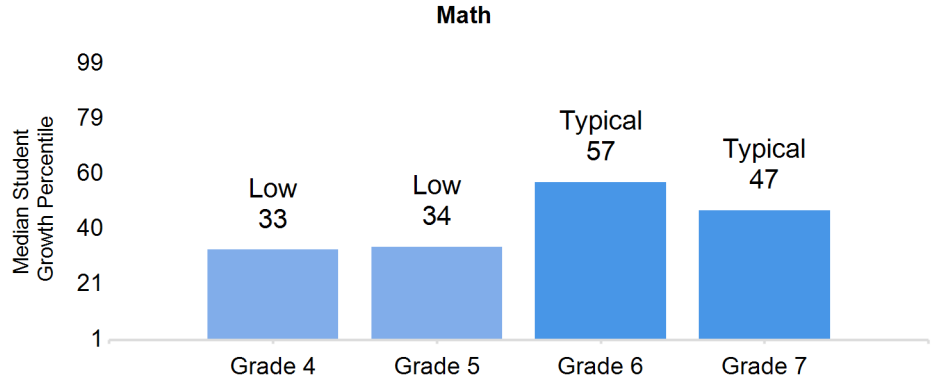




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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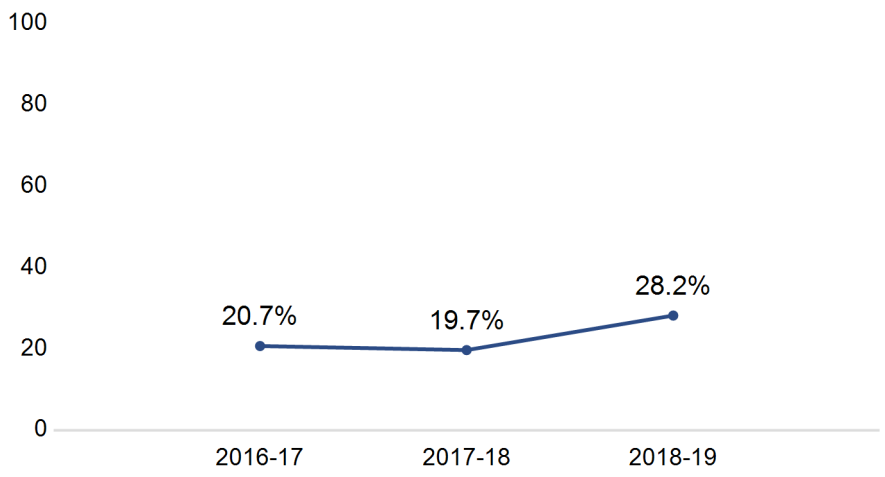
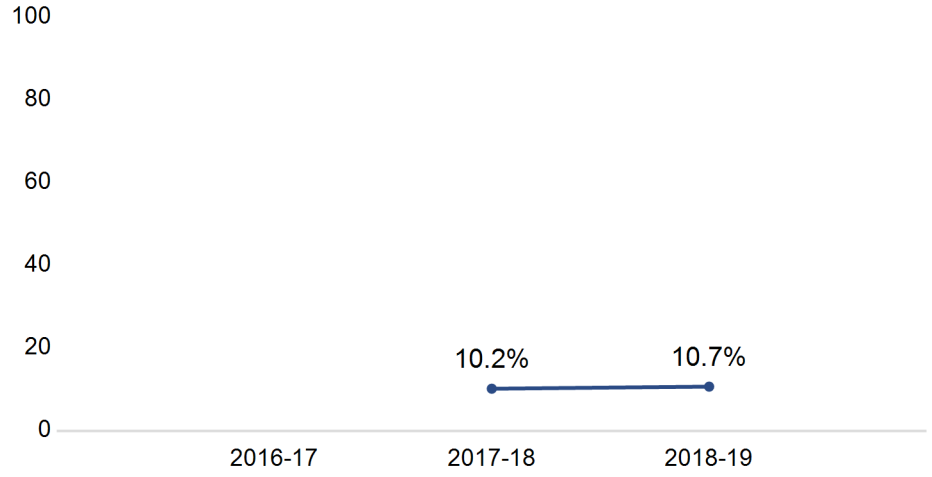
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	98.6%	96.3%	97.5%	98.2%	96.4%
Proficiency Rate for Federal Accountability	20.7%	19.7%	28.2%	*	10.2%	10.7%
Annual Target	17.4%	20.7%	24.0%	10.0%	13.7%	17.4%
Met Annual Target?	Met Target	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	259	96.3	28.2	49.7	57.9	28.2	24	Met Target
White	*	*	*	55.9	66.9	*	**	**
Hispanic	77	98.8	29.9	46.4	43.9	29.9	27.5	Met Target
Black or African American	171	95.0	26.3	34.3	38.5	26.3	21.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	126	97.1	33.3	55.2	64.8	33.3		
Male	133	95.5	23.3	44.5	51.3	23.3		
Economically Disadvantaged Students	181	96.5	25.4	45.3	40.0	25.4	25.2	Met Target
Non-Economically Disadvantaged Students	78	95.7	34.6	56.3	67.9	34.6		
Students with Disabilities	74	94.1	*	14.4	22.7	*	16.8	Not Met
Students without Disabilities	185	97.1	*	56.2	65.1	*		
English Learners	21	100.0	23.8	16.0	29.3	23.8	N	N
Non-English Learners	238	95.9	28.6	53.6	60.6	28.6		
Homeless Students	16	100.0	31.3	31.1	29.1	31.3		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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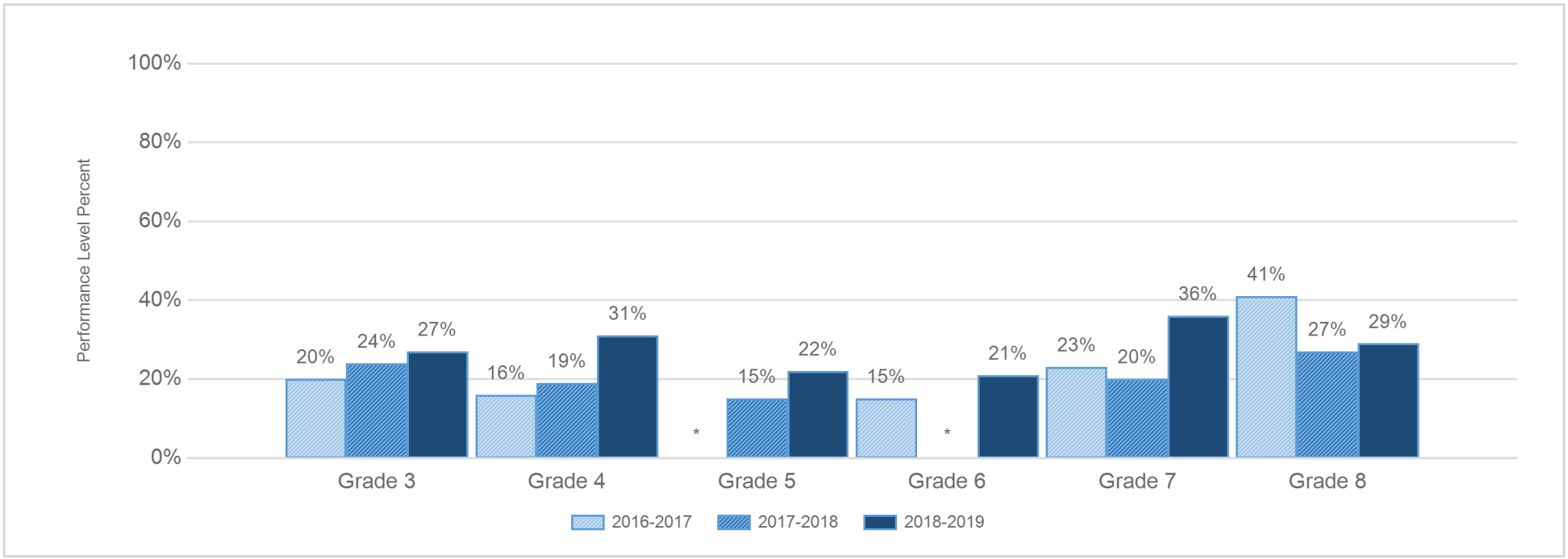
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	725	746	748	34%	*	27%	*	*	27%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	13	734	739	734	*	*	*	*	*	46%	36%
Black or African American	28	716	730	731	39%	*	36%	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	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	23	726	*	753	*	*	*	*	*	26%	55%
Male	21	725	*	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	29	720	735	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	15	736	762	759	*	*	*	*	*	33%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	732	753	755	*	27%	24%	*	*	31%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	15	731	748	743	*	*	*	*	*	33%	44%
Black or African American	26	730	740	739	*	*	*	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	22	745	757	760	*	*	*	*	*	45%	62%
Male	23	720	749	750	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	31	732	*	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	14	733	*	765	*	*	*	*	*	36%	69%
Students with Disabilities	10	702	712	725	*	*	*	*	*	10%	25%
Students without Disabilities	35	741	759	761	*	*	*	*	*	37%	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	724	748	756	24%	29%	24%	*	*	22%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	35	724	733	739	29%	29%	*	*	*	26%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	24	732	754	761	*	*	*	*	*	29%	64%
Male	21	714	742	750	*	*	*	*	*	14%	52%
Economically Disadvantaged Students	32	725	744	740	*	*	*	*	*	22%	39%
Non-Economically Disadvantaged Students	13	720	755	766	*	*	*	*	*	23%	69%
Students with Disabilities	11	696	705	724	*	*	*	*	*	*	23%
Students without Disabilities	34	733	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	723	748	754	27%	21%	30%	*	*	21%	56%
White	N	N	756	762	N	N	N	N	N	N	65%
Hispanic	19	721	745	743	*	*	*	*	*	26%	43%
Black or African American	37	724	730	738	*	*	*	*	*	19%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	29	725	*	762	*	*	*	*	*	28%	64%
Male	27	721	*	748	*	*	*	*	*	15%	48%
Economically Disadvantaged Students	39	720	*	740	*	*	*	*	*	21%	39%
Non-Economically Disadvantaged Students	17	730	755	763	*	*	*	*	*	24%	67%
Students with Disabilities	13	715	708	722	*	*	*	*	*	*	19%
Students without Disabilities	43	726	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	734	755	761	*	*	26%	*	*	36%	63%
White	N	N	760	769	N	N	N	N	N	N	72%
Hispanic	*	*	751	747	*	*	*	*	*	*	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	21	737	762	769	*	*	*	*	*	38%	71%
Male	26	731	748	753	*	*	*	*	*	35%	55%
Economically Disadvantaged Students	32	731	*	743	*	*	*	*	*	28%	45%
Non-Economically Disadvantaged Students	15	741	*	771	*	*	*	*	*	53%	73%
Students with Disabilities	13	723	706	720	*	*	*	*	*	23%	22%
Students without Disabilities	34	738	763	769	*	*	*	*	*	41%	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	728	751	762	26%	*	32%	*	*	29%	63%
White	N	N	755	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	21	724	739	741	*	*	*	*	*	33%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	14	749	760	771	0%	*	*	*	*	36%	71%
Male	24	716	*	753	42%	*	*	*	*	25%	55%
Economically Disadvantaged Students	26	729	747	743	*	*	*	*	*	27%	45%
Non-Economically Disadvantaged Students	12	727	758	772	*	*	*	*	*	33%	72%
Students with Disabilities	18	698	711	721	*	*	*	*	*	*	22%
Students without Disabilities	20	755	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
(17-2390-347)
Grades Offered: PK-08
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 - 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	262	96.4	10.7	33.6	44.5	10.7	17.4	Not Met
White	*	*	*	45.3	54.1	*	**	**
Hispanic	80	98.9	11.3	27.2	28.8	11.3	17.8	Not Met
Black or African American	171	95.0	*	16.7	23.0	*	16.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	127	97.2	*	34.0	44.9	*		
Male	135	95.6	*	33.3	44.2	*		
Economically Disadvantaged Students	184	96.6	*	29.3	26.3	*	16.8	Not Met
Non-Economically Disadvantaged Students	78	95.8	*	39.8	54.9	*		
Students with Disabilities	74	94.1	*	*	17.4	*	8	Not Met
Students without Disabilities	188	97.2	*	*	50.0	*		
English Learners	24	100.0	*	16.0	25.0	*	N	N
Non-English Learners	238	95.9	*	36.0	46.5	*		
Homeless Students	16	100.0	18.8	14.1	17.1	18.8		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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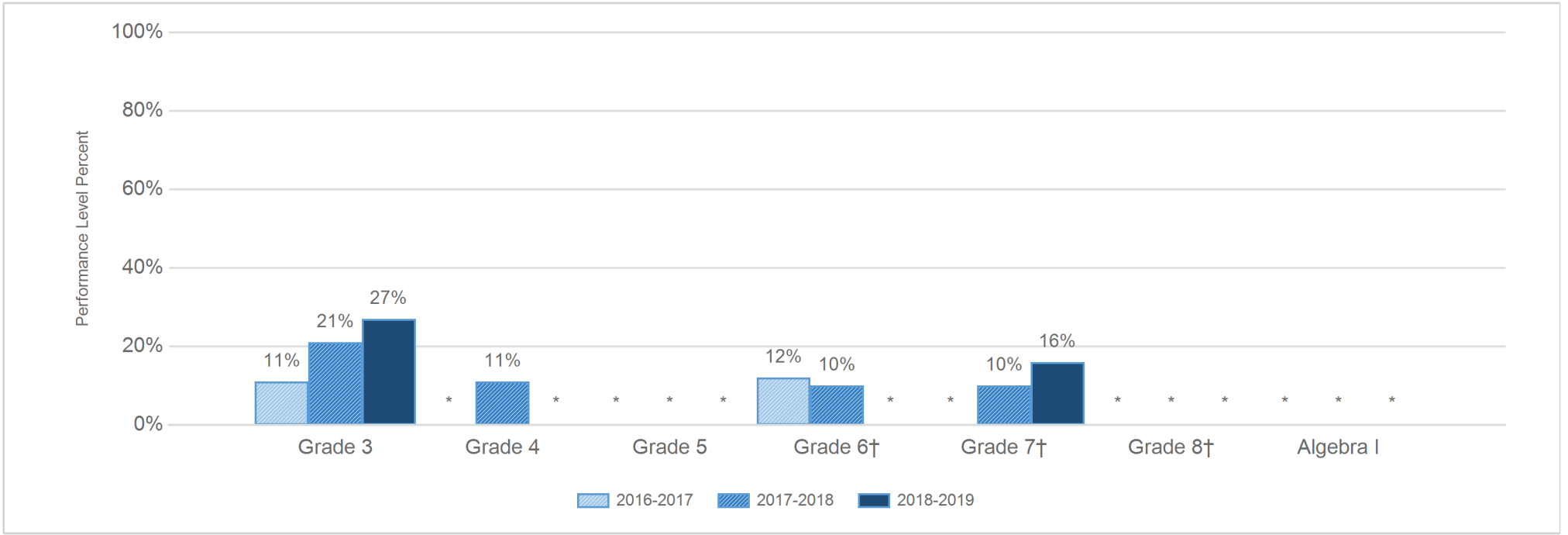
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	730	747	752	*	33%	27%	*	*	27%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	14	732	740	739	*	*	*	*	*	43%	40%
Black or African American	28	723	730	735	*	46%	*	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	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	24	724	*	751	*	*	*	*	*	29%	54%
Male	21	736	*	752	*	*	*	*	*	24%	56%
Economically Disadvantaged Students	29	730	738	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	16	729	759	761	*	*	*	*	*	25%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	718	740	749	*	*	*	*	*	*	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	15	720	735	737	*	*	*	*	*	*	36%
Black or African American	26	715	723	731	*	50%	*	*	*	12%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	22	725	739	749	*	*	*	*	*	*	50%
Male	23	711	741	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	31	715	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	14	723	*	759	*	*	*	*	*	*	63%
Students with Disabilities	10	704	714	726	*	*	*	*	*	*	25%
Students without Disabilities	35	722	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	711	736	747	*	*	*	*	*	*	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	35	708	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	24	711	737	747	*	*	*	*	*	*	47%
Male	21	710	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	32	715	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	699	742	757	*	*	*	*	*	*	59%
Students with Disabilities	11	700	713	725	*	*	*	*	*	*	19%
Students without Disabilities	34	714	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	713	731	741	*	*	*	*	*	*	41%
White	N	N	743	749	N	N	N	N	N	N	51%
Hispanic	22	718	726	729	*	*	*	*	*	*	24%
Black or African American	37	710	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	30	711	*	742	*	*	*	*	*	*	42%
Male	29	715	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	41	712	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	18	716	738	750	*	*	*	*	*	*	53%
Students with Disabilities	13	709	703	716	*	*	*	*	*	*	12%
Students without Disabilities	46	714	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	723	737	744	*	45%	22%	*	*	16%	42%
White	N	N	747	751	N	N	N	N	N	N	53%
Hispanic	11	718	732	733	*	*	*	*	*	*	26%
Black or African American	38	724	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	22	716	*	744	*	*	*	*	*	14%	42%
Male	27	728	736	743	*	*	*	*	*	19%	42%
Economically Disadvantaged Students	34	722	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	15	724	*	751	*	*	*	*	*	*	53%
Students with Disabilities	13	712	708	718	*	*	*	*	*	*	13%
Students without Disabilities	36	726	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	691	712	728	*	*	*	*	*	*	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	17	682	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	11	711	716	731	*	*	*	*	*	*	31%
Male	22	682	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	18	678	694	707	*	*	*	*	*	*	10%
Students without Disabilities	15	708	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	729	744	*	*	*	*	*	*	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	755	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
(17-2390-347)
Grades Offered: PK-08
2018-2019

Report Key:
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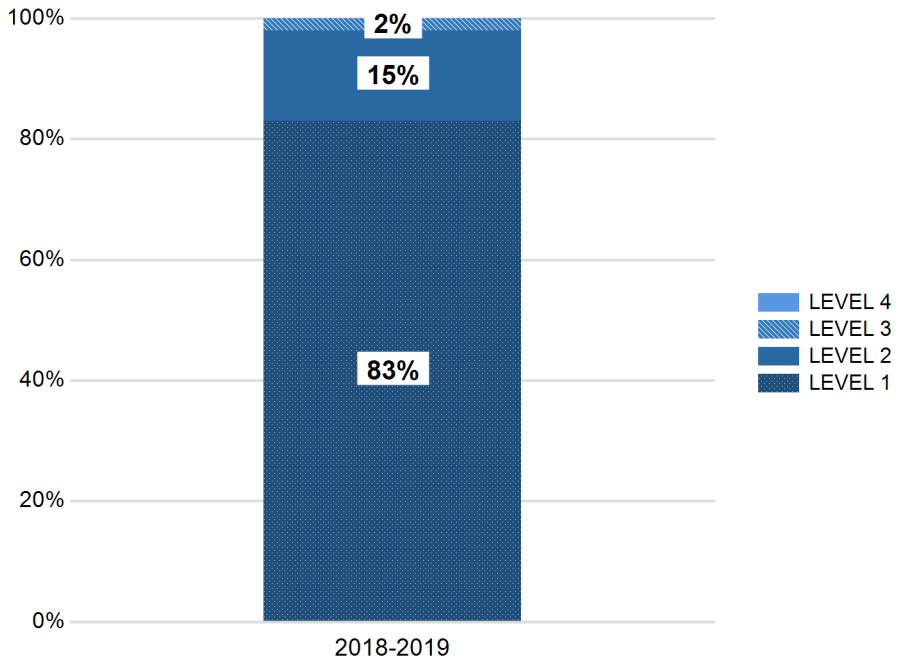
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	83	15	2	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	81	17	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	84	12	4	0
Male	81	19	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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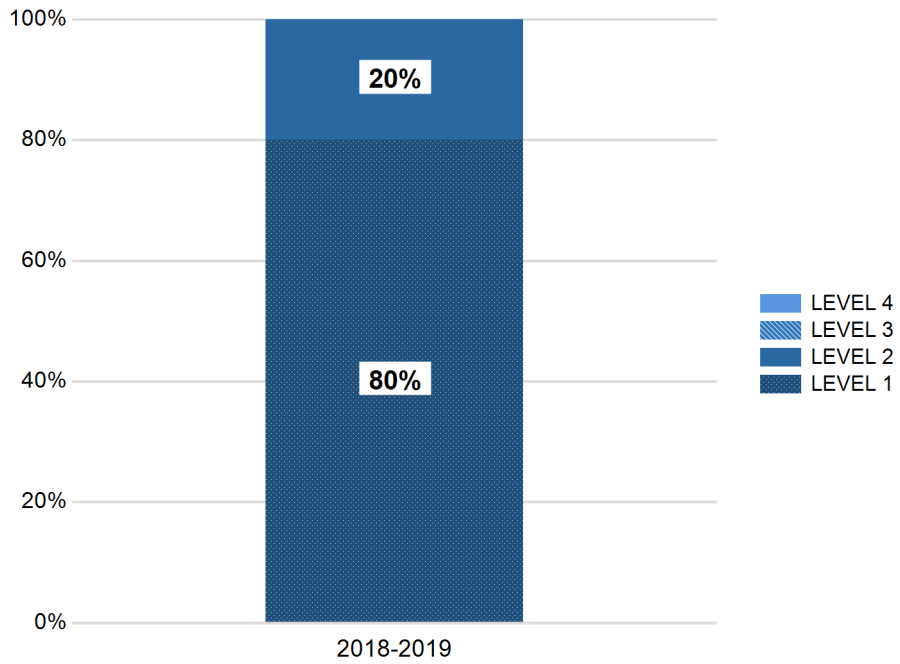
NJSLA Science Assessment: Grade 8 Summary

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	80	20	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	76	24	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	82	18	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	52
8	7	0	31
Total	7	0	142

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	55
7	0	0	0	0	0	0	45
8	0	0	0	0	0	0	37
Total	0	0	0	0	0	0	137

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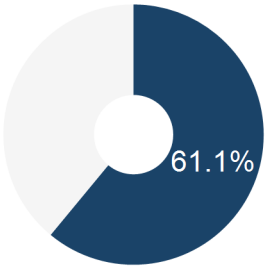
Visual and Performing Arts – Course Participation

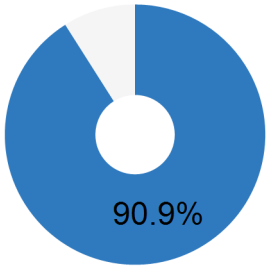
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

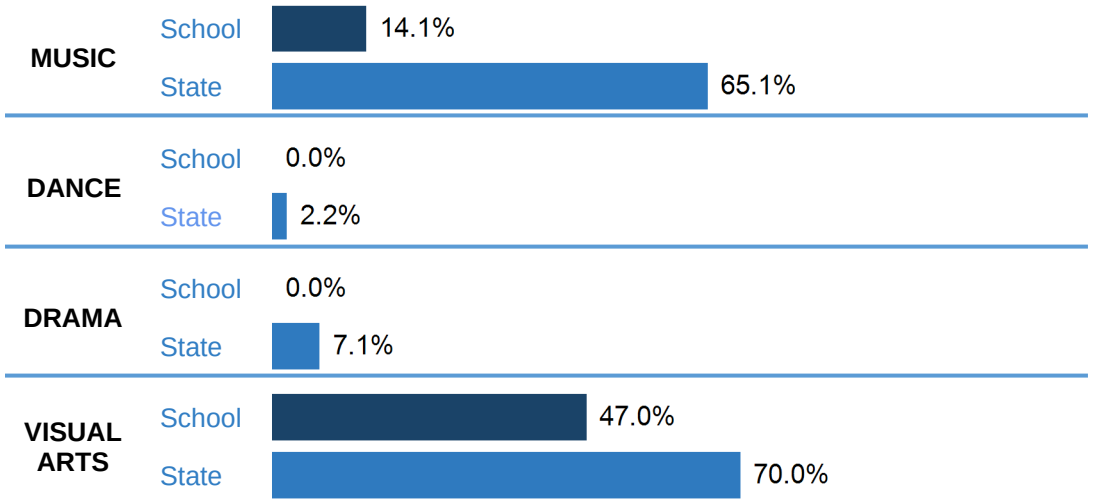


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

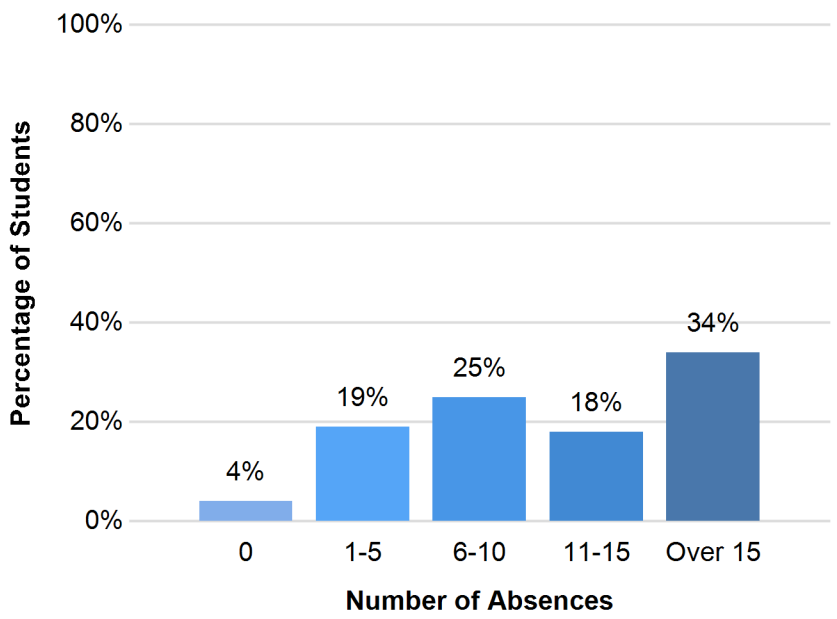
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	128	29.2	9.0	Not Met
White	3	20.0	**	**
Hispanic	31	24.0	9.0	Not Met
Black or African American	92	32.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	61	31.6		
Male	67	27.2		
Economically Disadvantaged Students	101	31.5	9.0	Not Met
Students with Disabilities	44	33.6	9.0	Not Met
English Learners	5	14.3	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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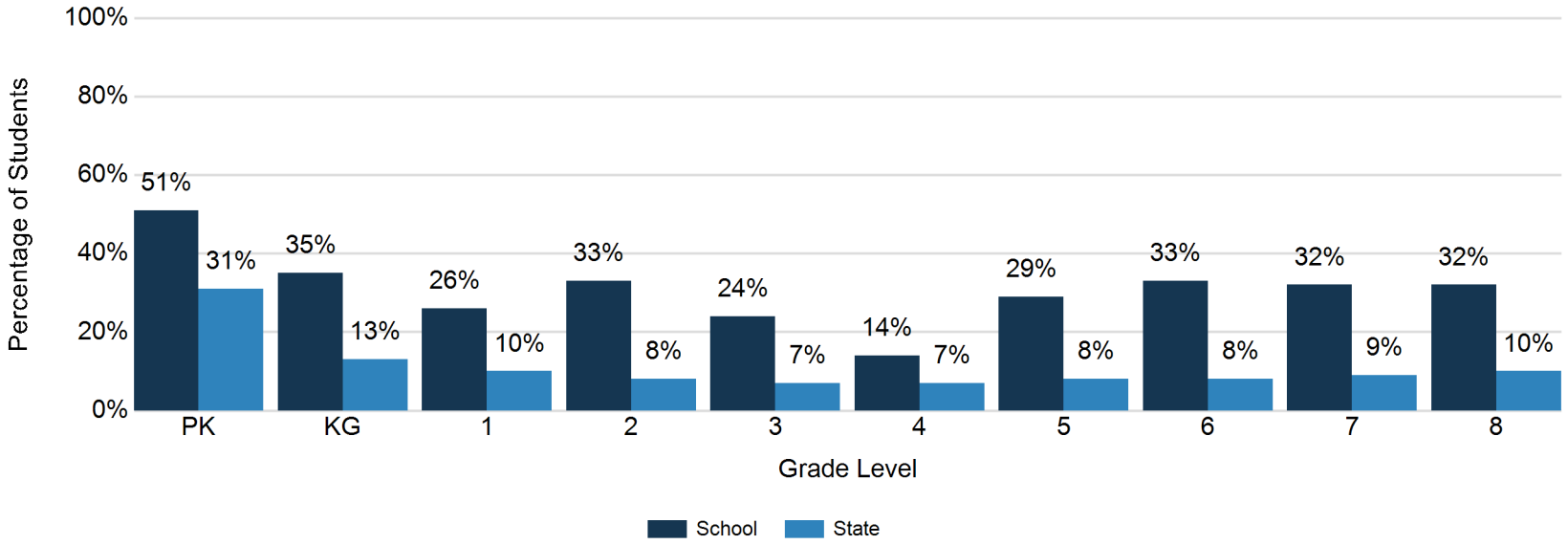
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.64

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.3:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.1%	78.7%	N	48.4%	77.1%	54.9%
Male	57.9%	21.3%	N	51.6%	22.9%	45.1%
White	5.2%	34.0%	N	42.4%	83.6%	77.4%
Hispanic	25.3%	14.9%	N	29.9%	7.3%	7.2%
Black or African American	65.9%	40.4%	N	15.0%	6.6%	13.9%
Asian	2.4%	10.6%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	N	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher	70%
Admin	N/A

Master's Degree

Teacher	30%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.3%

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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.7%	19.7%	28.2%
Math Proficiency	*	10.2%	10.7%
ELA Growth	48	42	55
Math Growth	44	50	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	19.6%	25.9%	29.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Martin Center for the Arts
(17-2390-347)
Grades Offered: PK-08
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Vision: Our vision is to provide instruction in a caring and safe healthy learning environment to each student in collaboration with families and staff. We want to empower our students to demonstrate knowledge and skills that will support them as life-long learners. Mission: The mission of our school is to provide all students with a high quality education that enables them to be contributing members of society. We seek to cultivate the potential in every student while creating an environment that achieves equity for all students and ensures that each student is a successful learner.
Awards, Recognition, Accomplishments:	Credit Roll, Honor Roll, Perfect Attendance, Monthly Character Trait Awards, Monthly PBSIS group behavior incentives (field trips, pep rallies, etc.), Weekly/Monthly/Quarterly PBSIS prizes (individuals)

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Courses, Curriculum, Instruction:	Artistically Talented Class (ATC), Algebra, Boys & Girls Club (grades 3-8)
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls) Fitness Club (Boys and Girls)
Clubs and Activities:	LEGO Robotics

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Before and After School Programs:	Fred W. Martin Center for the Arts offers Casper to students in grades Pre-K - 3 afterschool.
Staff and Professional Learning:	PLC's at Fred W. Martin Center for the Arts: PARCC/ELA (3-8), PARCC/Math (3-8), K-2 (Math), K-2 (ELA)

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Student Supports and Services:	Fred W. Martin Center for the Arts offers both Inclusion and Self-contained class for students with special needs.
Student Health and Wellness:	All students at the Fred W. Martin Center for the Arts receive a nutritious breakfast daily. When weather permits, students partake in structured and unstructured recess outside for twenty minutes. All students receive between a minimum of 1, 125 minutes (k-5) and a maximum of 2, 250 minutes (6-8) of structured physical education class over the course of the academic year.
Parent and Community Involvement:	The Fred W. Martin Center for the Arts has a PTO which meets on a monthly basis to foster a healthy school-community relationship.

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Facilities:	The Fred W. Martin Center has an indoor swimming pool. Students in grades 4-8 are offered swim class as a part of their physical education requirement.
School Safety:	To maintain a safe environment, the Fred W. Martin Center for the Arts uses Positive Behavior Systems in Schools (PBSIS) and a Safety Committee.

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Technology and STEM:	Our school offers 1:1 laptop/Chromebook devices for all students grades 2-8. Additionally, the same students have access to Google Applications for Education (GAFE).
Early Childhood Education:	Full-day PreK for children aged 3 ad 4

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Other Information	School uniform: Navy-colored polo shirt (short or long-sleeved), Navy pants, skirt/jumper, Navy cardigan sweater (as needed)

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Cleopatra Wingard
Address	886 BERGEN AVE JERSEY CITY, NJ 07306-4302
Phone Number	201-915-6521
Email Address	cwingard@jcboe.org
Website	http://www.jcboe.org

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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	55	59	54
KG	91	105	103
1	104	95	99
2	108	99	84
3	86	109	93
4	105	95	111
5	86	108	93
6	82	86	88
7	72	79	88
8	65	65	73
Total	854	900	886

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%	49.3%	49.1%
Male	51.3%	50.7%	50.9%
Economically Disadvantaged Students	83.0%	64.4%	62.3%
Students with Disabilities	7.3%	6.6%	6.4%
English Learners	20.1%	19.3%	21.7%
Homeless Students	1.2%	1.4%	0.0%
Students in Foster Care	0.1%	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	38.2%	42.3%	43.8%
Hispanic	25.8%	23.8%	24.0%
Black or African American	8.4%	9.0%	8.6%
Asian	24.9%	22.0%	21.6%
Native Hawaiian or Pacific Islander	0.7%	0.9%	0.6%
American Indian or Alaska Native	0.6%	0.4%	0.5%
Two or More Races	1.4%	1.6%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	55	59	54
KG - Half Day	0	0	0
KG - Full Day	91	105	103

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
Arabic	40.0%
English	27.5%
Spanish	13.5%
Urdu	4.0%
Hindi	2.6%
Other Languages	12.4%

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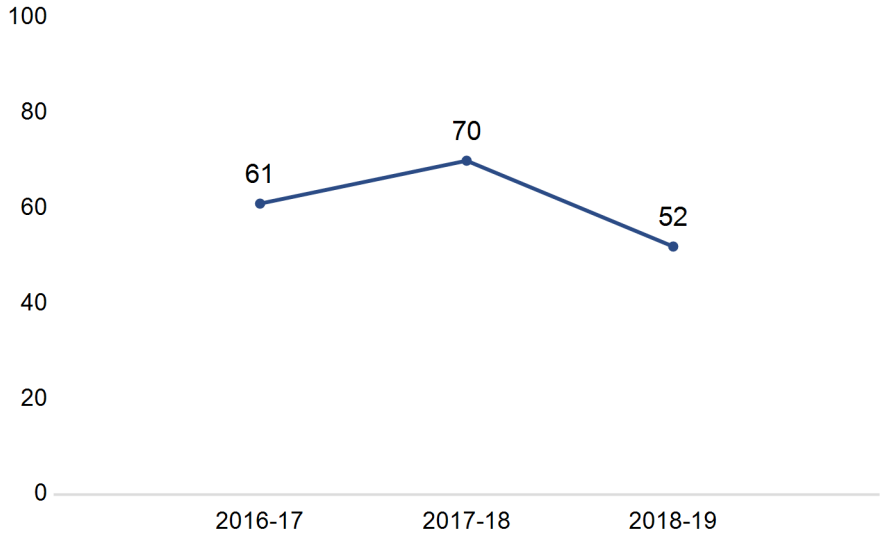
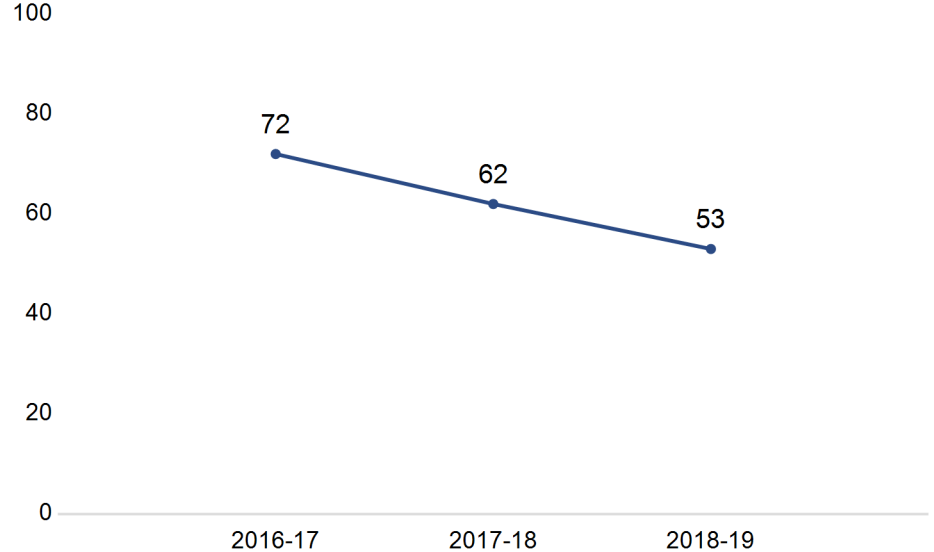
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	70	52	72	62	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	52	50	Met Standard	53	46	50	Met Standard
White	60	57	50	Exceeds Standard	51.5	52	52	Met Standard
Hispanic	51	50	49	Met Standard	58	45	47	Met Standard
Black or African American	37	48	45	Not Met	35	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	54.5	61	59	Met Standard	59	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	53.5	55	53	N	54.5	45	50	N
Male	50	50	47	N	52	48	51	N
Economically Disadvantaged Students	52	52	48	Met Standard	53	45	46	Met Standard
Students with Disabilities	47.5	41	43	Met Standard	37	42	45	Not Met
English Learners	47	55	52	Met Standard	53	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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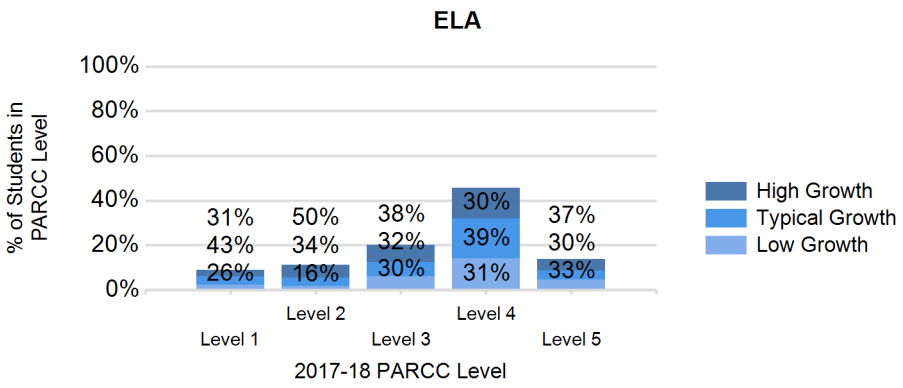
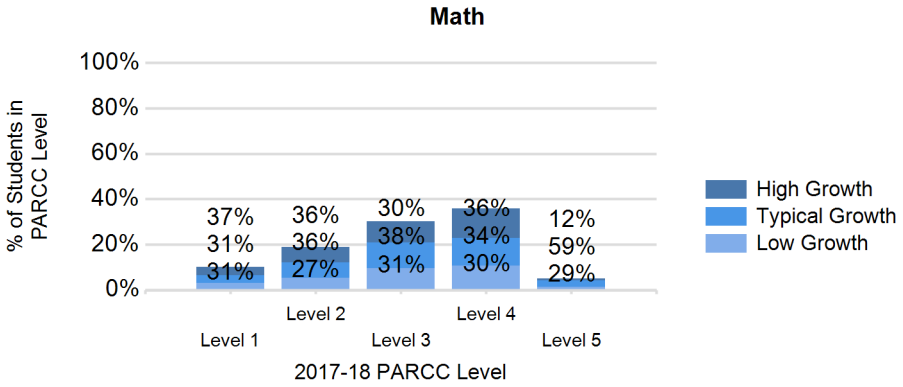
Student Growth by Performance Level

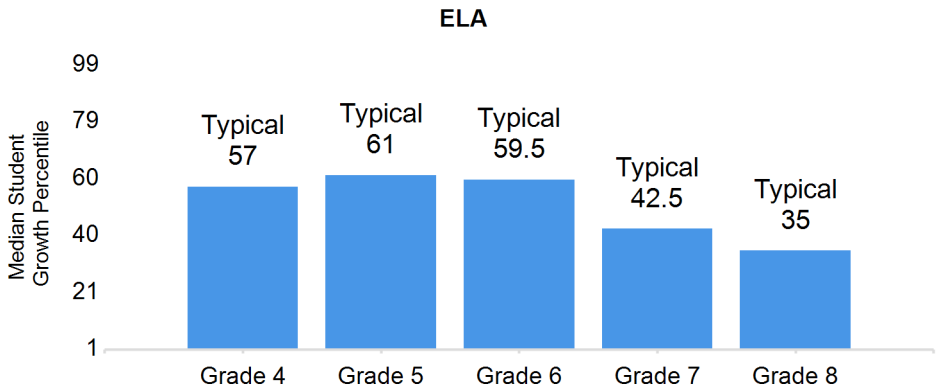
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

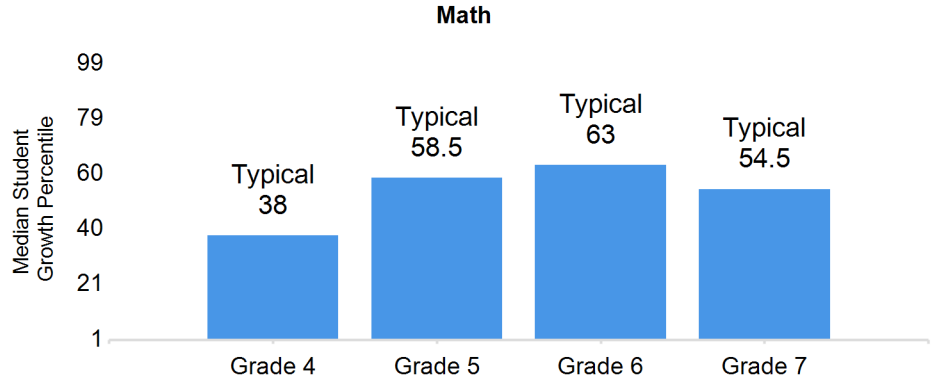




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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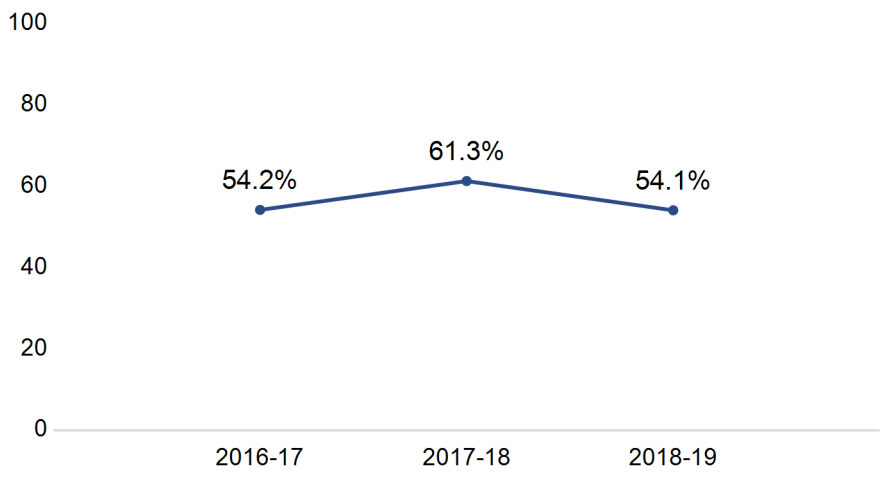
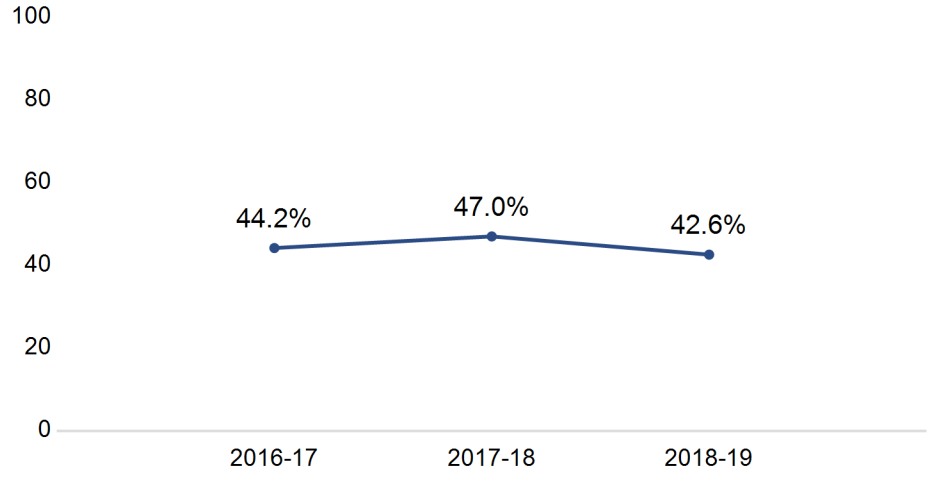
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	97.7%	98.3%	97.3%	98.4%	98.4%
Proficiency Rate for Federal Accountability	54.2%	61.3%	54.1%	44.2%	47.0%	42.6%
Annual Target	49.0%	50.7%	52.3%	41.0%	43.0%	45.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	527	98.3	54.1	49.7	57.9	54.1	52.3	Met Target
White	214	99.5	47.7	55.9	66.9	47.7	49.1	Met Target†
Hispanic	142	95.3	59.9	46.4	43.9	59.9	47.7	Met Target
Black or African American	48	98.0	33.3	34.3	38.5	33.3	41.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	116	100.0	68.1	77.0	82.9	68.1	65.6	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	256	98.5	59.8	55.2	64.8	59.8		
Male	271	98.2	48.7	44.5	51.3	48.7		
Economically Disadvantaged Students	330	97.9	51.8	45.3	40.0	51.8	50.7	Met Target
Non-Economically Disadvantaged Students	197	99.0	57.9	56.3	67.9	57.9		
Students with Disabilities	45	92.0	*	14.4	22.7	*	18.8	Not Met
Students without Disabilities	482	99.0	*	56.2	65.1	*		
English Learners	92	100.0	*	16.0	29.3	*	22.4	Not Met
Non-English Learners	435	98.0	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

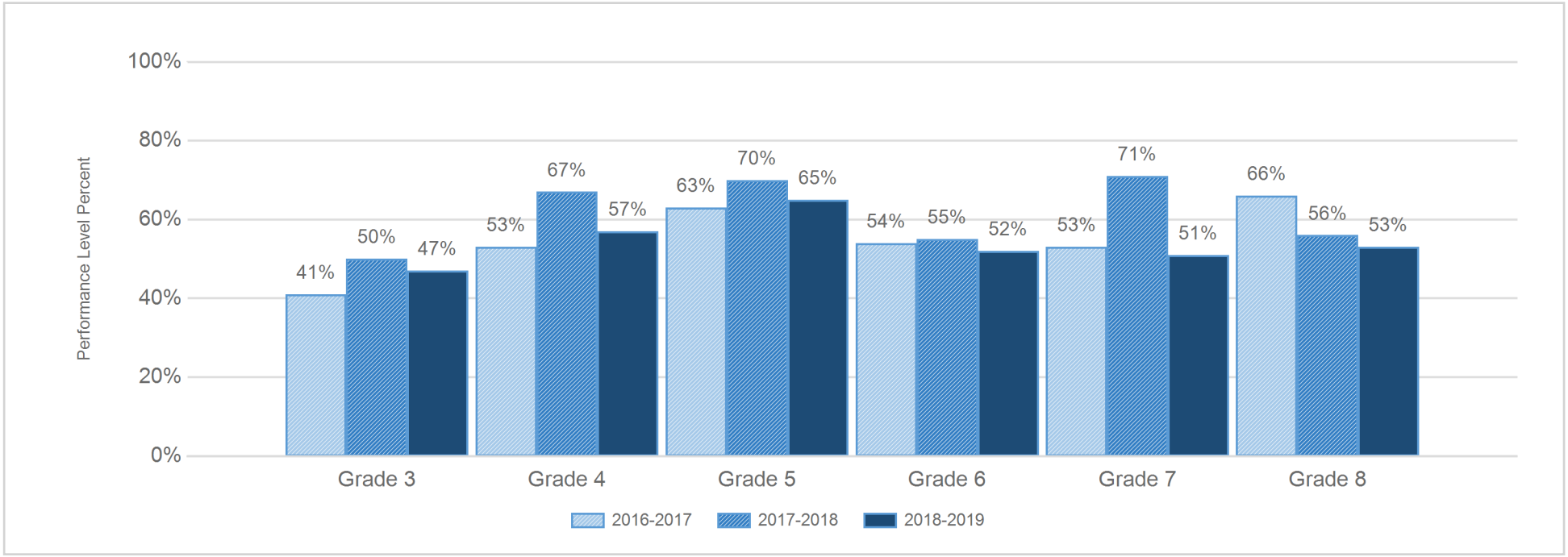
NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	744	746	748	16%	16%	21%	*	*	47%	50%
White	52	736	749	757	21%	*	25%	*	*	37%	60%
Hispanic	16	743	739	734	*	*	*	*	*	44%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	19	766	780	773	*	*	*	*	*	74%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	48	742	*	753	*	*	*	*	*	46%	55%
Male	46	747	*	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	58	738	735	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	36	753	762	759	*	*	*	*	*	61%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	26	706	718	713	*	*	*	*	*	*	17%
Non-English Learners	68	759	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	751	753	755	12%	15%	16%	40%	18%	57%	57%
White	38	753	760	763	*	*	*	*	*	61%	67%
Hispanic	31	751	748	743	*	*	*	*	*	58%	44%
Black or African American	12	746	740	739	*	*	*	*	*	58%	39%
Asian, Native Hawaiian, or Pacific Islander	24	750	781	779	*	*	*	*	*	54%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	50	753	757	760	*	*	*	*	*	62%	62%
Male	58	750	749	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	67	750	*	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	41	753	*	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	20	710	727	720	*	*	*	*	*	15%	17%
Non-English Learners	88	761	757	758	*	*	*	*	*	67%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	760	748	756	*	*	20%	51%	14%	65%	58%
White	42	759	758	764	*	*	*	*	*	67%	68%
Hispanic	26	755	745	743	*	*	*	*	*	65%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	784	776	781	0%	0%	*	*	*	87%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	46	765	754	761	*	*	*	*	*	72%	64%
Male	45	754	742	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	65	755	744	740	*	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	26	770	755	766	*	*	*	*	*	77%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	10	708	717	713	*	*	*	*	*	*	11%
Non-English Learners	81	766	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	753	748	754	*	*	33%	38%	14%	52%	56%
White	25	747	756	762	0%	*	40%	*	*	40%	65%
Hispanic	27	754	745	743	0%	*	*	*	*	56%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	24	764	777	780	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	42	757	*	762	*	*	33%	*	*	57%	64%
Male	44	749	*	748	*	*	32%	*	*	48%	48%
Economically Disadvantaged Students	55	753	*	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	31	753	755	763	*	*	*	*	*	55%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	747	755	761	*	16%	22%	*	*	51%	63%
White	31	737	760	769	*	*	*	*	*	42%	72%
Hispanic	22	763	751	747	*	*	*	*	*	73%	50%
Black or African American	*	*	740	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	33	751	762	769	*	*	*	*	*	58%	71%
Male	43	744	748	753	*	*	*	*	*	47%	55%
Economically Disadvantaged Students	42	749	*	743	*	*	*	*	*	60%	45%
Non-Economically Disadvantaged Students	34	746	*	771	*	*	*	*	*	41%	73%
Students with Disabilities	*	*	706	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	769	*	*	*	*	*	*	71%
English Learners	12	709	715	706	*	*	*	*	*	*	12%
Non-English Learners	64	755	758	763	*	*	*	*	*	*	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	748	751	762	*	18%	18%	*	*	53%	63%
White	26	734	755	770	*	*	*	*	*	38%	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	40	763	760	771	*	*	*	*	*	65%	71%
Male	33	731	*	753	*	*	*	*	*	39%	55%
Economically Disadvantaged Students	41	743	747	743	*	*	*	*	*	46%	45%
Non-Economically Disadvantaged Students	32	755	758	772	*	*	*	*	*	63%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	16	699	706	708	*	*	*	*	*	*	12%
Non-English Learners	57	762	756	764	*	*	*	*	*	*	65%
Homeless Students	N	N	732	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	535	98.4	42.6	33.6	44.5	42.6	45.1	Met Target†
White	219	99.6	41.1	45.3	54.1	41.1	42.6	Met Target†
Hispanic	142	95.4	36.6	27.2	28.8	36.6	33.7	Met Target
Black or African American	48	98.0	29.2	16.7	23.0	29.2	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	119	100.0	58.8	64.6	76.5	58.8	63.9	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	257	98.5	44.0	34.0	44.9	44.0		
Male	278	98.3	41.4	33.3	44.2	41.4		
Economically Disadvantaged Students	334	98.0	39.5	29.3	26.3	39.5	43.6	Met Target†
Non-Economically Disadvantaged Students	201	99.1	47.8	39.8	54.9	47.8		
Students with Disabilities	45	92.0	11.1	*	17.4	10.7	19.1	Not Met
Students without Disabilities	490	99.0	45.5	*	50.0	45.5		
English Learners	100	100.0	17.0	16.0	25.0	17.0	27	Not Met
Non-English Learners	435	98.0	48.5	36.0	46.5	48.5		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

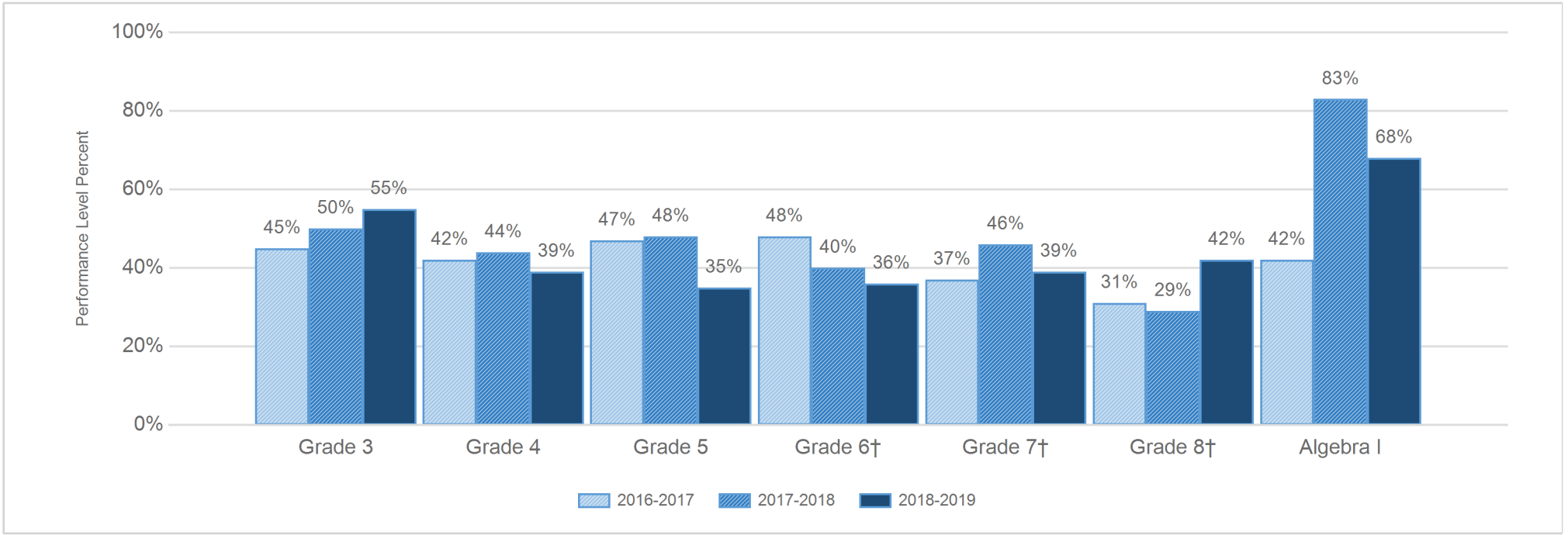
NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-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 Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
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 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	754	747	752	*	*	24%	39%	17%	55%	55%
White	54	747	755	760	*	*	22%	*	*	48%	66%
Hispanic	16	749	740	739	*	*	*	*	*	38%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	19	778	779	778	0%	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	49	751	*	751	*	*	24%	*	*	51%	54%
Male	47	758	*	752	*	*	23%	*	*	60%	56%
Economically Disadvantaged Students	58	751	738	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	38	760	759	761	*	*	*	*	*	63%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	28	725	732	728	*	*	*	*	*	25%	26%
Non-English Learners	68	766	751	754	*	*	*	*	*	68%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-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 Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	740	740	749	13%	19%	29%	*	*	39%	51%
White	41	741	748	757	*	*	24%	*	*	41%	62%
Hispanic	32	734	735	737	*	34%	31%	*	*	28%	36%
Black or African American	12	733	723	731	*	*	*	*	*	42%	29%
Asian, Native Hawaiian, or Pacific Islander	24	749	773	776	*	*	*	50%	0%	50%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	53	739	739	749	*	*	30%	*	*	40%	50%
Male	59	741	741	749	*	*	27%	*	*	39%	52%
Economically Disadvantaged Students	69	738	*	734	*	*	28%	*	*	36%	32%
Non-Economically Disadvantaged Students	43	742	*	759	*	*	30%	*	*	44%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	24	723	723	722	*	*	*	*	*	13%	18%
Non-English Learners	88	745	743	751	*	*	*	*	*	47%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	741	736	747	*	22%	38%	*	*	35%	47%
White	44	741	745	755	*	*	32%	*	*	41%	58%
Hispanic	26	739	733	735	*	*	62%	*	*	23%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	16	752	764	775	0%	*	*	*	*	50%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	46	743	737	747	*	*	41%	*	*	39%	47%
Male	48	739	736	747	*	*	35%	*	*	31%	47%
Economically Disadvantaged Students	65	740	732	732	*	*	40%	*	*	32%	27%
Non-Economically Disadvantaged Students	29	742	742	757	*	*	34%	*	*	41%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	13	712	720	718	*	*	*	*	*	*	12%
Non-English Learners	81	746	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	736	731	741	13%	23%	29%	*	*	36%	41%
White	25	731	743	749	*	*	*	*	*	32%	51%
Hispanic	27	731	726	729	*	*	37%	*	*	26%	24%
Black or African American	*	*	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	25	756	759	769	0%	*	*	*	*	60%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	732	*	742	*	*	33%	*	*	31%	42%
Male	45	739	*	740	*	*	24%	*	*	40%	40%
Economically Disadvantaged Students	55	733	*	726	*	*	*	*	*	29%	21%
Non-Economically Disadvantaged Students	32	741	738	750	*	*	*	*	*	47%	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	740	737	744	*	23%	29%	*	*	39%	42%
White	34	732	747	751	*	*	35%	29%	0%	29%	53%
Hispanic	22	749	732	733	0%	*	*	*	*	55%	26%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	33	739	*	744	*	*	*	*	*	39%	42%
Male	46	740	736	743	*	*	*	*	*	39%	42%
Economically Disadvantaged Students	44	742	734	731	*	*	25%	*	*	48%	24%
Non-Economically Disadvantaged Students	35	737	*	751	*	*	34%	*	*	29%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	741	749	*	*	*	*	*	*	48%
English Learners	15	717	715	716	*	*	*	*	*	13%	10%
Non-English Learners	64	745	739	745	*	*	*	*	*	45%	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	730	712	728	*	25%	*	42%	0%	42%	29%
White	21	717	718	737	*	*	*	*	*	24%	38%
Hispanic	19	741	712	722	*	*	*	58%	0%	58%	22%
Black or African American	*	*	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	27	732	716	731	*	*	*	44%	0%	44%	31%
Male	26	728	709	726	*	*	*	38%	0%	38%	27%
Economically Disadvantaged Students	34	728	711	719	*	*	*	*	*	41%	20%
Non-Economically Disadvantaged Students	19	733	715	735	*	*	*	*	*	42%	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	18	713	704	706	*	*	*	*	*	22%	10%
Non-English Learners	35	739	714	730	*	*	*	*	*	51%	30%
Homeless Students	N	N	709	709	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	765	729	744	0%	*	*	*	*	68%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	*	*	724	728	*	*	*	*	*	*	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	14	762	755	775	0%	*	*	*	*	57%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	22	765	732	748	0%	*	*	*	*	68%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	22	765	734	745	0%	*	*	*	*	68%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	56.4%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	83	81.9%	18.1%
3-4	83	75.9%	24.1%
5 or more	31	*	*

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
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2018-2019

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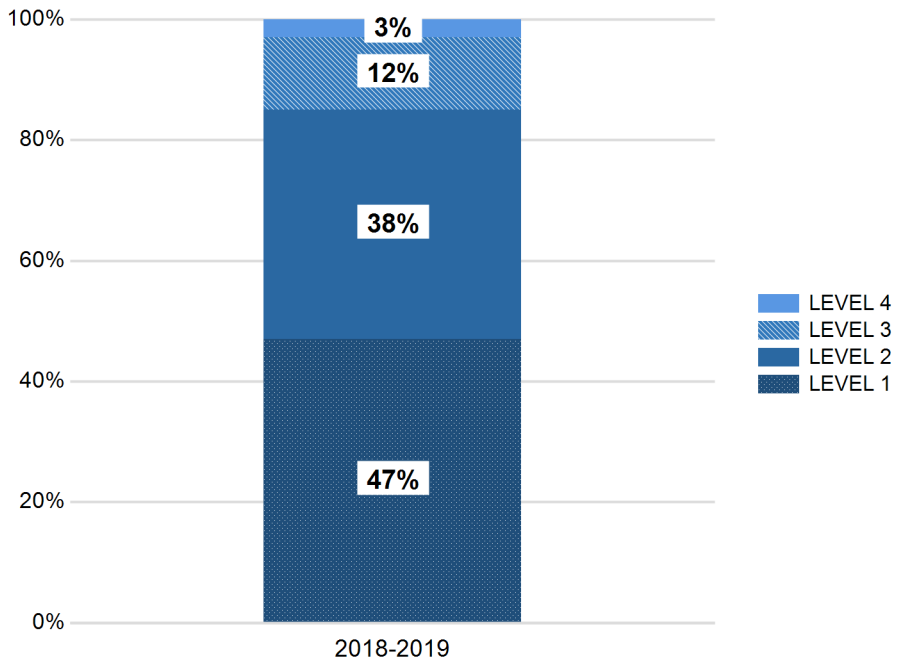
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	47	38	12	3
White	51	28	16	5
Hispanic	42	54	0	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	31	44	25	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	41	46	11	2
Male	53	30	13	4
Economically Disadvantaged Students	53	34	11	2
Non-Economically Disadvantaged Students	34	45	14	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
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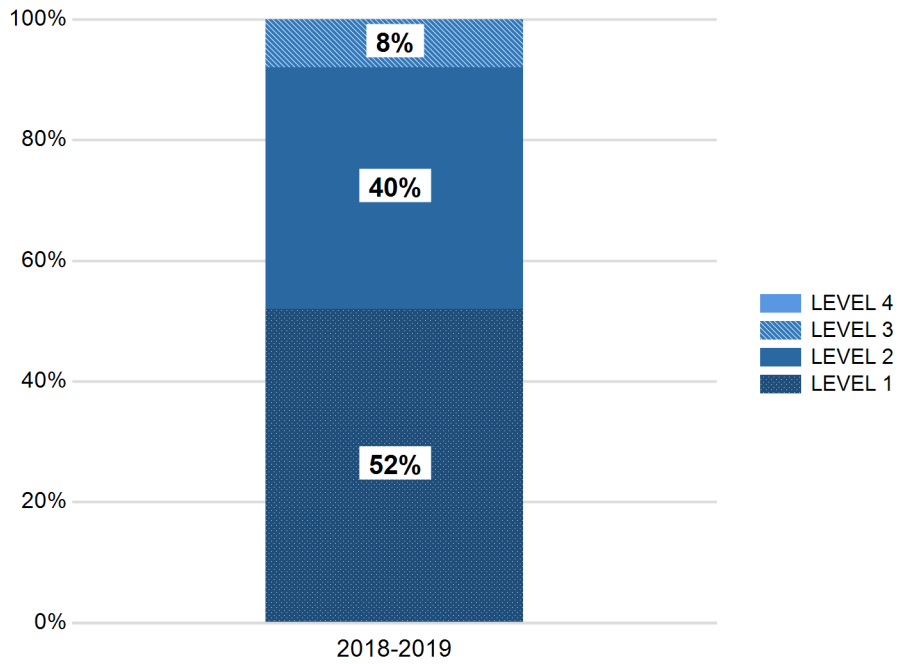
NJSLA Science Assessment: Grade 8 Summary

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	52	40	8	0
White	74	19	7	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	55	18	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	41	10	0
Male	56	38	6	0
Economically Disadvantaged Students	58	37	5	0
Non-Economically Disadvantaged Students	44	44	13	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	87
7	0	0	75
8	24	0	48
Total	24	0	210

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	88
7	0	0	0	0	0	0	76
8	0	0	0	0	0	0	72
Total	0	0	0	0	0	0	236

NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
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2018-2019

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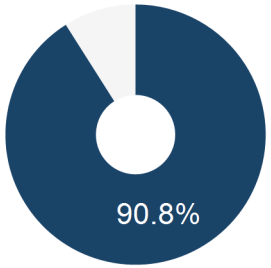
Visual and Performing Arts – Course Participation

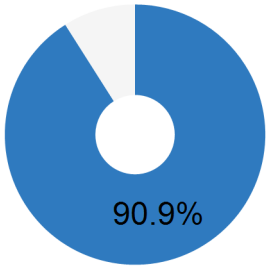
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

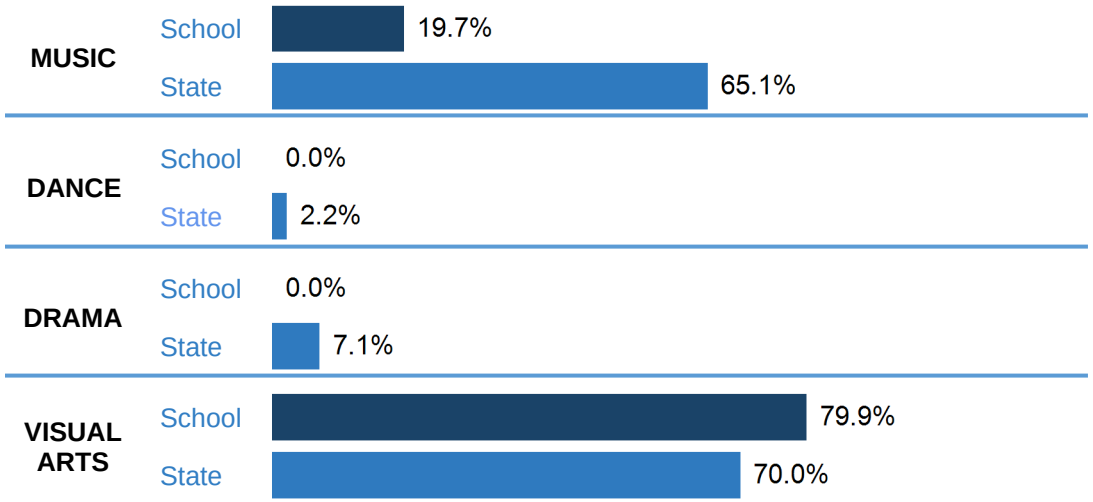


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Martin Luther King, Jr. School
(17-2390-140)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

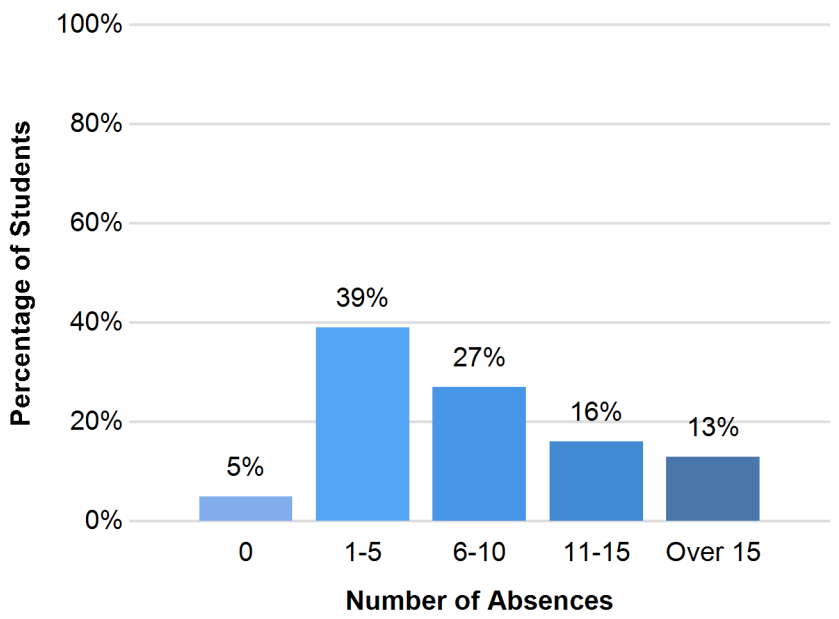
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	75	9.0	9.0	Met
White	16	4.5	9.0	Met
Hispanic	30	13.9	9.0	Not Met
Black or African American	17	22.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	11	6.1	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	35	8.6		
Male	40	9.3		
Economically Disadvantaged Students	42	8.1	9.0	Met
Students with Disabilities	15	23.8	9.0	Not Met
English Learners	14	8.2	9.0	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.



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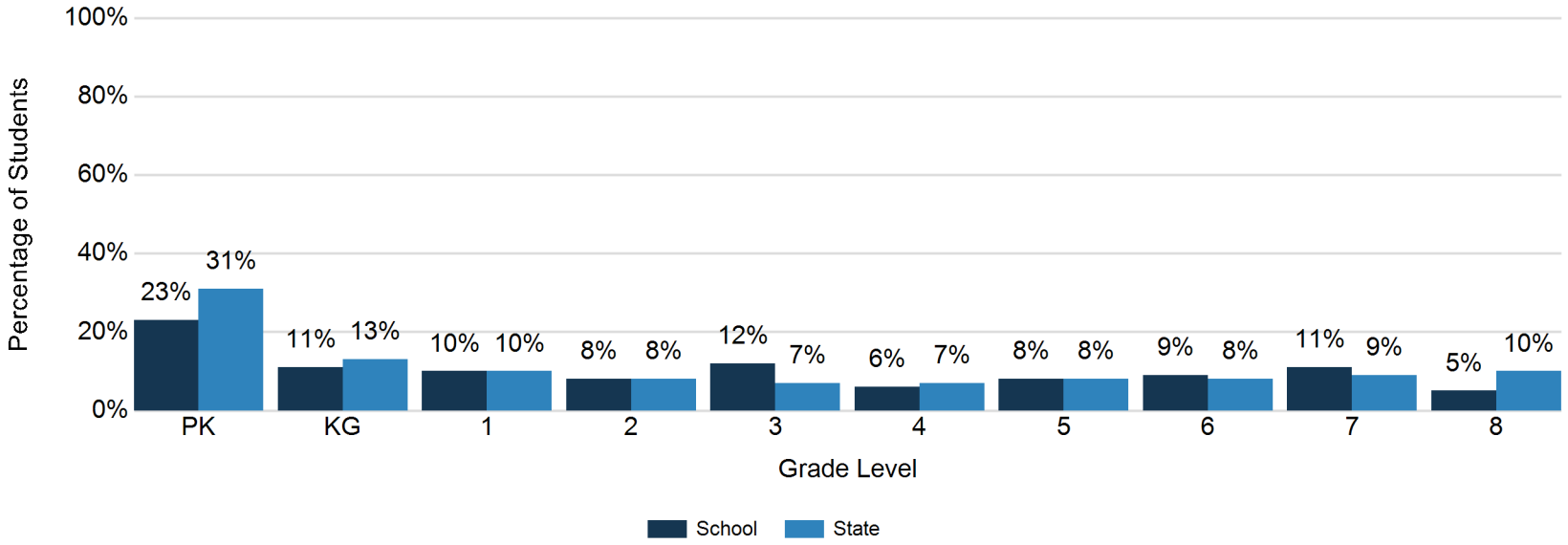
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.45

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	87.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	886:1	226:1
Teachers to Administrators	69:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	81.2%	100.0%	48.4%	77.1%	54.9%
Male	50.9%	18.8%	0.0%	51.6%	22.9%	45.1%
White	43.8%	55.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	24.0%	21.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	13.0%	100.0%	15.0%	6.6%	13.9%
Asian	21.6%	10.1%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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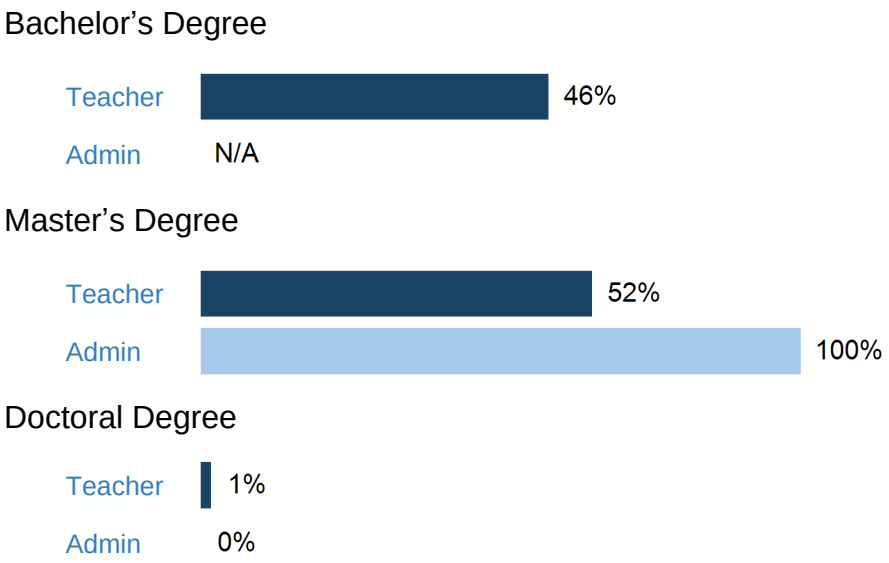
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.4%

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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	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.2%	61.3%	54.1%
Math Proficiency	44.2%	47.0%	42.6%
ELA Growth	61	70	52
Math Growth	72	62	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.7%	56.4%
Chronic Absenteeism	6.9%	9.7%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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:	• Multi-racial school, primary languages spoken at home: Arabic, Gujarati, Hindi, Tagalog, Spanish • Stable and committed staff with a drive for excellence
Mission, Vision, Theme:	The drive for learning and literacy here at PS 11 has as its inspiration the following words of wisdom from our namesake, Dr. Martin Luther King, Jr., "The function of education is to teach one to think intensively and to think critically."

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Courses, Curriculum, Instruction:	We follow the NJ SLS and the District Curriculum. We also offer HOPE classes and Algebra in the 8th grade
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls) Fitness Teams
Clubs and Activities:	Art Club, PALS program, yearbook committee, National Jr. Honor Society, Dreamers Theater Club

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Before and After School Programs:	CASPER and Morning Stars Before and After School care, Extended Day program and Saturday STEM Academy (Gr .6-8)
Staff and Professional Learning:	Staff meet in PLCs regularly and we have a literacy and math coach who support teachers as well. Identification of best practices (Internal Instructional Team -Reading Specialist, Literacy Support teacher and Mathematics Support teacher), Improve fidelity of practice ELA

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Technology and STEM:	Coding Club, Robotics Club
Early Childhood Education:	We offer Pre K 4

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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.

Other Information	Identification of best practices (Internal Instructional Team -Reading Specialist, Literacy Support teacher and Mathematics Support teacher) Improve fidelity of practice ELA PreK (Development of ELA & Math foundational skills) Math EDGE (school wide) Leveled Literacy - Fountas & Pinnell (Grades 3-4) Common Lit (Grades 6 &8) STEM initiatives (NASA project, Coding) Pull Out Bilingual services

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
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:

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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Richard Stellato
Address	107 BRIGHT STREET JERSEY CITY, NJ 07302
Phone Number	201-946-5740
Email Address	rstellato@jcboe.org
Website	https://sites.google.com/jcboe.org/frank-r-conwell-ms4/home?authuser=0

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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	246	251	292
7	278	235	253
8	282	275	236
Total	806	761	781

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	51.0%	51.6%	52.2%
Male	49.0%	48.4%	47.8%
Economically Disadvantaged Students	70.0%	65.8%	63.3%
Students with Disabilities	12.8%	11.8%	13.2%
English Learners	0.0%	0.1%	0.1%
Homeless Students	0.7%	1.1%	0.1%
Students in Foster Care	0.9%	0.4%	0.1%
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	10.2%	11.0%	10.9%
Hispanic	38.2%	37.3%	34.3%
Black or African American	30.6%	29.3%	30.0%
Asian	19.7%	20.0%	21.6%
Native Hawaiian or Pacific Islander	0.5%	1.1%	1.0%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Two or More Races	0.6%	1.2%	1.9%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	55.2%
Spanish	19.5%
Arabic	5.8%
English, Old (ca.450-1100)	3.5%
Gujarati	3.1%
Other Languages	13.1%

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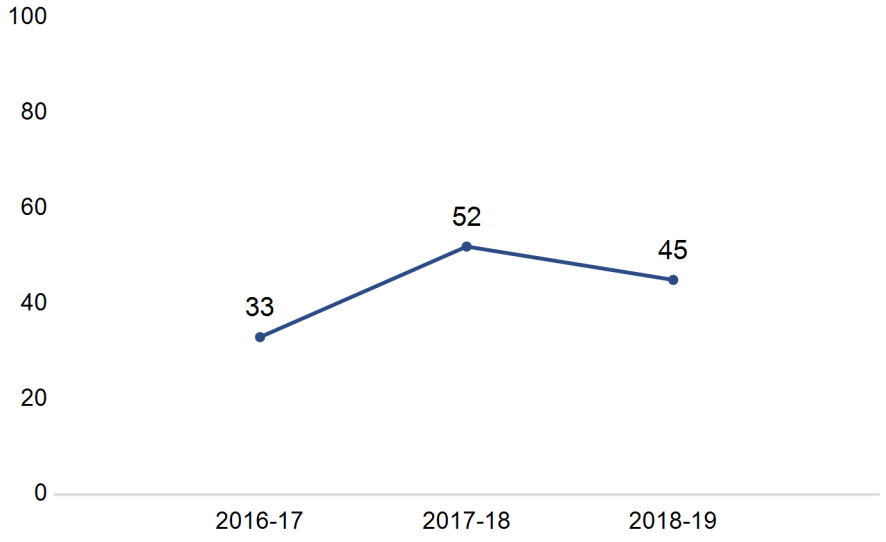
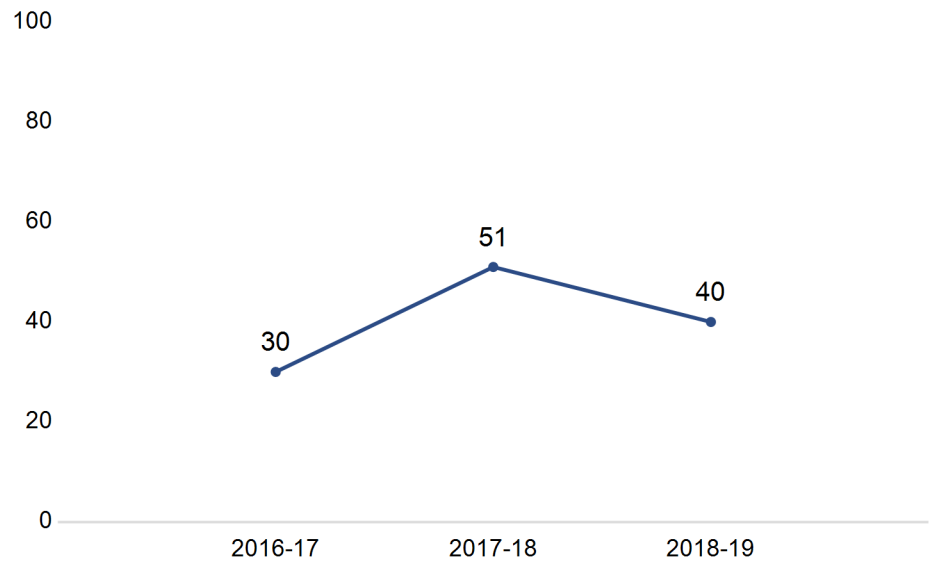
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33	52	45	30	51	40
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	52	50	Met Standard	40	46	50	Met Standard
White	55	57	50	Met Standard	51	52	52	Met Standard
Hispanic	38	50	49	Not Met	31	45	47	Not Met
Black or African American	41	48	45	Met Standard	32	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	61	59	Exceeds Standard	52	58	60	Met Standard
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	33	55	49	**	*	53	52	**
Female	50	55	53	N	42	45	50	N
Male	41	50	47	N	38	48	51	N
Economically Disadvantaged Students	42	52	48	Met Standard	33.5	45	46	Not Met
Students with Disabilities	40.5	41	43	Met Standard	28	42	45	Not Met
English Learners	62	55	52	**	36	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	N	45.5	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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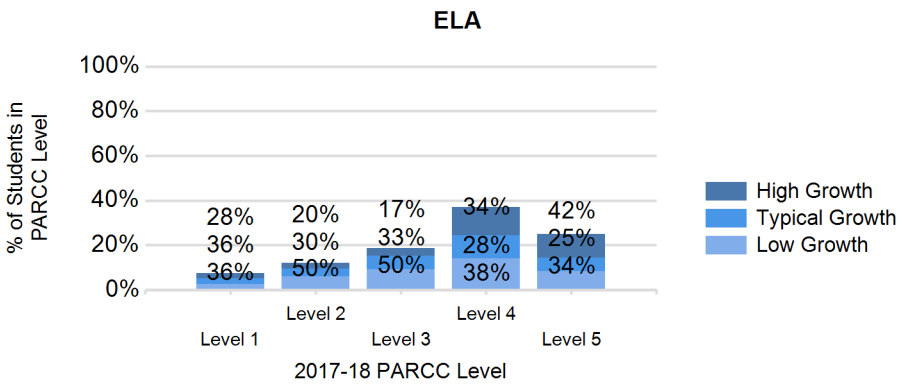
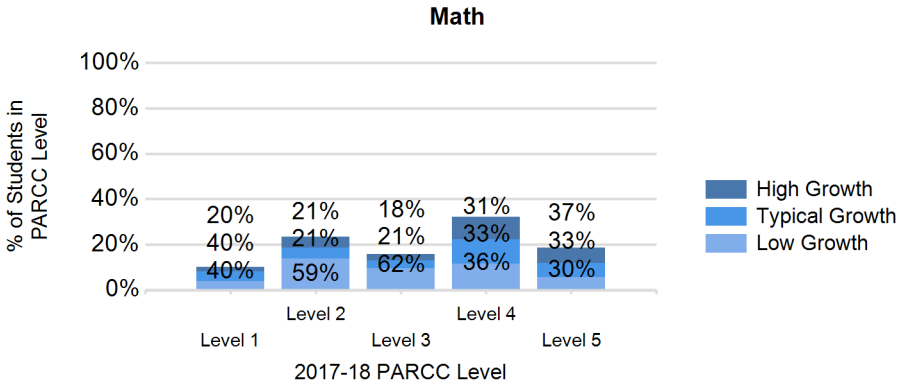
Student Growth by Performance Level

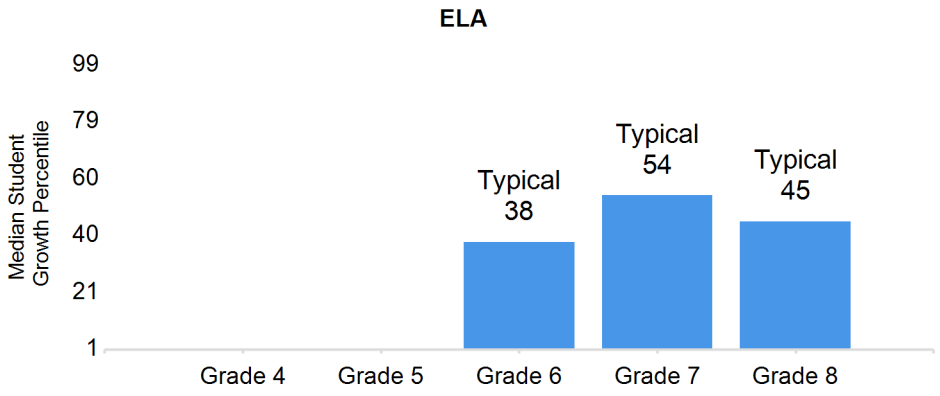
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

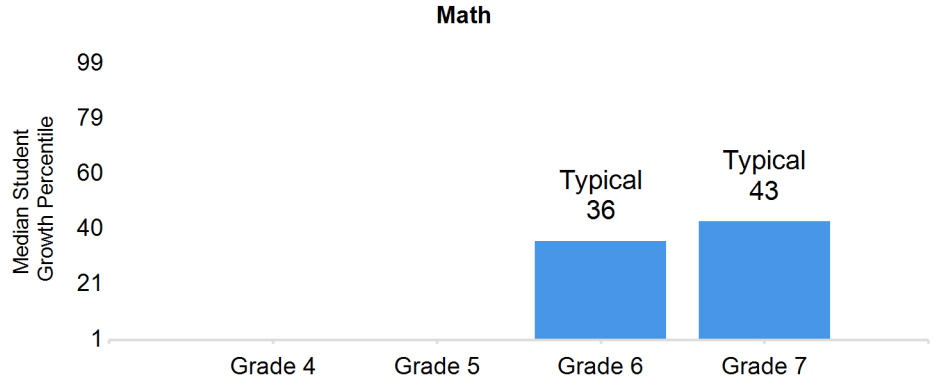




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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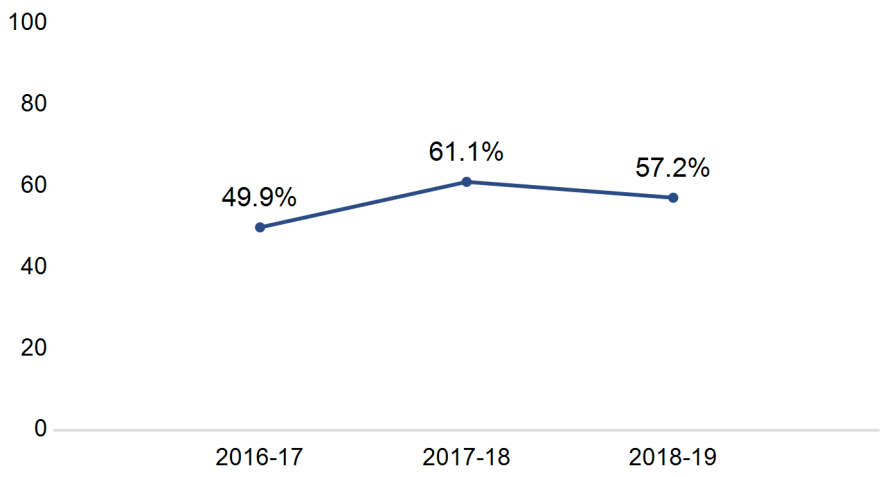
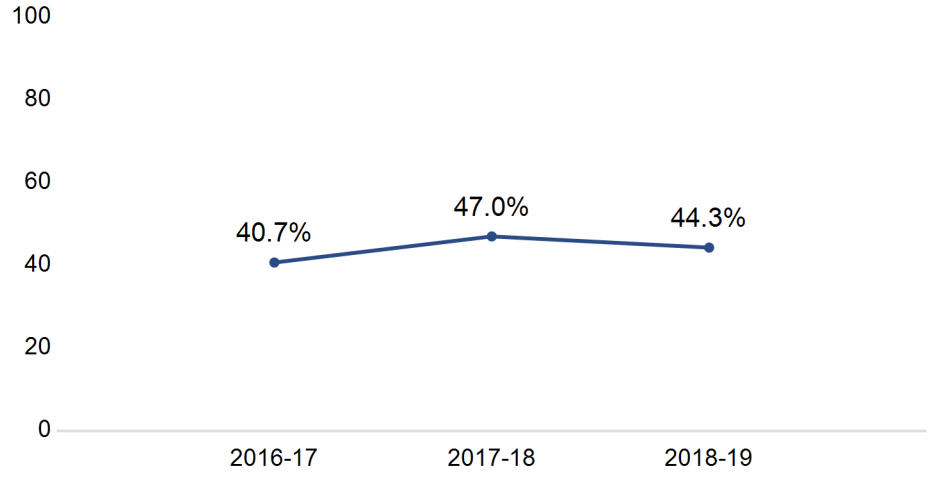
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.1%	96.6%	97.9%	93.3%	96.7%	97.6%
Proficiency Rate for Federal Accountability	49.9%	61.1%	57.2%	40.7%	47.0%	44.3%
Annual Target	48.6%	50.3%	52.0%	42.8%	44.7%	46.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	789	97.9	57.2	49.7	57.9	57.2	52	Met Target
White	86	100.0	84.9	55.9	66.9	84.9	74.3	Met Goal
Hispanic	278	97.9	43.2	46.4	43.9	43.2	40.5	Met Target
Black or African American	231	95.5	34.6	34.3	38.5	34.6	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	180	100.0	92.2	77.0	82.9	92.2	80	Met Goal
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	406	97.9	63.5	55.2	64.8	63.5		
Male	383	98.0	50.4	44.5	51.3	50.4		
Economically Disadvantaged Students	492	98.0	48.2	45.3	40.0	48.2	45.1	Met Target
Non-Economically Disadvantaged Students	297	97.7	72.1	56.3	67.9	72.1		
Students with Disabilities	108	90.8	13.9	14.4	22.7	13.5	19.8	Not Met
Students without Disabilities	681	99.1	64.0	56.2	65.1	64.0		
English Learners	21	100.0	*	16.0	29.3	*	16.9	Met Target†
Non-English Learners	768	97.9	*	53.6	60.6	*		
Homeless Students	12	100.0	16.7	31.1	29.1	16.7		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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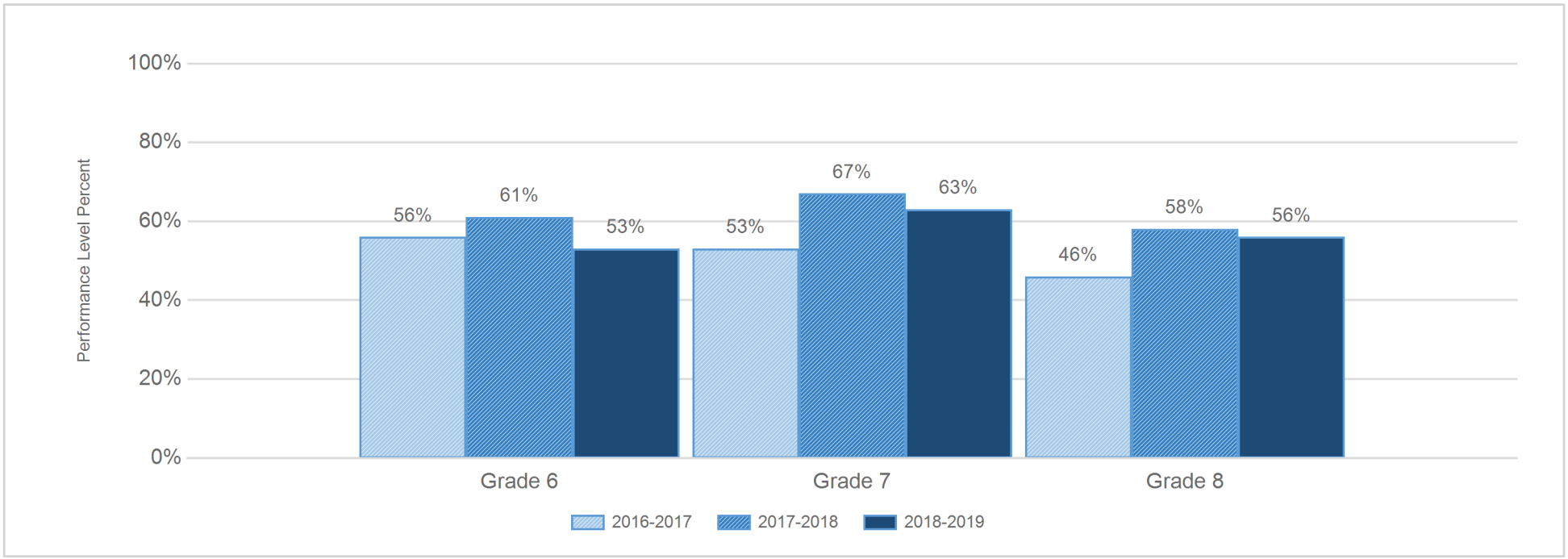
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	752	748	754	9%	17%	21%	35%	18%	53%	56%
White	31	775	756	762	*	*	*	45%	35%	81%	65%
Hispanic	93	736	745	743	11%	25%	32%	*	*	32%	43%
Black or African American	86	731	730	738	19%	27%	24%	*	*	30%	36%
Asian, Native Hawaiian, or Pacific Islander	68	789	777	780	0%	*	*	47%	46%	93%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	142	756	*	762	8%	13%	20%	40%	18%	58%	64%
Male	143	748	*	748	11%	20%	21%	29%	18%	48%	48%
Economically Disadvantaged Students	184	744	*	740	*	*	26%	30%	12%	42%	39%
Non-Economically Disadvantaged Students	101	767	755	763	*	*	12%	44%	30%	73%	67%
Students with Disabilities	32	703	708	722	*	*	*	*	*	*	19%
Students without Disabilities	253	759	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	766	755	761	8%	13%	16%	23%	40%	63%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	87	760	751	747	*	*	22%	28%	30%	57%	50%
Black or African American	77	733	740	741	18%	26%	22%	19%	14%	34%	43%
Asian, Native Hawaiian, or Pacific Islander	54	807	785	790	0%	0%	*	*	*	96%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	136	776	762	769	*	*	16%	22%	48%	70%	71%
Male	119	755	748	753	*	*	16%	24%	30%	55%	55%
Economically Disadvantaged Students	146	754	*	743	*	*	20%	22%	31%	53%	45%
Non-Economically Disadvantaged Students	109	782	*	771	*	*	11%	25%	51%	76%	73%
Students with Disabilities	21	702	706	720	*	*	*	*	*	*	22%
Students without Disabilities	234	772	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	236	754	751	762	19%	14%	10%	28%	29%	56%	63%
White	21	787	755	770	*	0%	0%	*	*	95%	72%
Hispanic	93	739	746	747	23%	19%	17%	26%	15%	41%	49%
Black or African American	64	730	739	741	36%	22%	*	*	*	34%	43%
Asian, Native Hawaiian, or Pacific Islander	54	795	780	794	*	*	*	39%	54%	93%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	128	762	760	771	14%	16%	8%	29%	34%	63%	71%
Male	108	745	*	753	26%	12%	13%	26%	23%	49%	55%
Economically Disadvantaged Students	149	747	747	743	21%	*	*	28%	23%	51%	45%
Non-Economically Disadvantaged Students	87	766	758	772	16%	*	*	26%	39%	66%	72%
Students with Disabilities	34	700	711	721	56%	29%	*	*	*	12%	22%
Students without Disabilities	202	763	759	770	13%	11%	*	*	*	64%	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
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 - 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	794	97.6	44.3	33.6	44.5	44.3	46.7	Met Target†
White	87	100.0	74.7	45.3	54.1	74.7	69.8	Met Target
Hispanic	283	97.6	26.9	27.2	28.8	26.9	32.4	Not Met
Black or African American	230	94.7	19.6	16.7	23.0	19.6	34	Not Met
Asian, Native Hawaiian, or Pacific Islander	180	100.0	84.4	64.6	76.5	84.4	79.7	Met Goal
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	404	97.2	47.0	34.0	44.9	47.0		
Male	390	98.0	41.5	33.3	44.2	41.5		
Economically Disadvantaged Students	495	97.5	33.1	29.3	26.3	33.1	37.2	Not Met
Non-Economically Disadvantaged Students	299	97.8	62.9	39.8	54.9	62.9		
Students with Disabilities	108	89.3	*	*	17.4	*	18.1	Not Met
Students without Disabilities	686	99.0	*	*	50.0	*		
English Learners	27	100.0	*	16.0	25.0	*	14.5	Not Met
Non-English Learners	767	97.5	*	36.0	46.5	*		
Homeless Students	12	100.0	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
2018-2019

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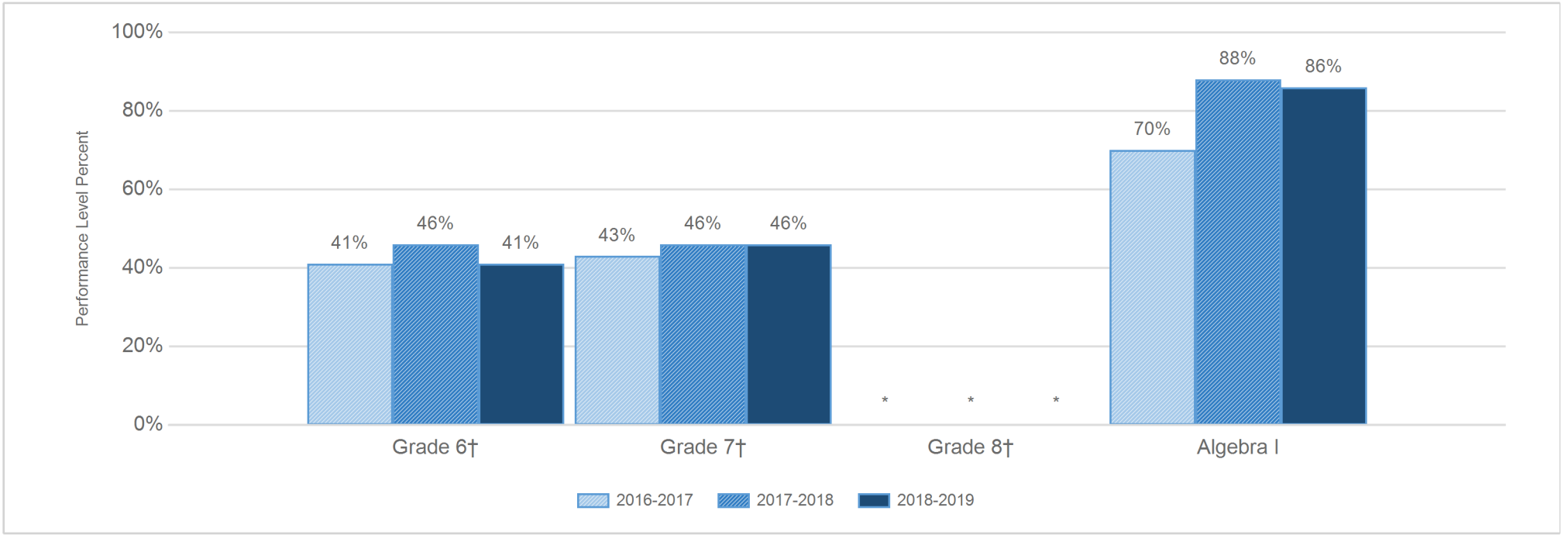
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	739	731	741	20%	23%	15%	28%	13%	41%	41%
White	31	768	743	749	*	*	*	*	*	74%	51%
Hispanic	94	720	726	729	24%	38%	20%	*	*	17%	24%
Black or African American	84	716	713	722	39%	27%	15%	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	68	776	759	769	0%	*	*	57%	28%	85%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	140	739	*	742	17%	24%	18%	30%	11%	41%	42%
Male	144	739	*	740	24%	22%	13%	26%	15%	41%	40%
Economically Disadvantaged Students	183	727	*	726	26%	29%	17%	20%	8%	28%	21%
Non-Economically Disadvantaged Students	101	759	738	750	10%	12%	13%	44%	22%	65%	53%
Students with Disabilities	31	699	703	716	*	*	*	*	*	*	12%
Students without Disabilities	253	744	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	747	737	744	13%	25%	16%	25%	21%	46%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	88	737	732	733	14%	26%	26%	23%	11%	34%	26%
Black or African American	77	720	722	727	26%	45%	13%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	54	783	765	768	0%	*	*	37%	48%	85%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	135	752	*	744	*	27%	*	25%	25%	50%	42%
Male	121	741	736	743	*	23%	*	25%	17%	41%	42%
Economically Disadvantaged Students	146	735	734	731	*	*	14%	26%	10%	36%	24%
Non-Economically Disadvantaged Students	110	762	*	751	*	*	19%	24%	35%	59%	53%
Students with Disabilities	20	702	708	718	*	*	*	*	*	*	13%
Students without Disabilities	236	750	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	692	712	728	*	*	*	*	*	*	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	60	694	712	722	*	*	*	*	*	*	22%
Black or African American	43	686	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	53	695	716	731	*	*	*	*	*	*	31%
Male	57	690	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	82	693	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	28	691	715	735	*	*	*	*	*	*	36%
Students with Disabilities	32	684	694	707	*	*	*	*	*	*	10%
Students without Disabilities	78	696	717	734	*	*	*	*	*	*	35%
English Learners	14	689	704	706	*	*	*	*	*	*	10%
Non-English Learners	96	693	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	781	729	744	0%	*	*	66%	20%	86%	42%
White	18	782	738	752	0%	0%	*	*	*	94%	53%
Hispanic	38	771	724	728	0%	*	*	*	*	74%	24%
Black or African American	21	774	718	725	0%	0%	*	*	*	81%	20%
Asian, Native Hawaiian, or Pacific Islander	51	792	755	775	0%	*	*	61%	31%	92%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	75	778	730	745	0%	*	*	67%	16%	83%	44%
Male	57	785	729	743	0%	*	*	65%	25%	89%	41%
Economically Disadvantaged Students	70	776	728	727	0%	*	*	*	*	80%	23%
Non-Economically Disadvantaged Students	62	787	732	752	0%	*	*	*	*	92%	52%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	132	781	734	745	0%	*	*	66%	20%	86%	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N

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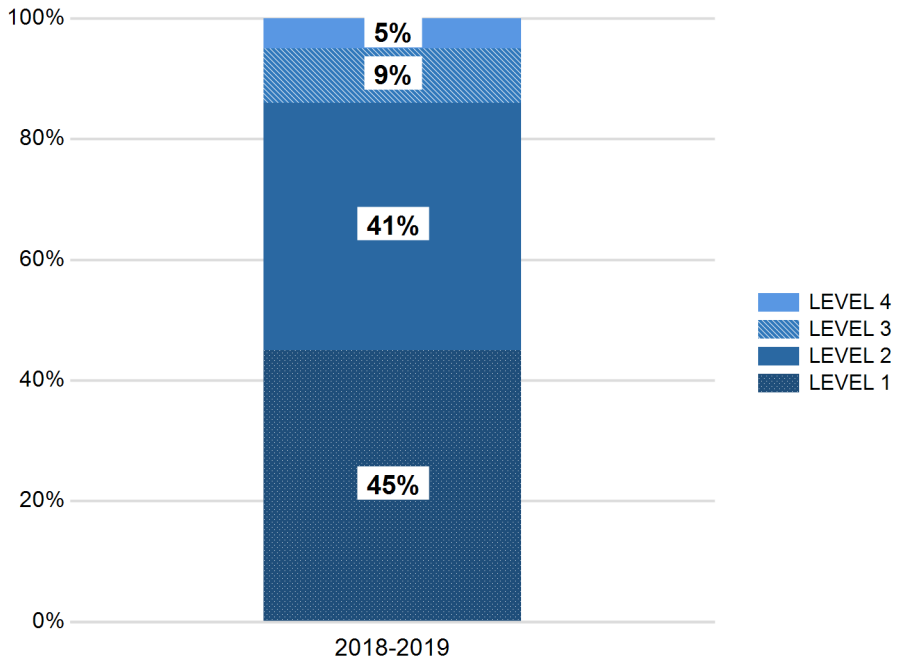
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	41	9	5
White	18	68	14	0
Hispanic	57	39	4	0
Black or African American	69	23	8	0
Asian, Native Hawaiian, or Pacific Islander	7	57	15	20
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	45	43	6	5
Male	45	39	13	4
Economically Disadvantaged Students	51	41	6	3
Non-Economically Disadvantaged Students	34	42	16	8
Students with Disabilities	89	11	0	0
Students without Disabilities	38	46	11	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	284
7	0	0	249
8	134	0	97
Total	134	0	630

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	166
7	0	0	0	0	0	0	125
8	0	0	0	0	0	0	113
Total	0	0	0	0	0	0	404

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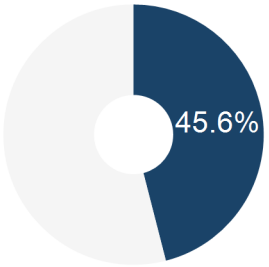
Visual and Performing Arts – Course Participation

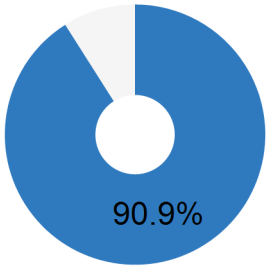
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

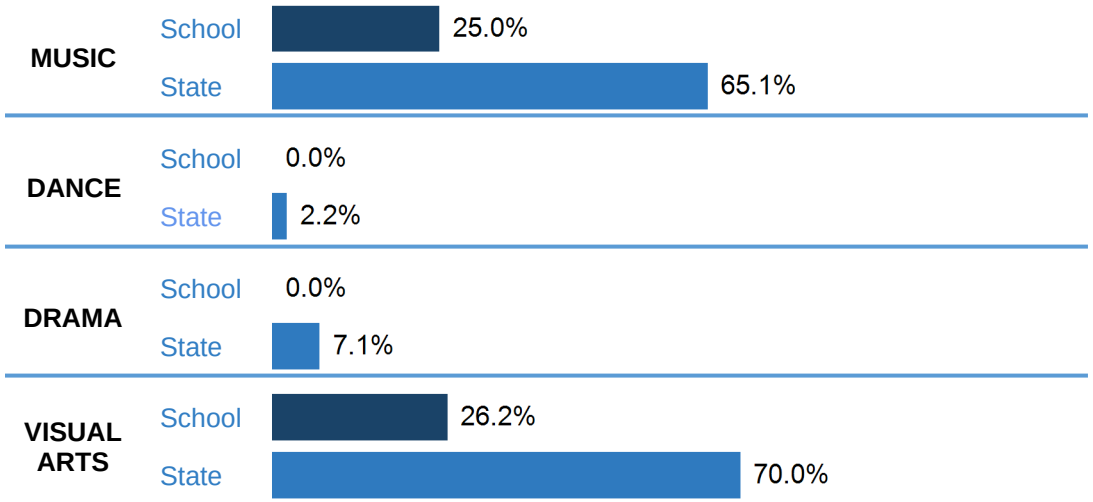


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

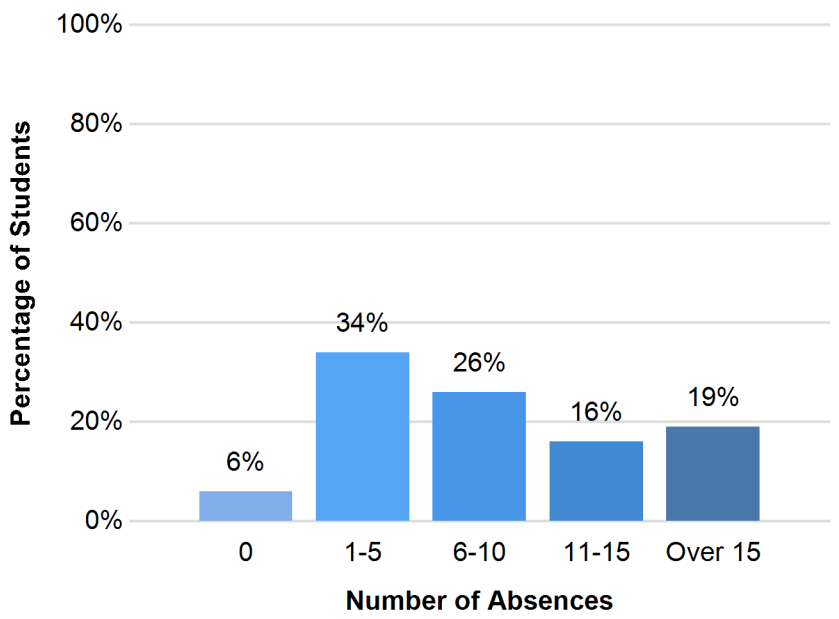
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	114	14.1	9.1	Not Met
White	7	8.1	9.1	Met
Hispanic	37	12.8	9.1	Not Met
Black or African American	63	26.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific	6	3.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	55	13.1		
Male	59	15.2		
Economically Disadvantaged Students	80	15.5	9.1	Not Met
Students with Disabilities	29	26.9	9.1	Not Met
English Learners	1	4.0	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

Middle School # 4
(17-2390-105)
Grades Offered: 06-08
2018-2019

Report Key:
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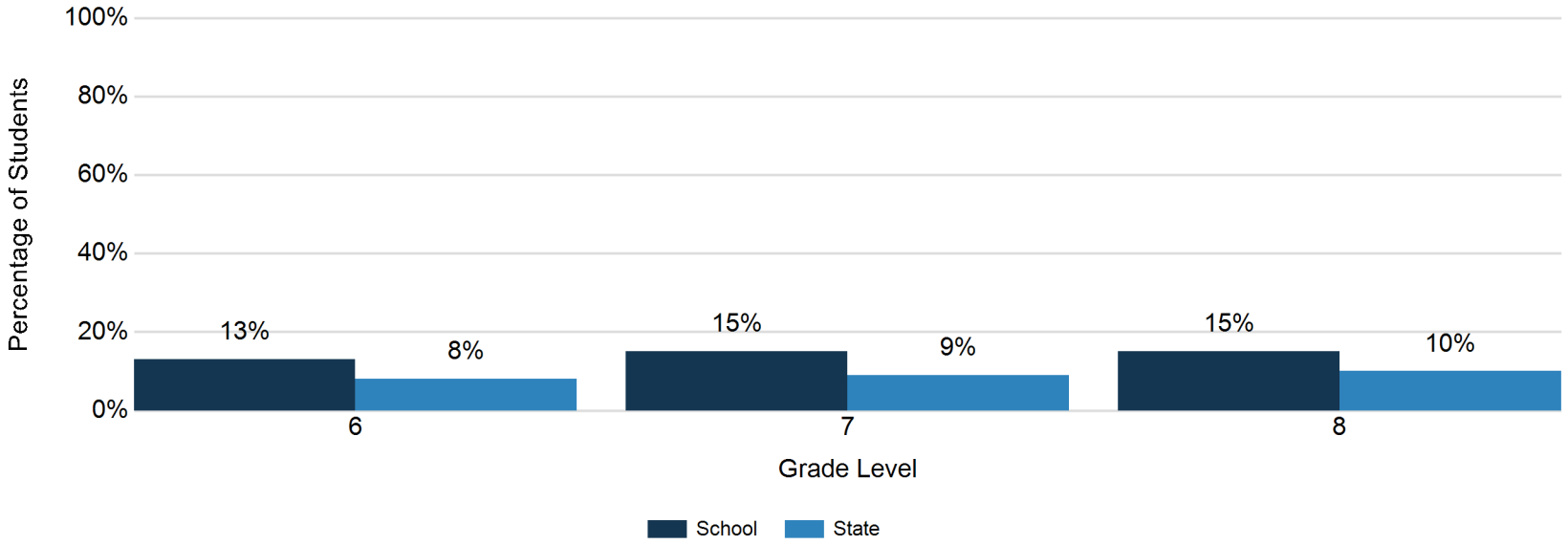
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.26

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	94.7%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	781:1	226:1
Teachers to Administrators	57:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.2%	52.6%	100.0%	48.4%	77.1%	54.9%
Male	47.8%	47.4%	0.0%	51.6%	22.9%	45.1%
White	10.9%	52.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	34.3%	26.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	30.0%	14.0%	0.0%	15.0%	6.6%	13.9%
Asian	21.6%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.0%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree

Doctoral Degree

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	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.9%	61.1%	57.2%
Math Proficiency	40.7%	47.0%	44.3%
ELA Growth	33	52	45
Math Growth	30	51	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.8%	8.8%	14.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not 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	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• MS4 houses multiple specialized programs such as AEP, HOPE, and General Education/Inclusion as well as self-contained classrooms, including LD, BD, and Autistic setting. • MS4 fosters a project-based environment where students inquire, pose questions to one another and the teacher to clarify, challenge and/or deepen their understanding of the content. • MS4 believes in the importance of developing the whole child through our various character education programs; Mosaic, Campaign Connect, and PBSIS. These programs extend into our after school clubs.
Mission, Vision, Theme:	Frank R. Conwell MS4 services grades 6 through 8. The mission of the middle school is to provide a positive school environment where small learning communities challenge, enrich, nurture, and encourage academic freedom enabling the individual student to mature educationally, emotionally, and socially. We focus on partnerships of the diverse cultures of our community to provide the transition of all our students to succeed in high school and beyond. The community of the Frank R. Conwell Middle School is committed to fostering an environment where students can become creative and independent learners. It is our goal to develop students academically, socially, and emotionally to become productive citizens.
Awards, Recognition, Accomplishments:	Citywide Attendance Chapions 2017-2018 Second Place and Robotic Finalists for Jersey City 2018 School Year,

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Courses, Curriculum, Instruction:	Our Accelerated and Enrichment Program (AEP) is open to students who meet the selective admission requirements, including an admissions examination followed by an advance level and pace curriculum. Our HOPE and Algebra I programs are geared towards general education students with a proven track record for exceeding expectations in their respective academic areas, as well as displaying positive social interactions amongst teachers and peers. Additionally, our middle school services general education classrooms, of which 6 are inclusion settings. We also have six self-contained classrooms, comprising LD, BD, and autistic settings. Our Extended Day Program focuses on academics as well as the social and emotional wellbeing of our students.
Clubs and Activities:	At MS4, we have a vast variety of clubs and activities. The following is a list of some offered: Student Ambassadors – Student leaders in grades 6-8, Ted Ed Club - Supports students as they discover, explore and present their big ideas in the form of short, TED-style talks, Junior National Honors Society – Students who excel in studies, have an interest in leadership and service, and have a thirst for challenge, Junior Library Assistants – Help and assist librarian in maintaining the upkeep of the library, Robotics – Students prepare to participate in local and state competitions. In addition, we also offer Choir, Band, Honors Art, and Student Council.

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Before and After School Programs:	The Extended Day program focuses primarily on students who receive a Level 3 on the PARCC for Reading and Math. The program consists of two days of direct ELA and Math instruction. Students are also offered two days of club activities. MS 4 students can participate in carpentry, dance, gardening, health and wellness, and other character education programs.
Staff and Professional Learning:	Our Professional Learning Communities are weekly platforms for collaboration amongst colleagues and have aided in our mission to ensure that all students? despite their designated academic program, race, gender, or special needs?will engage in critical thinking at the highest tiers of Bloom's Taxonomy in order to create project-based learning environments.

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Student Supports and Services:	MS4 has six self-contained classrooms, including two LD, two BD, and two autistic settings. There are six inclusion settings. The Child Study Team created a Mindfulness Breathing Exercise Room to be used by students. In addition, we also offer programs such as Men of Excellence and Faces of Excellence to highlight student achievements.
Student Health and Wellness:	The following programs are offered at MS 4: Breakfast program, Lunch Recess, Phys Ed Classes twice a week, Extended Day Health and Wellness Club and Morning Announcement Wellness Wednesday Tips.
Parent and Community Involvement:	PTA – Monthly meetings offered in AM/PM, Annual Menorah and Tree Lighting Ceremony, PTA sponsored fundraisers such as the PTA sponsored Fun Run, and I Love JCPS.

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School Safety:	PBSIS, Mosaic, Campaign Connect, Monthly Emergency Drills

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Technology and STEM:	ELA and math classrooms are 1:1 chrome books/PCs, Lego/Robotics program, HTML coding, Drones, Student2Science pharmaceutical LAB program

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Diane Pistilli
Address	3385 KENNEDY BLVD JERSEY CITY, NJ 07307-4210
Phone Number	201-714-4340
Email Address	dpistilli@jcboe.org
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=408&Itemid=1015

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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	134	139	131
KG	102	113	93
1	90	95	111
2	104	84	89
3	115	95	81
4	113	103	83
5	96	98	93
Total	754	727	681

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%	49.9%
Male	51.3%	51.0%	50.1%
Economically Disadvantaged Students	60.1%	56.9%	57.3%
Students with Disabilities	9.2%	11.6%	12.2%
English Learners	9.8%	12.1%	17.5%
Homeless Students	1.1%	1.4%	0.0%
Students in Foster Care	0.1%	0.0%	0.1%
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	12.6%	11.6%	11.3%
Hispanic	38.3%	35.2%	33.9%
Black or African American	4.1%	3.7%	4.3%
Asian	43.8%	48.1%	48.9%
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	1.1%	1.0%	1.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	134	139	131
KG - Half Day	0	0	0
KG - Full Day	102	113	93

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	30.8%
Spanish	17.9%
Gujarati	15.3%
Hindi	6.2%
Telugu	5.4%
Other Languages	24.4%

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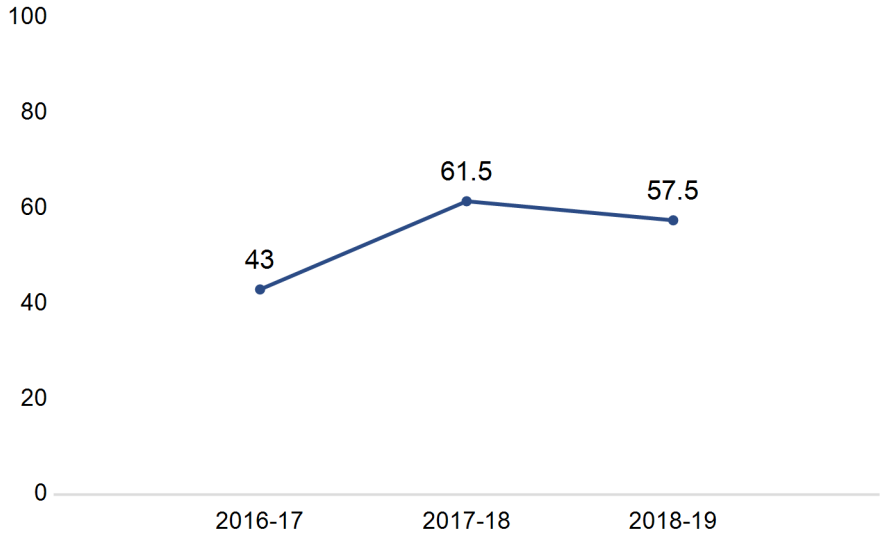
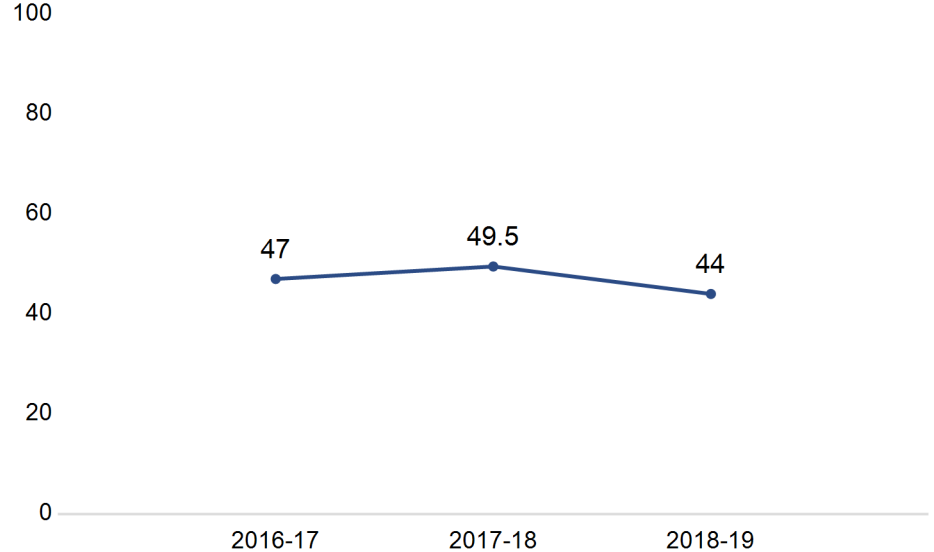
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	61.5	57.5	47	49.5	44
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57.5	52	50	Met Standard	44	46	50	Met Standard
White	52	57	50	Met Standard	58	52	52	Met Standard
Hispanic	50	50	49	Met Standard	37	45	47	Not Met
Black or African American	*	48	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	69	61	59	Exceeds Standard	53	58	60	Met Standard
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	57.5	55	53	N	44	45	50	N
Male	58	50	47	N	47	48	51	N
Economically Disadvantaged Students	57.5	52	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	48	41	43	**	57.5	42	45	**
English Learners	59	55	52	**	39.5	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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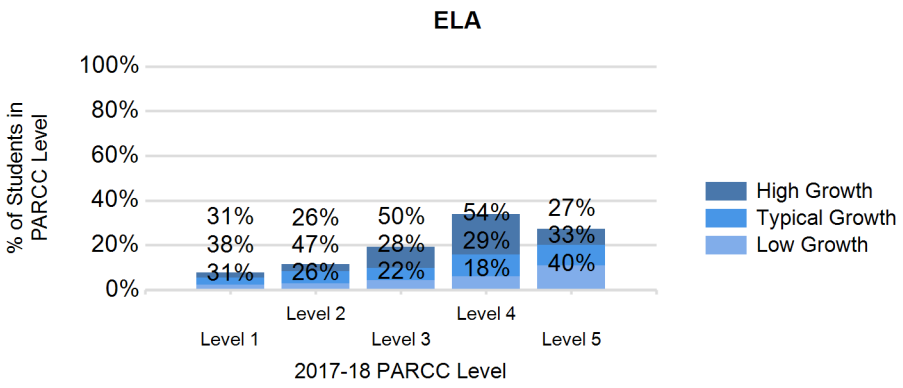
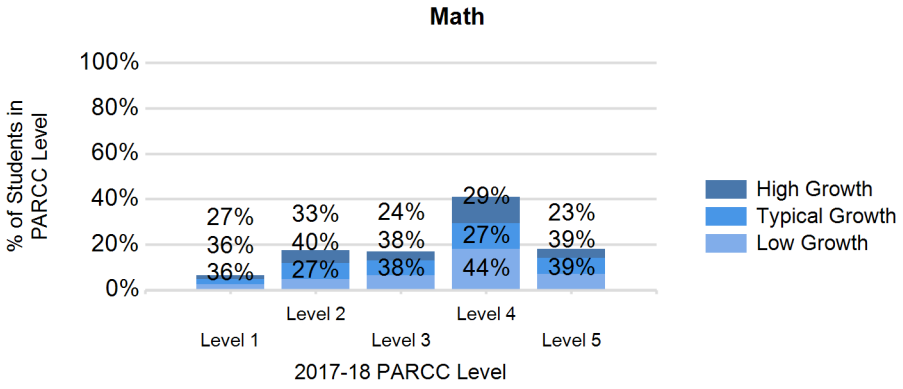
Student Growth by Performance Level

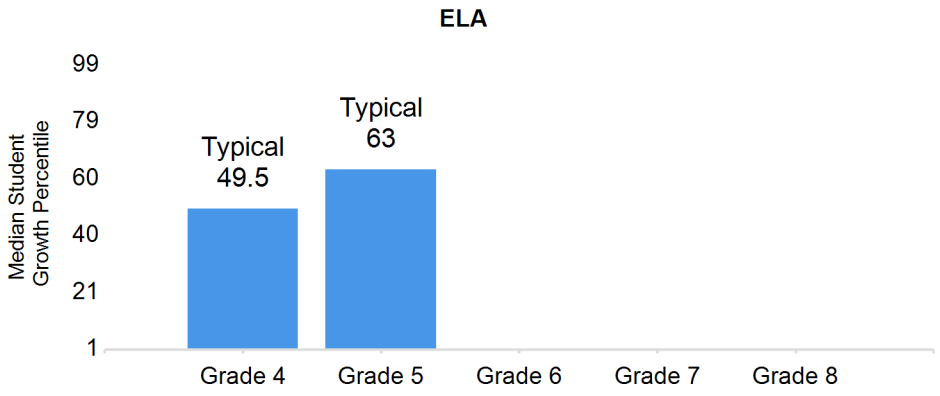
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

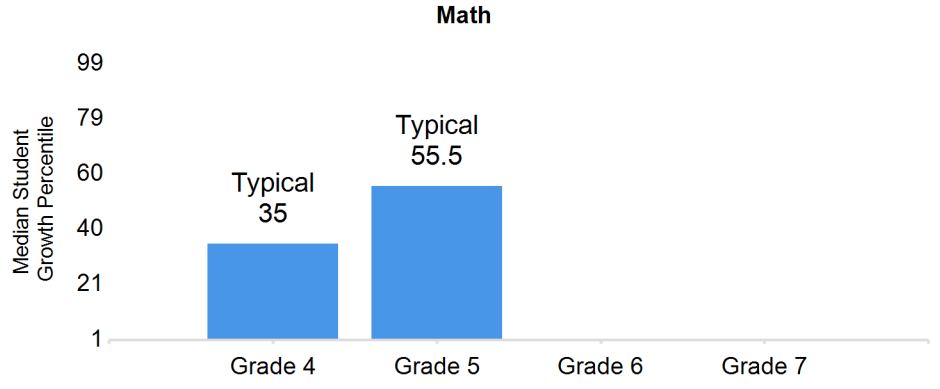




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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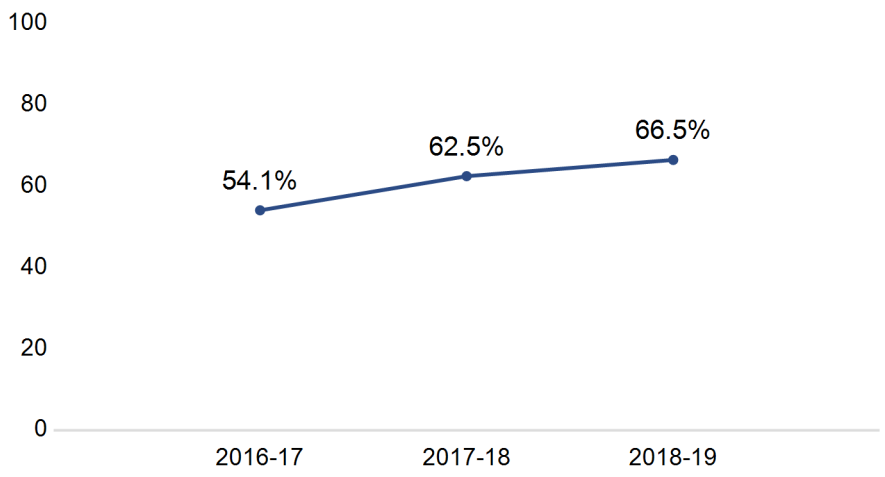
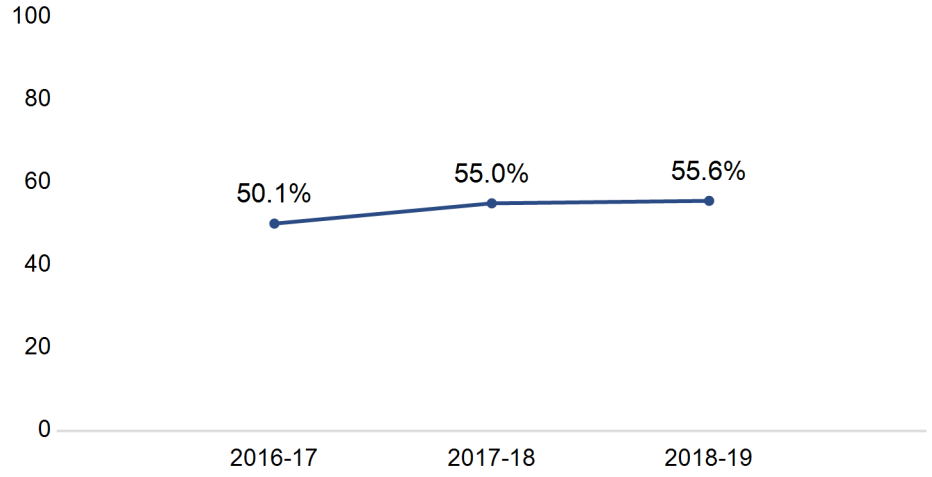
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.7%	98.5%	98.5%	98.7%	97.9%
Proficiency Rate for Federal Accountability	54.1%	62.5%	66.5%	50.1%	55.0%	55.6%
Annual Target	55.3%	56.6%	57.9%	48.9%	50.6%	52.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	257	98.5	66.5	49.7	57.9	66.5	57.9	Met Target
White	30	97.0	63.3	55.9	66.9	63.3	41.2	Met Target
Hispanic	96	98.1	50.0	46.4	43.9	50.0	46.8	Met Target
Black or African American	*	*	*	34.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	122	100.0	81.1	77.0	82.9	81.1	78.2	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	128	99.3	66.4	55.2	64.8	66.4		
Male	129	97.8	66.7	44.5	51.3	66.7		
Economically Disadvantaged Students	161	98.2	59.6	45.3	40.0	59.6	52.5	Met Target
Non-Economically Disadvantaged Students	96	99.0	78.1	56.3	67.9	78.1		
Students with Disabilities	28	88.2	17.9	14.4	22.7	16.4	20.9	Met Target†
Students without Disabilities	229	100.0	72.5	56.2	65.1	72.5		
English Learners	36	100.0	22.2	16.0	29.3	22.2	18	Met Target
Non-English Learners	221	98.3	73.8	53.6	60.6	73.8		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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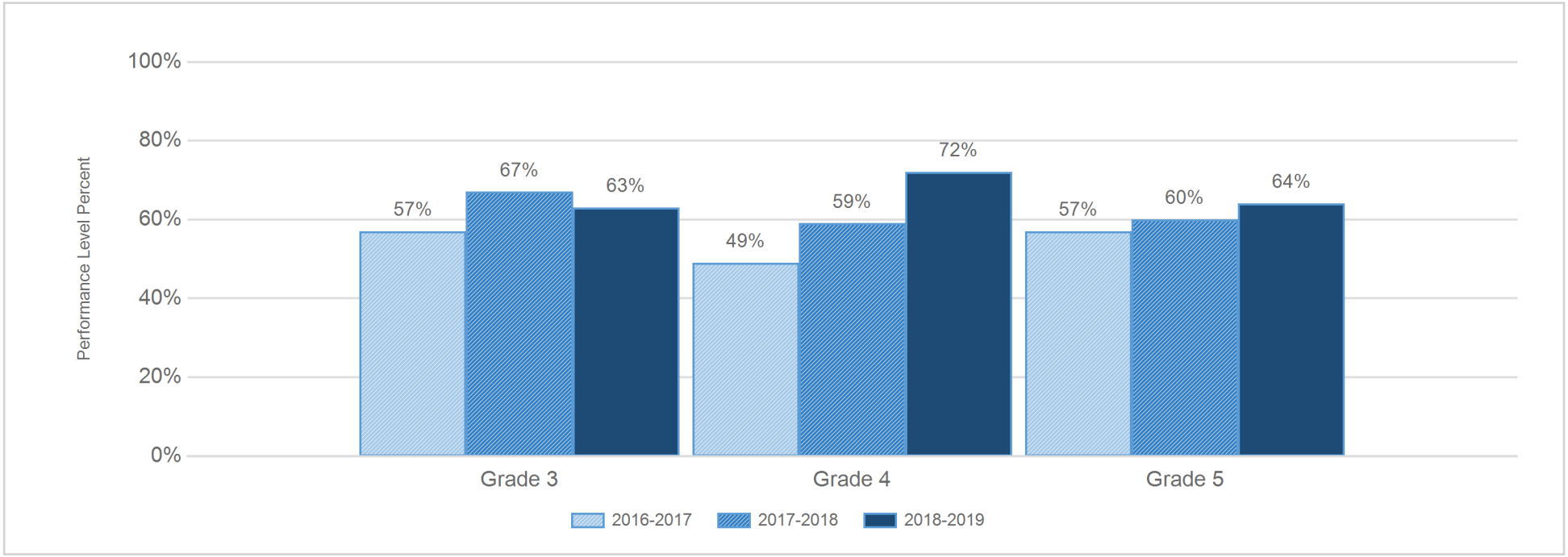
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	769	746	748	*	*	20%	38%	25%	63%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	25	741	739	734	*	*	*	*	*	40%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	44	789	780	773	*	0%	*	39%	39%	77%	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	42	778	*	753	*	*	*	*	*	64%	55%
Male	38	759	*	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	47	751	735	731	*	*	*	*	*	49%	33%
Non-Economically Disadvantaged Students	33	794	762	759	*	*	*	*	*	82%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	15	722	718	713	*	*	*	*	*	27%	17%
Non-English Learners	65	779	752	751	*	*	*	*	*	71%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	772	753	755	*	*	20%	44%	29%	72%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	40	757	748	743	*	*	25%	*	*	60%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	33	791	781	779	0%	*	*	39%	52%	91%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	45	769	757	760	*	*	*	49%	22%	71%	62%
Male	42	775	749	750	*	*	*	38%	36%	74%	53%
Economically Disadvantaged Students	56	765	*	740	*	*	*	45%	20%	64%	40%
Non-Economically Disadvantaged Students	31	785	*	765	*	*	*	42%	45%	87%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	762	748	756	*	18%	*	39%	24%	64%	58%
White	13	755	758	764	*	*	*	*	*	54%	68%
Hispanic	32	740	745	743	*	*	*	*	*	47%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	46	777	776	781	*	*	*	37%	39%	76%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	44	765	754	761	*	*	*	39%	30%	68%	64%
Male	50	760	742	750	*	*	*	40%	20%	60%	52%
Economically Disadvantaged Students	57	761	744	740	*	*	*	42%	23%	65%	39%
Non-Economically Disadvantaged Students	37	764	755	766	*	*	*	35%	27%	62%	69%
Students with Disabilities	10	704	705	724	*	*	*	*	*	10%	23%
Students without Disabilities	84	769	754	762	*	*	*	*	*	70%	65%
English Learners	16	716	717	713	*	*	*	*	*	19%	11%
Non-English Learners	78	772	752	758	*	*	*	*	*	73%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	261	97.9	55.6	33.6	44.5	55.6	52.2	Met Target
White	32	97.2	53.1	45.3	54.1	53.1	48.5	Met Target
Hispanic	98	96.5	29.6	27.2	28.8	29.6	38.3	Not Met
Black or African American	*	*	*	16.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	122	100.0	78.7	64.6	76.5	78.7	74.5	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	130	99.3	51.5	34.0	44.9	51.5		
Male	131	96.5	59.5	33.3	44.2	59.5		
Economically Disadvantaged Students	161	97.7	45.3	29.3	26.3	45.3	45	Met Target
Non-Economically Disadvantaged Students	100	98.2	72.0	39.8	54.9	72.0		
Students with Disabilities	28	85.7	17.9	*	17.4	16.4	25.4	Met Target†
Students without Disabilities	233	99.6	60.1	*	50.0	60.1		
English Learners	40	95.9	35.0	16.0	25.0	35.0	28	Met Target
Non-English Learners	221	98.3	59.3	36.0	46.5	59.3		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
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2018-2019

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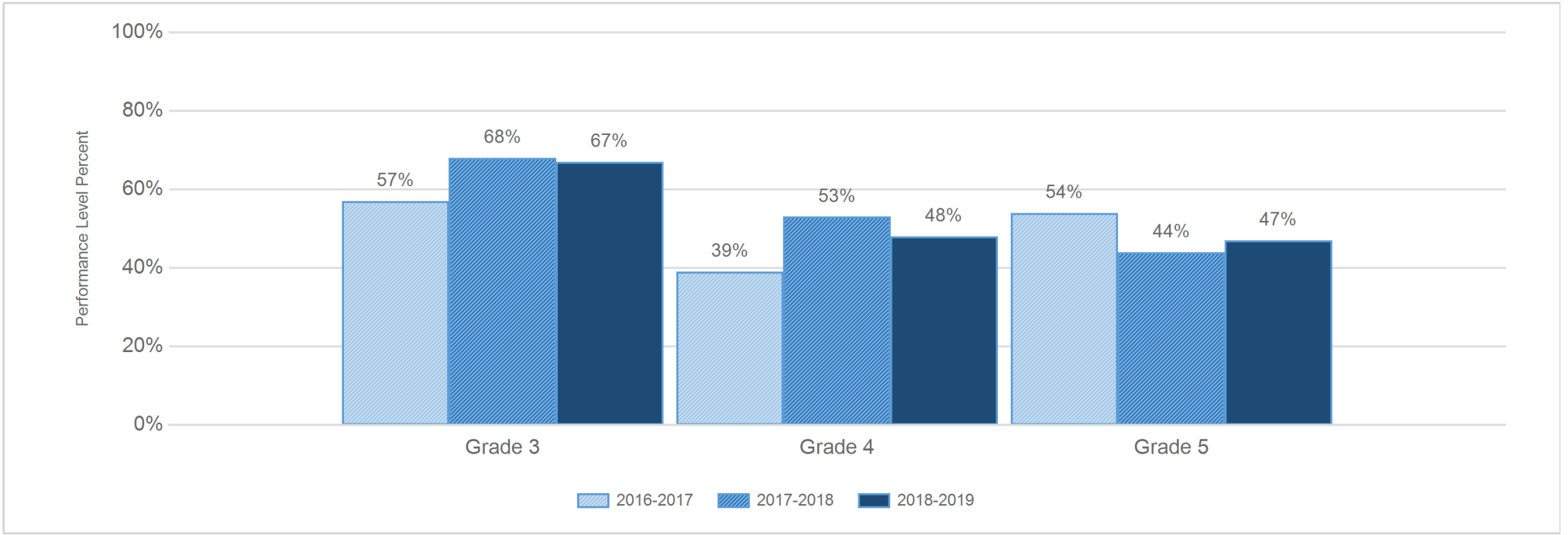
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	763	747	752	*	14%	*	41%	26%	67%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	27	739	740	739	*	*	*	*	*	41%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	45	782	779	778	*	*	*	44%	42%	87%	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	44	765	*	751	*	*	*	*	*	73%	54%
Male	41	761	*	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	49	751	738	737	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	36	779	759	761	*	*	*	*	*	83%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	19	738	732	728	*	*	*	*	*	47%	26%
Non-English Learners	66	770	751	754	*	*	*	*	*	73%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	750	740	749	*	20%	24%	*	*	48%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	43	730	735	737	*	37%	23%	*	*	23%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	33	776	773	776	0%	*	*	48%	30%	79%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	47	742	739	749	*	*	26%	*	*	40%	50%
Male	43	759	741	749	*	*	23%	*	*	56%	52%
Economically Disadvantaged Students	56	743	*	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	34	762	*	759	*	*	*	*	*	65%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	749	736	747	*	26%	21%	*	*	47%	47%
White	14	735	745	755	*	*	*	*	*	36%	58%
Hispanic	34	732	733	735	*	35%	32%	*	*	21%	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	46	765	764	775	*	*	*	37%	33%	70%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	747	737	747	*	28%	*	*	*	39%	47%
Male	51	751	736	747	*	24%	*	*	*	55%	47%
Economically Disadvantaged Students	57	747	732	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	40	752	742	757	*	*	*	*	*	53%	59%
Students with Disabilities	10	718	713	725	*	*	*	*	*	10%	19%
Students without Disabilities	87	753	740	752	*	*	*	*	*	52%	52%
English Learners	19	723	720	718	*	*	*	*	*	16%	12%
Non-English Learners	78	756	739	749	*	*	*	*	*	55%	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	74.1%	56.6%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	32	81.3%	18.8%
3-4	36	75.0%	25.0%
5 or more	17	64.7%	35.3%

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(17-2390-230)
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2018-2019

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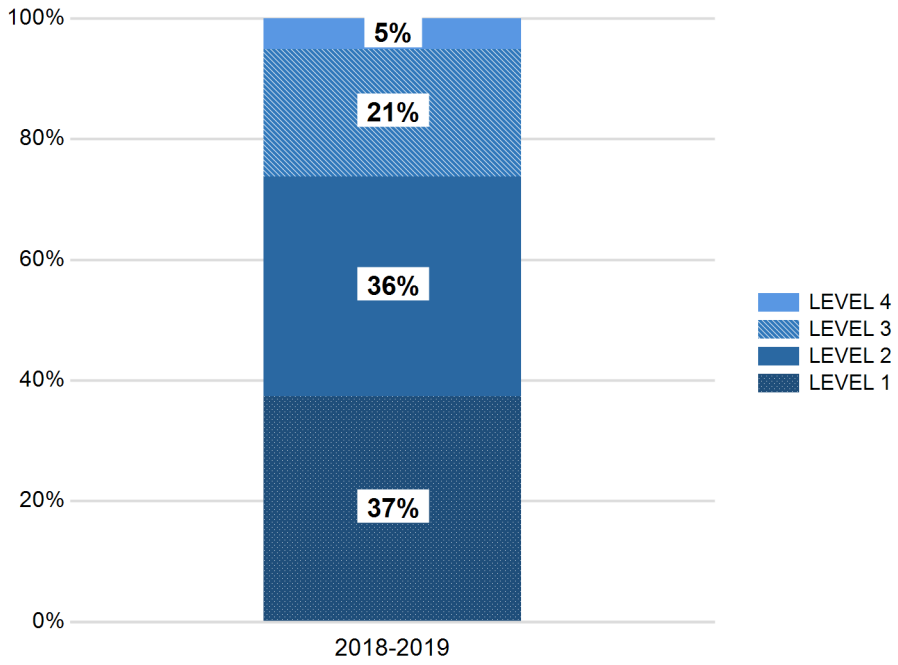
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	37	36	21	5
White	43	36	14	7
Hispanic	61	36	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	34	39	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	33	16	9
Male	33	39	27	2
Economically Disadvantaged Students	42	35	18	5
Non-Economically Disadvantaged Students	30	38	27	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	79	21	0	0
Non-English Learners	27	40	27	7
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

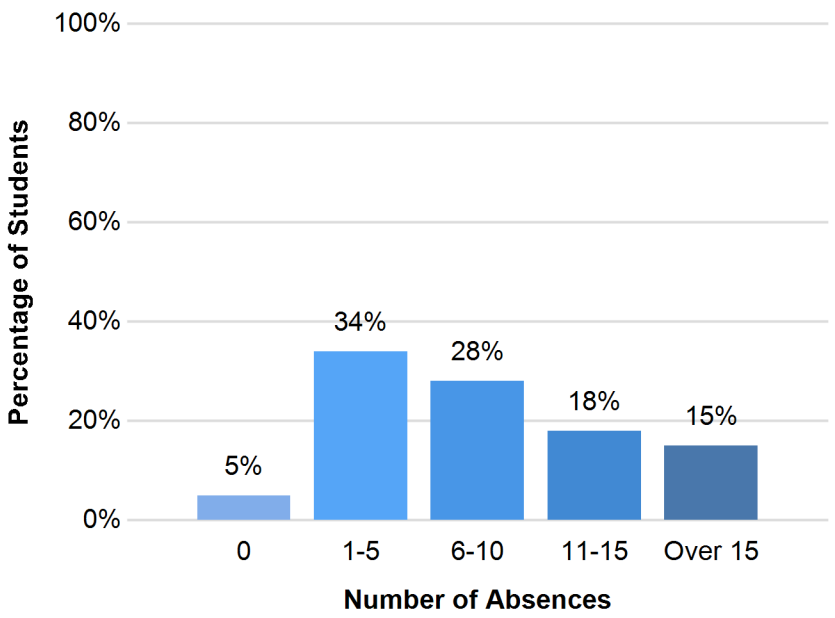
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	62	10.7	8.9	Not Met
White	16	23.5	8.9	Not Met
Hispanic	34	15.3	8.9	Not Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific	6	2.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	26	9.3		
Male	36	12.0		
Economically Disadvantaged Students	47	13.4	8.9	Not Met
Students with Disabilities	22	26.8	8.9	Not Met
English Learners	8	6.9	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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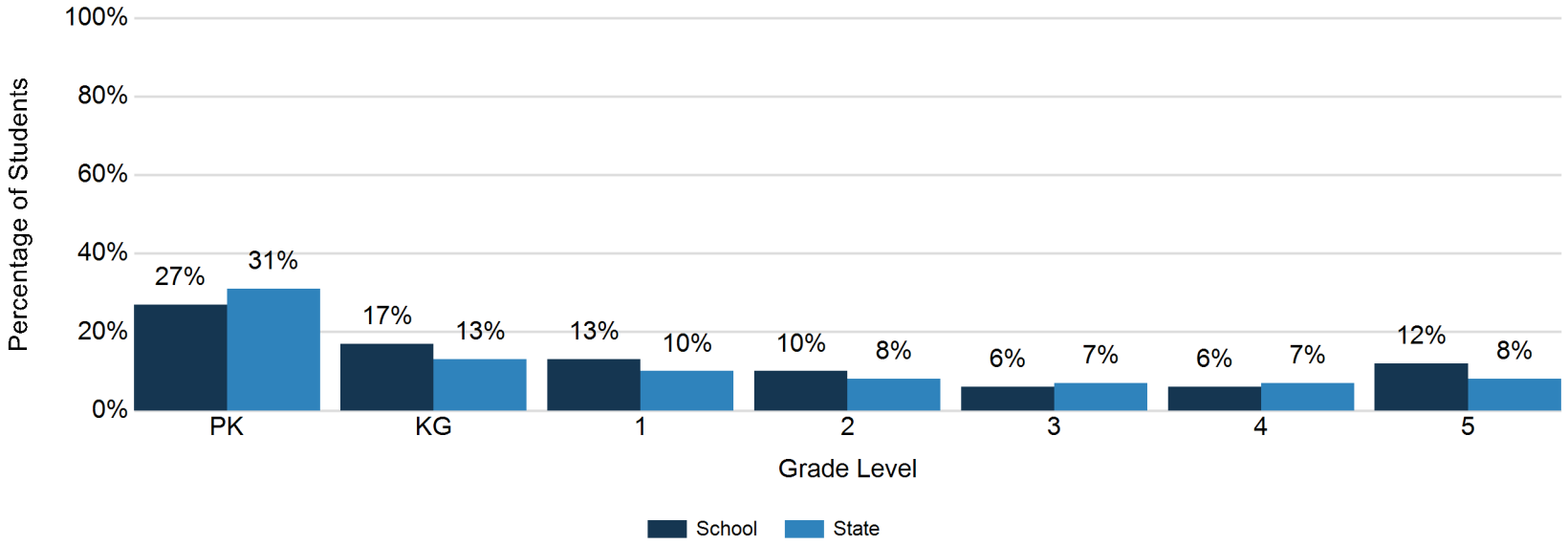
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.29

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	15.7	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
Grades Offered: PK-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

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	85.0%	N	48.4%	77.1%	54.9%
Male	50.1%	15.0%	N	51.6%	22.9%	45.1%
White	11.3%	75.0%	N	42.4%	83.6%	77.4%
Hispanic	33.9%	16.7%	N	29.9%	7.3%	7.2%
Black or African American	4.3%	3.3%	N	15.0%	6.6%	13.9%
Asian	48.9%	5.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	N	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Nicolaus Copernicus School
(17-2390-230)
Grades Offered: PK-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

Teacher — 60%
Admin — N/A

Master's Degree

Teacher — 40%
Admin

Doctoral Degree

Teacher — 0%
Admin — *

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.1%	62.5%	66.5%
Math Proficiency	50.1%	55.0%	55.6%
ELA Growth	43	62	58
Math Growth	47	50	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.0%	74.1%
Chronic Absenteeism	10.2%	8.9%	10.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target	Met Target	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Nicolaus Copernicus School celebrates our 8% school-wide increase on PARCC ELA as well as a 5.3% school-wide increase on PARCC Mathematics from the 2017 to the 2018 assessment. • We proudly offer our students a 3D printer club where students work on creating assistive and adaptive pieces for people with disabilities • PS 25 has a partnership with the New Jersey Devils and offers our students a street hockey after school club.
Mission, Vision, Theme:	The mission of Nicolaus Copernicus School is to provide every student the opportunity to grow at every level-academic, social, personal, familial-and to become responsible educated members of the community and world. The entire family of NCS-students, parents, teachers, administrators and staff-will work in a collaborative and cooperative manner to ensure that all students have access to the resources needed for them to achieve their maximum potential.
Awards, Recognition, Accomplishments:	First place 2018 Panasonic Eco Diary Picture Contest; PATH Poster Contest Winner; Alliance for Healthier Generation Silver Award, Fuel-Up to Play Grant Recipient; NJ Agricultural Society Poster Contest Winner

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Courses, Curriculum, Instruction:	Full inclusion programming; HOPE (Gifted and Talented) Classes in Grades 3-5; SMART Board in every classroom; one-to-one technology in Grades 2-5; Drones, Coding and Robotics in the classroom; Artistic Talent Classes; Band, Achieve3000; Spanish; Character Education Programming
Clubs and Activities:	Junior Achievement Biztown; Jersey City Science Fair, Scripps Hudson County Spelling Bee, MLK Oratory Contest, NJ Bar Association Mock Trial; Eco-Sustainability Project; Girls Who Code Club; 3-D Printer Club; Project E-nable; Gardening Club; Basketball Club; Student Council; National Elementary Honor Society; Student Treasures

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Before and After School Programs:	Morning Stars- PreK-5, CASPER- PreK-5, Extended Day Academic Program in Grades 3-5; Gardening Club (Grade 4); Basketball Club (Grade 3); Student Council (Grade 5); National Elementary Honor Society(Grade 4); Student Treasures K-5; Computer and Coding Clubs (Grades 4 and 5); 3-D Printer Club (Grades 4 and 5), Dancing and Poetry Club (Grades 4 and 5)
Staff and Professional Learning:	On-going and long-term PD Opportunities for staff include: Achieve3000, Go-Math!, Social Studies; Project Based Learning; Google Classroom; Curriculum Development; Master Teacher Program; Professional Learning Communities

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Student Supports and Services:	Nicolaus Copernicus School has an active I&RS/504 Committee to identify, support, and monitor general educations students and student in need of assistance. We offer Reading Recovery for our first graders. We have an in-house Child Study Team. Our Child Study Team provides eligible students with Special Education Supports in the Least Restrictive Environment. We offer Occupational Therapy, Physical Therapy, Speech, Art Therapy, and Adaptive Physical Education. We have inclusion classrooms in every grade level. We have pull-out Special Education support as well as specialized classrooms for various learning abilities. We proudly offer our students a Sensory Room as well.
Student Health and Wellness:	PE Classes, Health Classes, Full-Time Nurse, Free Breakfast Program, Healthy Lunch options including a daily Salad Bar, Go Noodle!, Brain-Breaks, Fuel-Up to Play 60, Jump Rope and Hoops for the Heart, Golden Sneaker Contest, Rutgers Nutrition Program.
Parent and Community Involvement:	Parent Council, Partnership with Liberty Science Center; Partnership with NJ Devils; Partnership with American Heart Association; Partnership with Alliance for a Healthier Generation; Partnership with Fuel Up to Play 60 and the American Dairy Council; Partnership with Suez Water Program; Partnership with Hudson County TMA; Partnership with Junior Achievement; Girls Who Code

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Facilities:	Library/Media Center; STEM Lab
School Safety:	School Safety Patrol; Security Guards

NJ SCHOOL PERFORMANCE REPORT

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Technology and STEM:	SMART Boards in each classroom; one-to-one in Grades 2-5; IPADS; Chromebooks; 2 Computer Labs; Drones; Robotics; 3-D Printer
Early Childhood Education:	Full Day Pre-K with before and after care available; Able to service all students in our School?s District

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Sharon Abbruscato
Address	153 UNION ST JERSEY CITY, NJ 07304-2317
Phone Number	201-915-6430
Email Address	sabbruscato@jcboe.org
Website	http://www.jcboe.org

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
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
PK	71	65	50
KG	56	55	63
1	67	32	47
2	72	45	48
3	88	46	35
4	86	38	47
5	76	46	37
6	31	43	45
7	36	32	35
8	40	26	33
Total	623	428	440

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%	44.4%	41.4%
Male	52.2%	55.6%	58.6%
Economically Disadvantaged Students	70.0%	69.6%	65.0%
Students with Disabilities	15.2%	22.0%	23.9%
English Learners	26.6%	0.9%	1.8%
Homeless Students	2.2%	3.7%	0.0%
Students in Foster Care	2.1%	1.9%	2.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	23.9%	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	4.0%	3.3%	2.7%
Hispanic	40.9%	23.4%	22.0%
Black or African American	52.2%	71.5%	72.0%
Asian	1.6%	1.2%	1.4%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.8%	0.5%	1.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	71	65	50
KG - Half Day	0	0	0
KG - Full Day	56	55	63

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.9%
Spanish	8.2%
English, Old (ca.450-1100)	1.6%
Other Languages	4.3%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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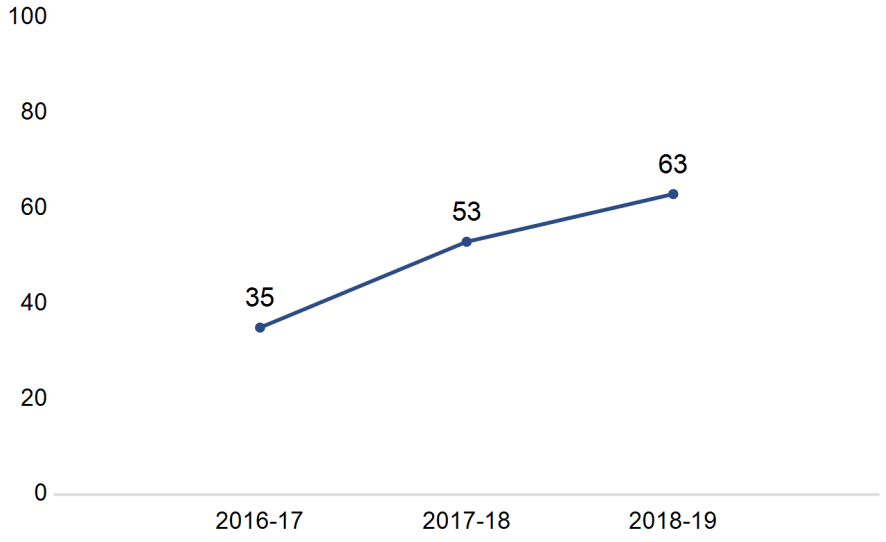
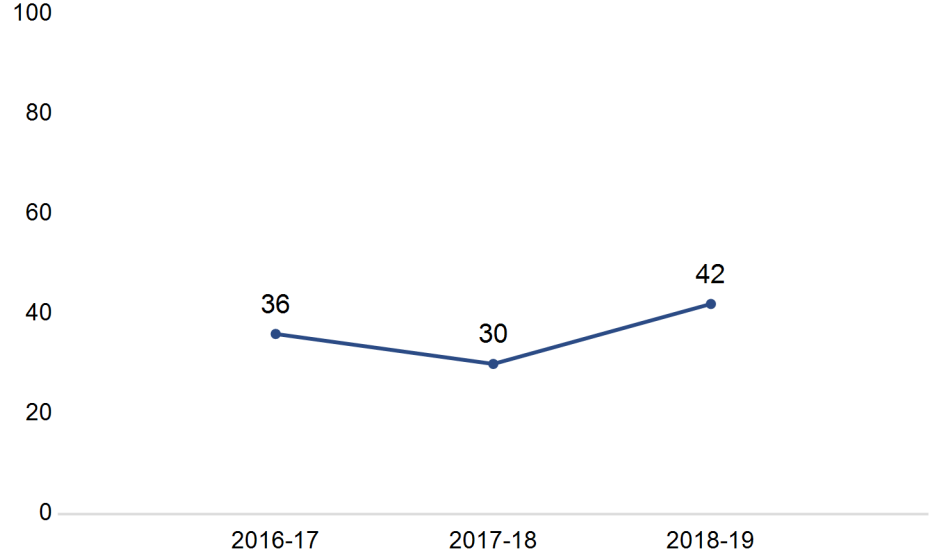
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	53	63	36	30	42
Met Standard (40-59.5)?	Not Met	Met Standard	Exceeds Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	52	50	Exceeds Standard	42	46	50	Met Standard
White	*	57	50	**	*	52	52	**
Hispanic	65	50	49	Exceeds Standard	42.5	45	47	Met Standard
Black or African American	63	48	45	Exceeds Standard	38	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	64	55	53	N	54	45	50	N
Male	62	50	47	N	36	48	51	N
Economically Disadvantaged Students	59	52	48	Met Standard	43	45	46	Met Standard
Students with Disabilities	56.5	41	43	Met Standard	34.5	42	45	Not Met
English Learners	45	55	52	Met Standard	69	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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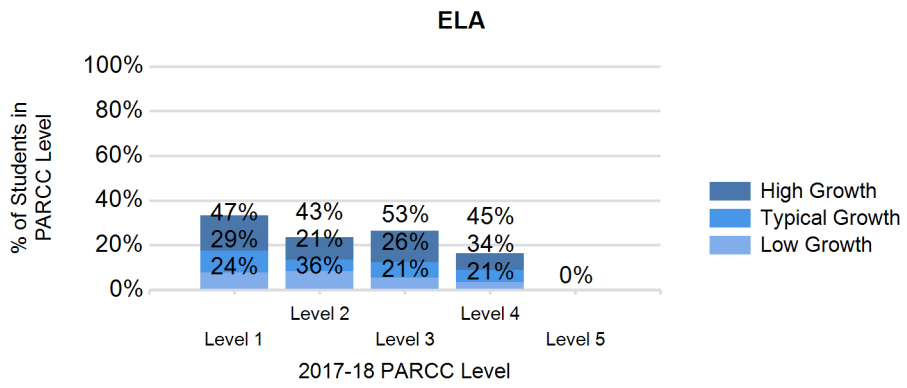
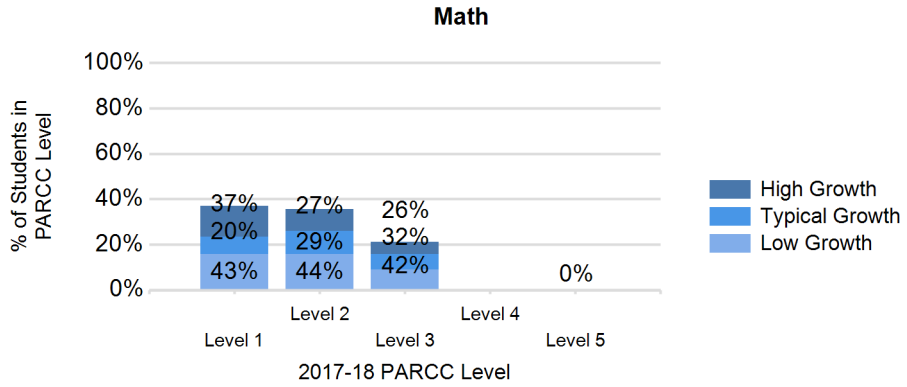
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

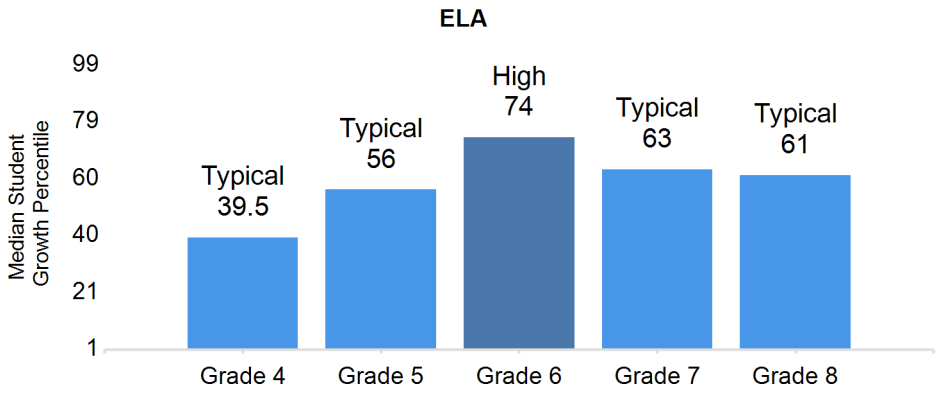
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

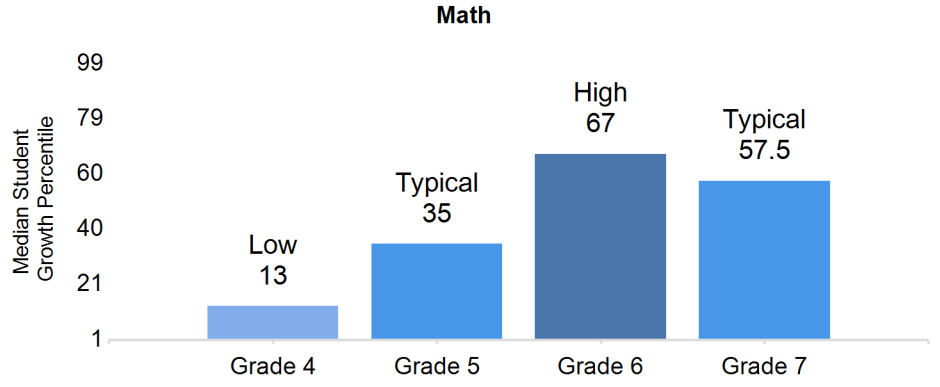




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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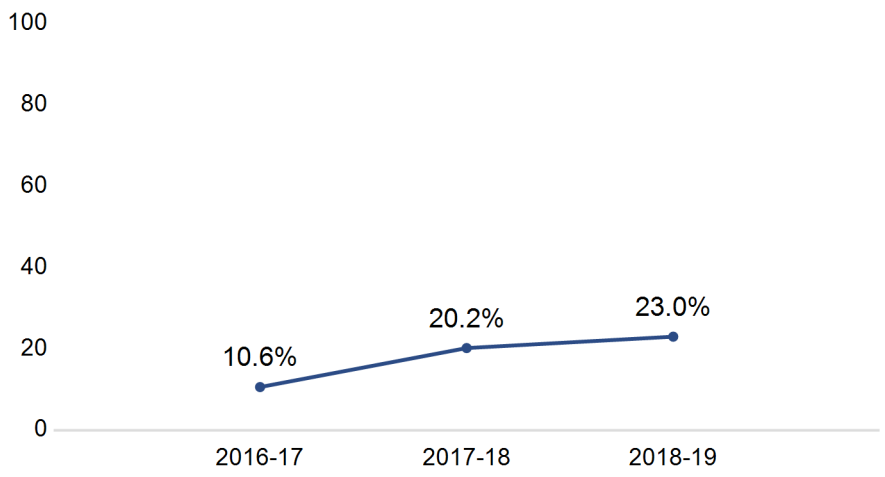
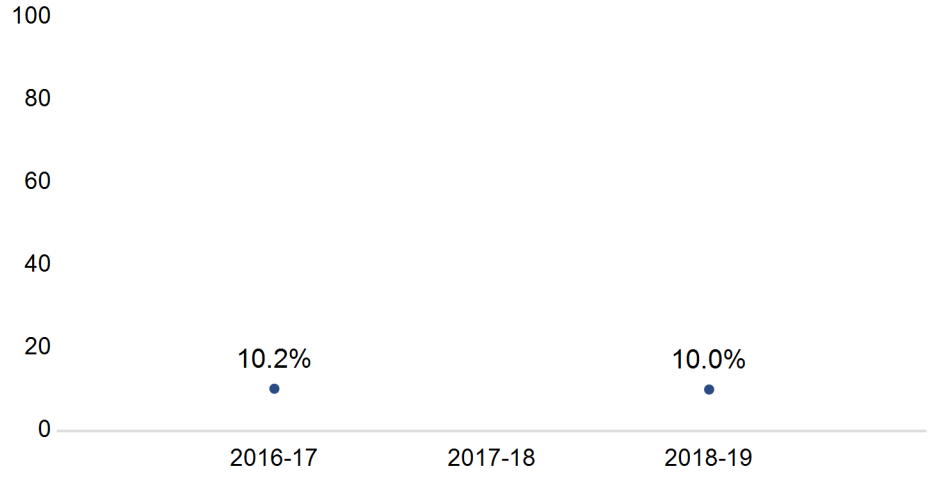
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.2%	96.6%	95.5%	93.9%	96.7%	95.6%
Proficiency Rate for Federal Accountability	10.6%	20.2%	23.0%	10.2%	*	10.0%
Annual Target	18.4%	21.7%	24.9%	15.1%	18.5%	21.9%
Met Annual Target?	Not Met	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
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	239	95.5	23.0	49.7	57.9	23.0	24.9	Met Target†
White	*	*	*	55.9	66.9	*	**	**
Hispanic	63	94.3	27.0	46.4	43.9	26.7	20.2	Met Target
Black or African American	169	95.7	21.9	34.3	38.5	21.9	25.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	107	94.2	27.1	55.2	64.8	26.8		
Male	132	96.6	19.7	44.5	51.3	19.7		
Economically Disadvantaged Students	155	97.0	18.7	45.3	40.0	*	25.1	Not Met
Non-Economically Disadvantaged Students	84	93.0	31.0	56.3	67.9	*		
Students with Disabilities	59	89.7	11.9	14.4	22.7	11.0	20.8	Not Met
Students without Disabilities	180	97.9	26.7	56.2	65.1	26.7		
English Learners	29	100.0	*	16.0	29.3	*	10.7	Met Target†
Non-English Learners	210	94.9	*	53.6	60.6	*		
Homeless Students	13	86.7	15.4	31.1	29.1	14.0		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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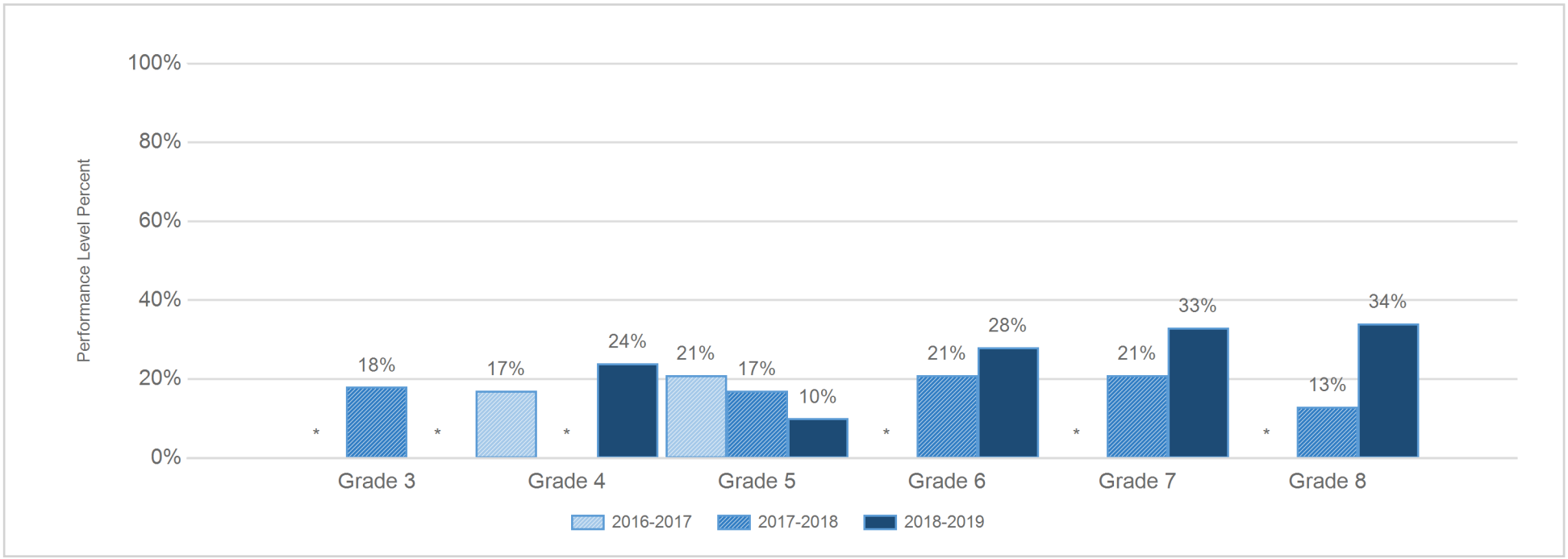
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	706	746	748	*	*	*	*	*	*	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	24	709	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	773	N	N	N	N	N	N	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	19	711	*	753	*	*	*	*	*	*	55%
Male	19	701	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	22	705	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	16	707	762	759	*	*	*	*	*	*	61%
Students with Disabilities	13	684	697	719	*	*	*	*	*	*	24%
Students without Disabilities	25	718	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	732	753	755	*	45%	*	*	*	24%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	21	728	740	739	*	48%	*	*	*	14%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	12	730	757	760	*	*	*	*	*	17%	62%
Male	21	733	749	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	21	731	*	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	12	733	*	765	*	*	*	*	*	17%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	711	748	756	35%	43%	*	*	*	10%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	28	710	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	715	754	761	*	*	*	*	*	*	64%
Male	19	706	742	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	27	706	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	13	722	755	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	731	748	754	*	26%	30%	*	*	28%	56%
White	N	N	756	762	N	N	N	N	N	N	65%
Hispanic	*	*	745	743	*	*	*	*	*	*	43%
Black or African American	34	737	730	738	*	*	32%	*	*	29%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	20	747	*	762	*	*	*	*	*	40%	64%
Male	30	721	*	748	*	*	*	*	*	20%	48%
Economically Disadvantaged Students	27	717	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	23	748	755	763	*	*	*	*	*	*	67%
Students with Disabilities	12	709	708	722	*	*	*	*	*	17%	19%
Students without Disabilities	38	738	755	761	*	*	*	*	*	32%	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	737	755	761	*	*	33%	*	*	33%	63%
White	N	N	760	769	N	N	N	N	N	N	72%
Hispanic	*	*	751	747	*	*	*	*	*	*	50%
Black or African American	30	740	740	741	*	*	37%	*	*	33%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	18	741	762	769	*	*	*	*	*	33%	71%
Male	21	734	748	753	*	*	*	*	*	33%	55%
Economically Disadvantaged Students	28	733	*	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	11	747	*	771	*	*	*	*	*	45%	73%
Students with Disabilities	*	*	706	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	727	751	762	*	*	*	34%	0%	34%	63%
White	N	N	755	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	27	735	739	741	*	*	*	41%	0%	41%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	19	733	760	771	*	*	*	*	*	42%	71%
Male	16	720	*	753	*	*	*	*	*	25%	55%
Economically Disadvantaged Students	19	720	747	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	16	735	758	772	*	*	*	*	*	38%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

Report Key:
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† 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	240	95.6	10.0	33.6	44.5	10.0	21.9	Not Met
White	*	*	*	45.3	54.1	*	**	**
Hispanic	64	94.7	15.6	27.2	28.8	15.4	23.2	Not Met
Black or African American	169	95.7	*	16.7	23.0	*	22	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	108	94.4	*	34.0	44.9	*		
Male	132	96.6	*	33.3	44.2	*		
Economically Disadvantaged Students	156	97.0	*	29.3	26.3	*	23.6	Not Met
Non-Economically Disadvantaged Students	84	93.2	*	39.8	54.9	*		
Students with Disabilities	59	89.7	*	*	17.4	*	19.1	Not Met
Students without Disabilities	181	97.9	*	*	50.0	*		
English Learners	30	100.0	*	16.0	25.0	*	13.5	Met Target†
Non-English Learners	210	94.9	*	36.0	46.5	*		
Homeless Students	13	86.7	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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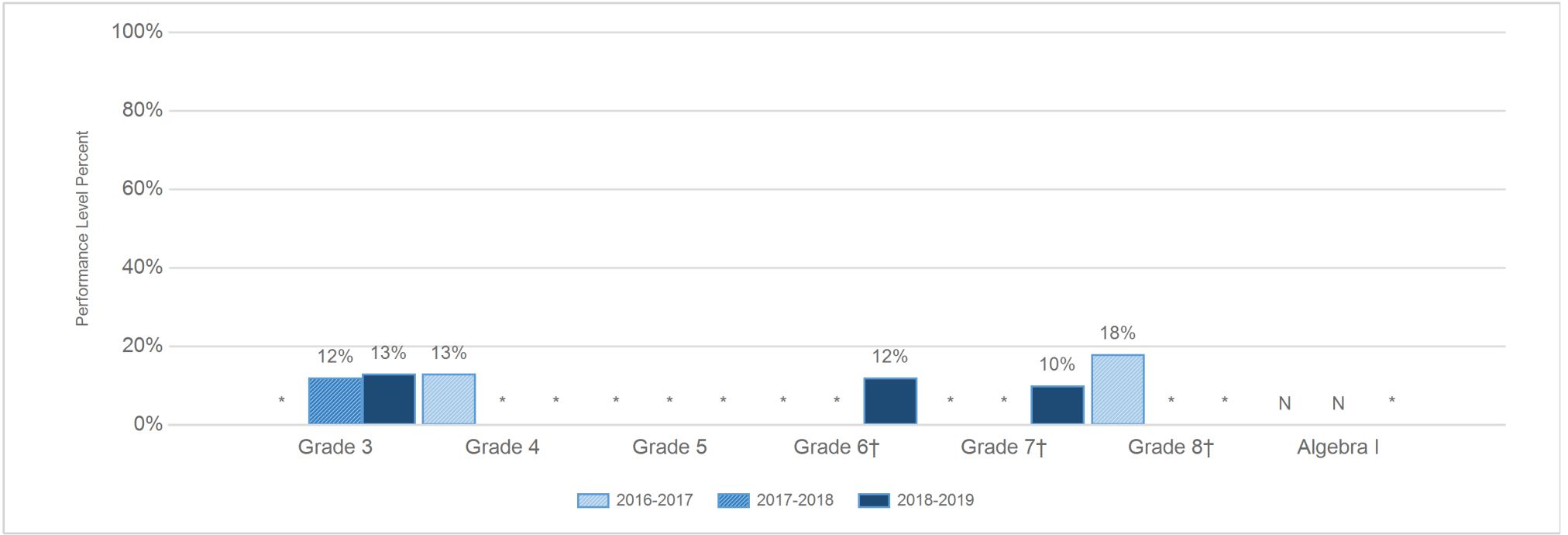
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	721	747	752	*	42%	26%	*	*	13%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	24	721	730	735	*	*	*	*	*	17%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	778	N	N	N	N	N	N	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	19	730	*	751	*	*	*	*	*	16%	54%
Male	19	711	*	752	*	*	*	*	*	11%	56%
Economically Disadvantaged Students	22	716	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	16	727	759	761	*	*	*	*	*	*	67%
Students with Disabilities	13	701	714	731	*	*	*	*	*	*	31%
Students without Disabilities	25	731	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	701	740	749	*	*	*	*	*	*	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	*	*	735	737	*	*	*	*	*	*	36%
Black or African American	21	696	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	13	698	739	749	*	*	*	*	*	*	50%
Male	23	703	741	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	21	703	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	15	698	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	706	736	747	*	*	*	*	*	*	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	28	705	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	708	737	747	*	*	*	*	*	*	47%
Male	19	704	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	27	702	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	714	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	714	731	741	24%	48%	*	*	*	12%	41%
White	N	N	743	749	N	N	N	N	N	N	51%
Hispanic	*	*	726	729	*	*	*	*	*	*	24%
Black or African American	34	715	713	722	*	56%	*	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	20	723	*	742	*	50%	*	*	*	15%	42%
Male	30	708	*	740	*	47%	*	*	*	10%	40%
Economically Disadvantaged Students	27	709	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	23	720	738	750	*	*	*	*	*	*	53%
Students with Disabilities	12	682	703	716	*	*	*	*	*	*	12%
Students without Disabilities	38	724	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	715	737	744	*	50%	*	*	*	10%	42%
White	N	N	747	751	N	N	N	N	N	N	53%
Hispanic	*	*	732	733	*	*	*	*	*	*	26%
Black or African American	30	716	722	727	*	50%	*	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	19	716	*	744	*	*	*	*	*	*	42%
Male	21	715	736	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	29	713	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	722	*	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	698	712	728	*	*	*	*	*	*	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	*	*	712	722	*	*	*	*	*	*	22%
Black or African American	26	699	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	19	707	716	731	*	*	*	*	*	*	31%
Male	16	687	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	19	697	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	699	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	729	744	*	*	*	*	*	*	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	N	N	724	728	N	N	N	N	N	N	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	755	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	N	N	729	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	732	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	732	748	*	*	*	*	*	*	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	N	N	734	745	N	N	N	N	N	N	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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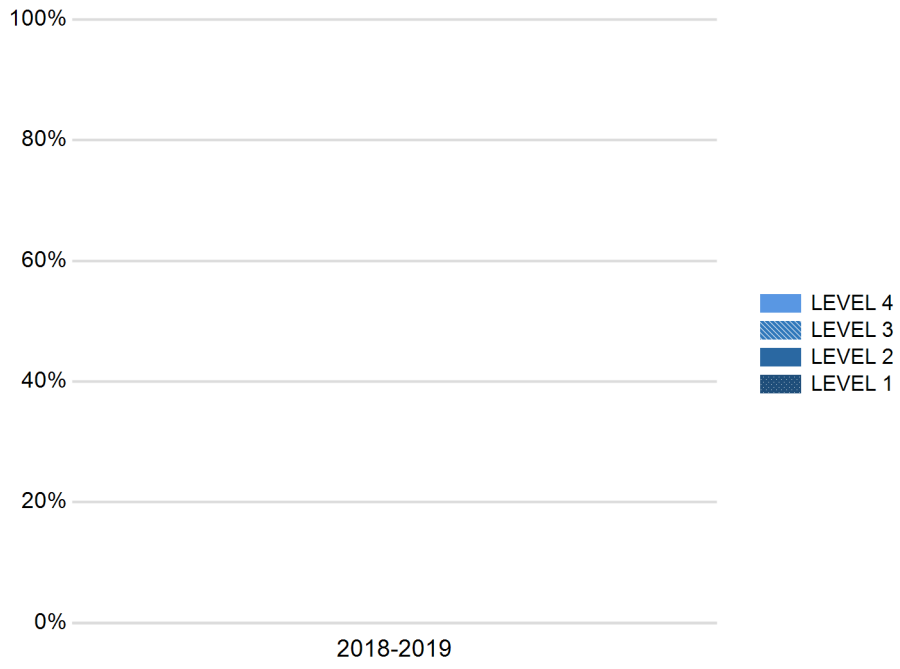
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	*	*	*	*
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
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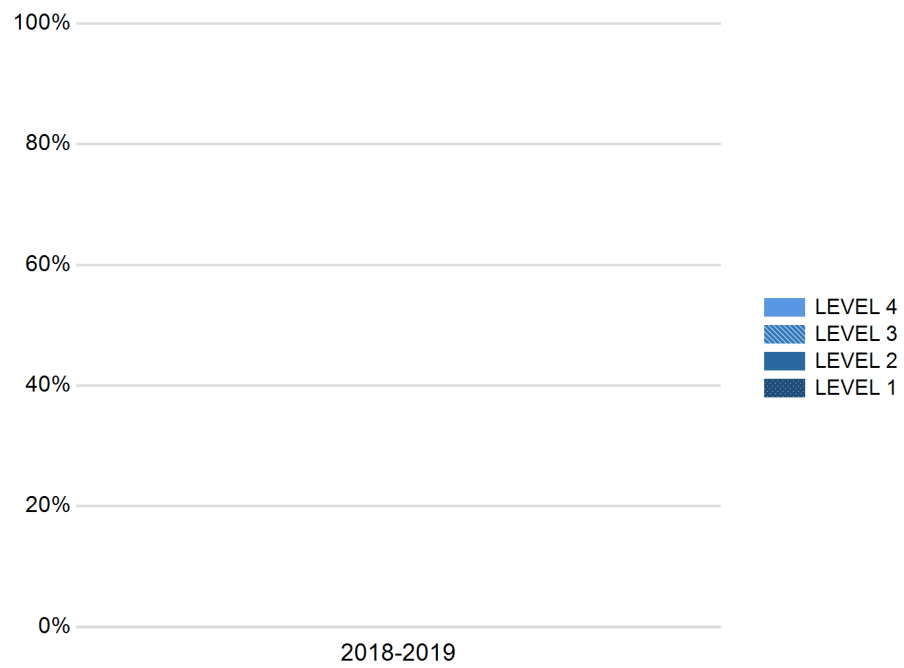
NJSLA Science Assessment: Grade 8 Summary

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	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	45
7	0	0	35
8	0	0	32
Total	0	0	112

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	40
7	0	0	0	0	0	0	34
8	0	0	0	0	0	0	32
Total	0	0	0	0	0	0	106

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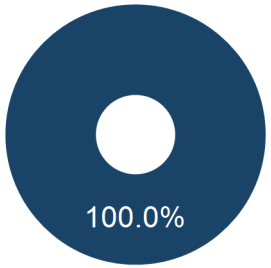
Visual and Performing Arts – Course Participation

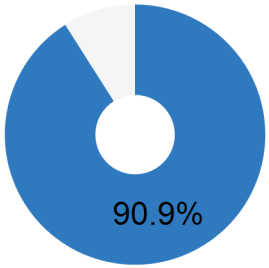
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

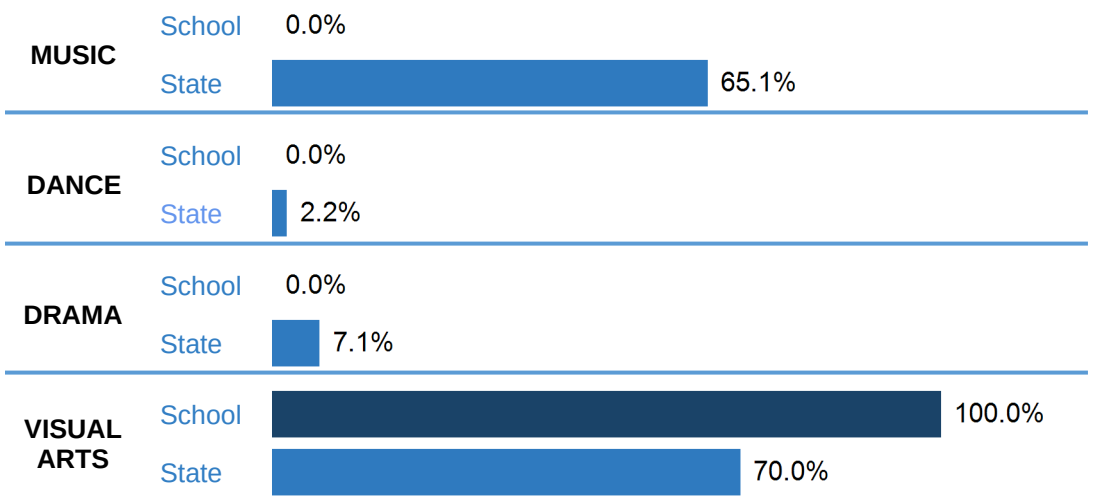


School



State

Students enrolled in one or more classes by discipline:



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Ollie Culbreth, Jr. School
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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

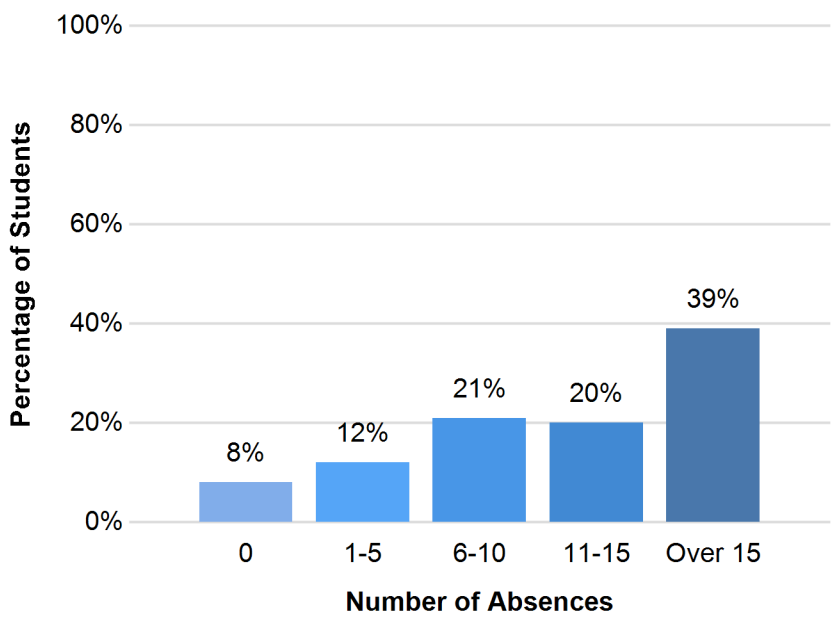
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	133	30.5	9.0	Not Met
White	4	28.6	**	**
Hispanic	39	33.1	9.0	Not Met
Black or African American	90	31.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	58	30.7		
Male	75	30.4		
Economically Disadvantaged Students	100	36.4	9.0	Not Met
Students with Disabilities	35	33.0	9.0	Not Met
English Learners	8	15.4	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	5	41.7		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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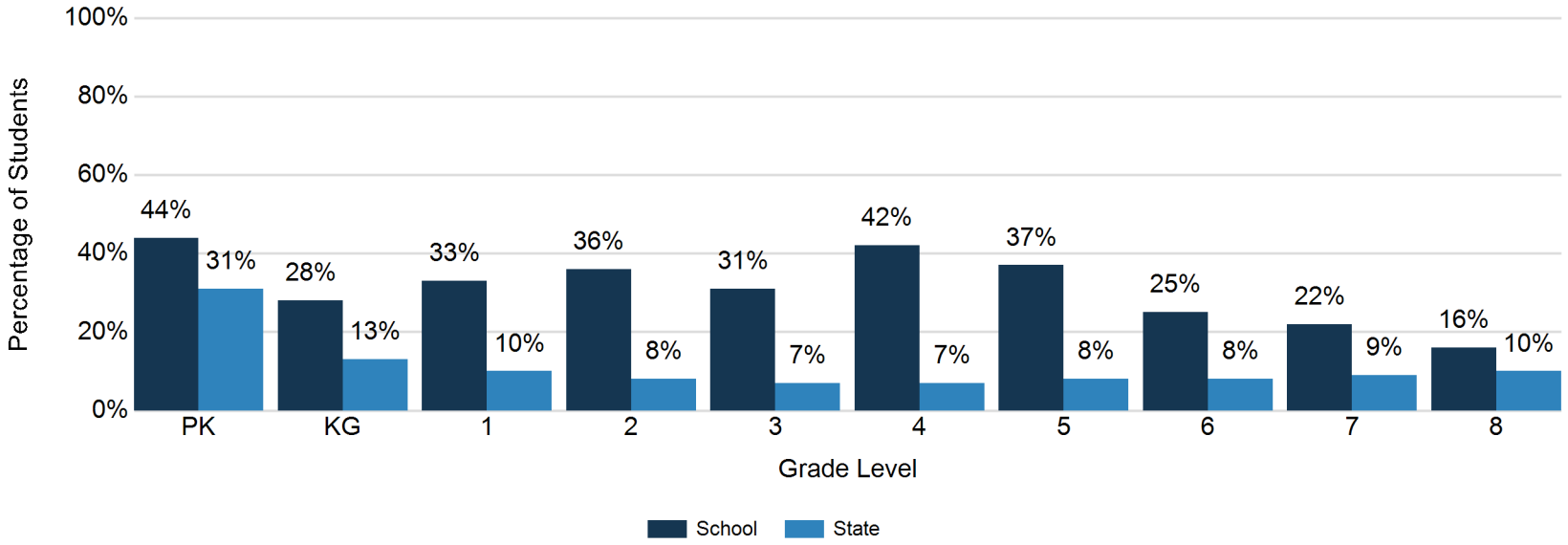
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.68

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11

NJ SCHOOL PERFORMANCE REPORT

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	9:1	12:1
Students to Administrators	440:1	226:1
Teachers to Administrators	48:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.4%	75.0%	0.0%	48.4%	77.1%	54.9%
Male	58.6%	25.0%	100.0%	51.6%	22.9%	45.1%
White	2.7%	37.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.0%	14.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	72.0%	33.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	12.5%	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	0.2%	2.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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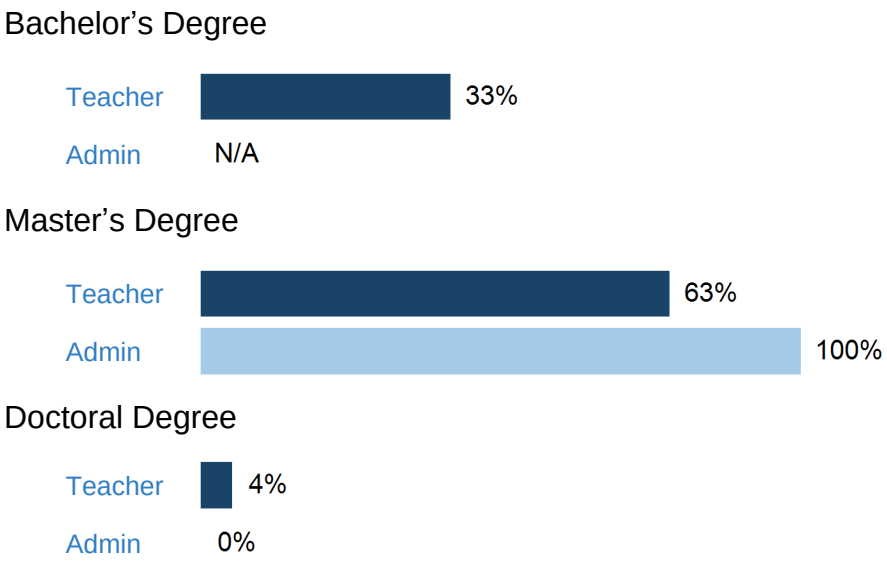
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.3%

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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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.

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	10.6%	20.2%	23.0%
Math Proficiency	10.2%	*	10.0%
ELA Growth	35	53	63
Math Growth	36	30	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	19.6%	30.4%	30.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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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

Ollie Culbreth, Jr. School
(17-2390-160)
Grades Offered: PK-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Exceeds Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Ollie Culbreth, Jr. School
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• The Ollie E. Culbreth, Jr. School is an Elementary School with grades Pre-K through Grade 8. At PS 14. We are implementing Effective Questioning strategies in order to address the academic needs of a • Scrapbooking : Student make anecdotal notes about their experiences in school. Pen Pals: Students read poetry on a daily basis during their Making Meaning Language Arts lesson. Students create their • Weather Station : Students learn from an interactive weather-board. The activity is linked to math and science. Students learn to make forecasts and determine the daily average temperature based upo
Mission, Vision, Theme:	Public School 14?s Vision is to provide an enriched and exciting learning experience for our children. We strive to empower each student to succeed in life, contribute to society and develop positive relationships with each other, their school, their families and their community. Therefore, Public School 14 respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child. Public School 14 seeks to create a challenging learning environment that encourages assistance by parents, administrators and staff who work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another.

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Coed), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	Girls Empowering Minds and Spirits (GEMS) This program offers group sessions in hopes to motivate and empower girls

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School Narrative

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Student Supports and Services:	Chat N Chew Mentoring Group:ÿ This group is conducted once a week and contains between 8-12 students per session.

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Technology and STEM:	Students 2 Science (S2S) program and services. S2S? mission is to inspire, motivate and educate elementary, middle and high school students to pursue STEM careers. They bring rigorous STEM education and workforce readiness skills to urban community youth and serve as a much-needed intermediary and bridge between the public and private sectors. Today, S2S is being heralded as a national modelÿin authentic STEM education and urban community development, the fruition of almost ten years of work in the field.
Early Childhood Education:	Pre K program

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
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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:

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Ann Beirne
Address	164 Laidlaw Ave Jersey City, NJ 07306
Phone Number	201-963-7160
Email Address	abeirne@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
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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	0	108	158
KG	0	84	65
1	0	52	76
2	0	30	52
3	0	43	22
4	0	15	38
5	0	15	16
Total	0	347	427

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	N	42.4%	40.5%
Male	N	57.6%	59.5%
Economically Disadvantaged Students	N	49.6%	48.9%
Students with Disabilities	N	28.5%	31.4%
English Learners	N	27.4%	34.9%
Homeless Students	N	0.9%	0.0%
Students in Foster Care	N	0.6%	0.7%
Military-Connected Students	N	0.0%	0.0%
Migrant Students	N	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	N	17.9%	16.6%
Hispanic	N	34.3%	33.7%
Black or African American	N	8.9%	8.0%
Asian	N	35.7%	38.4%
Native Hawaiian or Pacific Islander	N	1.4%	1.2%
American Indian or Alaska Native	N	0.6%	0.5%
Two or More Races	N	1.2%	1.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	0	0
PK - Full Day	N	108	158
KG - Half Day	N	0	0
KG - Full Day	N	84	65

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	48.0%
Spanish	10.3%
Gujarati	6.8%
Arabic	6.6%
Hindi	6.1%
Other Languages	22.2%

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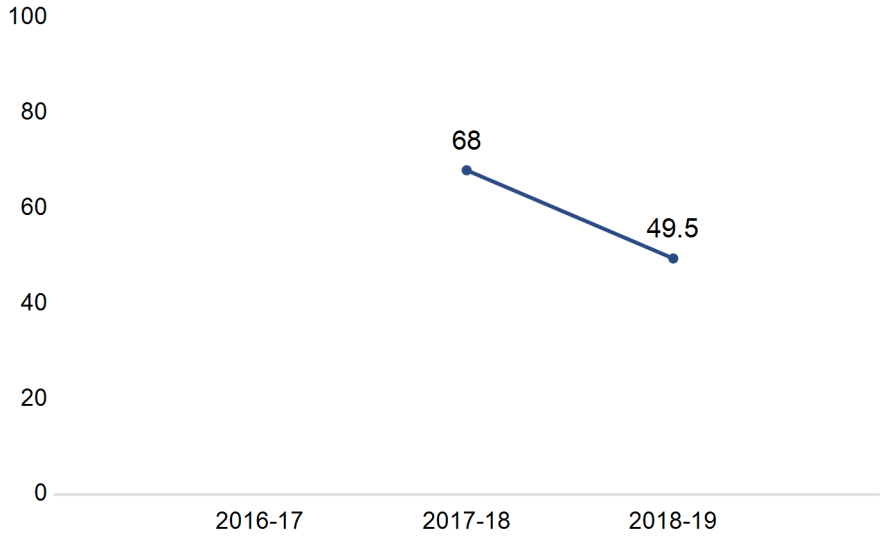
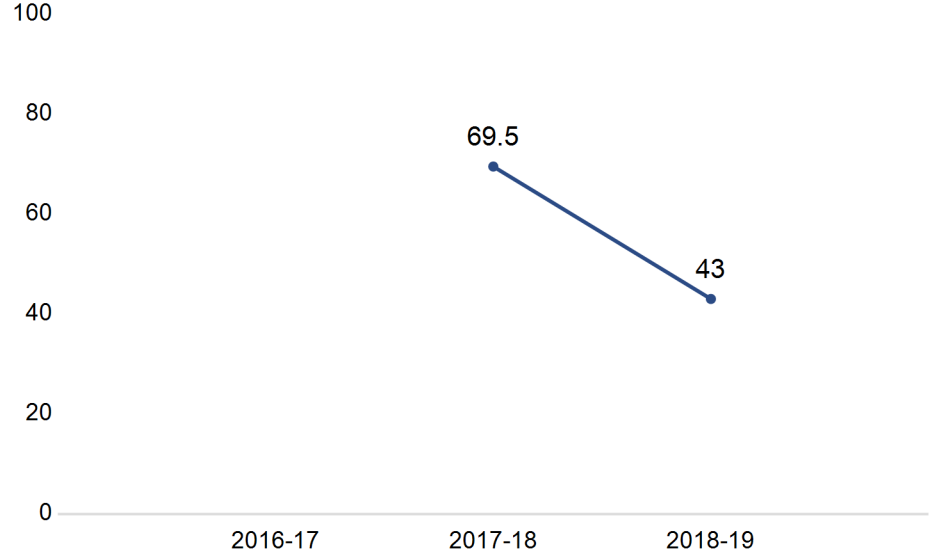
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	68	49.5	N	69.5	43
Met Standard (40-59.5)?	N	Exceeds Standard	Met Standard	N	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49.5	52	50	Met Standard	43	46	50	Met Standard
White	*	57	50	**	*	52	52	**
Hispanic	49	50	49	**	44	45	47	**
Black or African American	*	48	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	66	61	59	**	39.5	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	49	55	53	N	44	45	50	N
Male	50	50	47	N	40	48	51	N
Economically Disadvantaged Students	39.5	52	48	Not Met	43.5	45	46	Met Standard
Students with Disabilities	*	41	43	**	*	42	45	**
English Learners	*	55	52	**	*	50	50	**
Homeless Students	N	52	43	N	N	36	44	N
Students in Foster Care	N	33	42	N	N	45.5	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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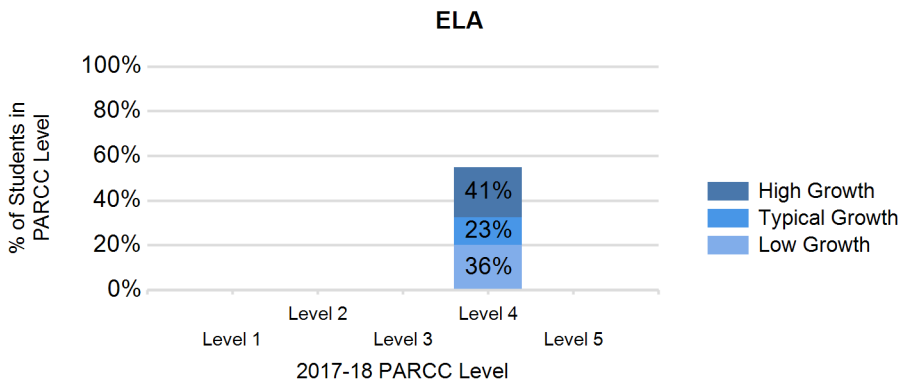
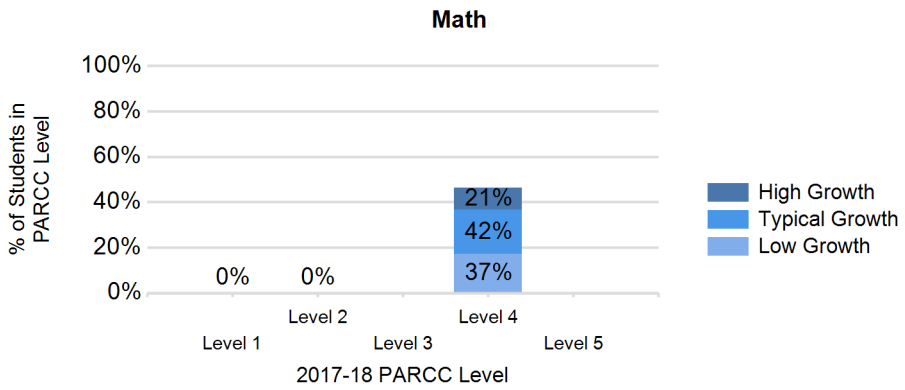
Student Growth by Performance Level

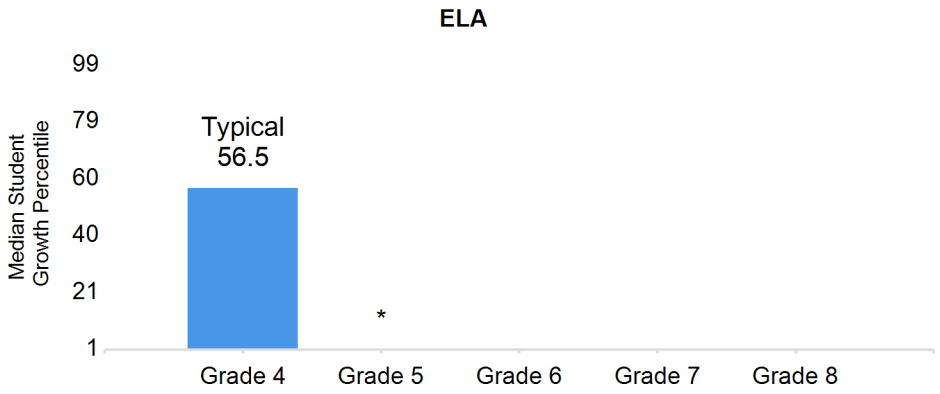
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

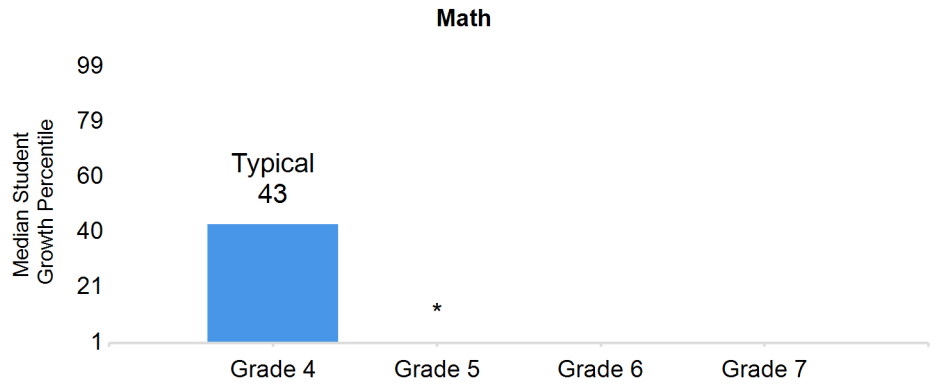




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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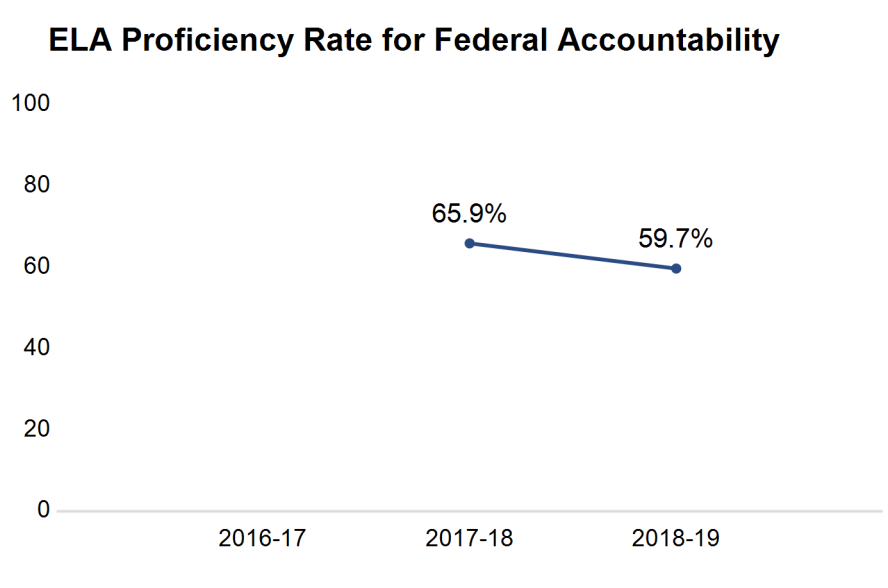
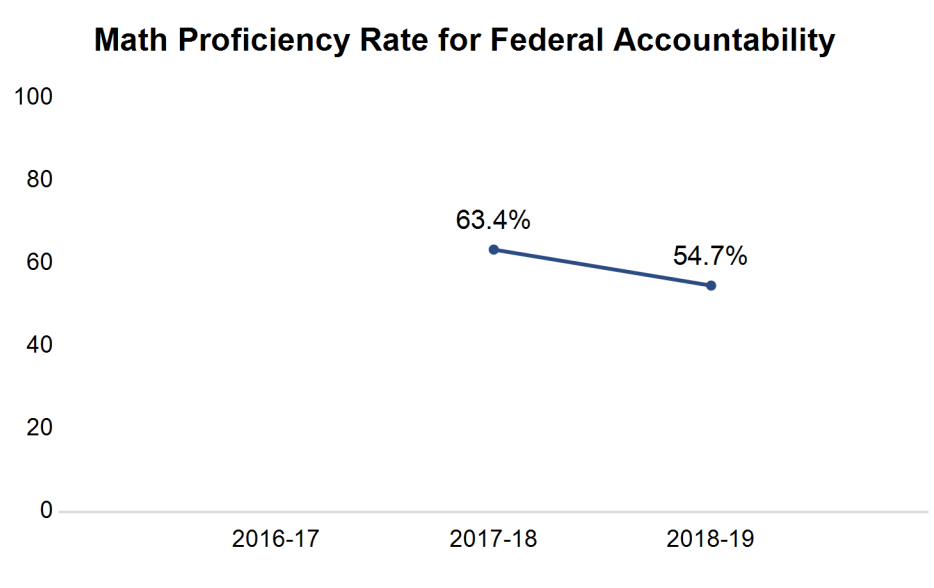
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	88.6%	82.7%	N	88.7%	83.3%
Proficiency Rate for Federal Accountability	N	65.9%	59.7%	N	63.4%	54.7%
Annual Target	N	N	66.6%	N	N	64.2%
Met Annual Target?		N	Met Target†		N	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	61	82.7	68.9	49.7	57.9	59.7	66.6	Met Target†
White	*	*	*	55.9	66.9	*	**	**
Hispanic	23	76.7	65.2	46.4	43.9	52.6	63.9	Met Target†
Black or African American	*	*	*	34.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	96.0	73.9	77.0	82.9	73.9	N	N
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	N	N	N	67.7	64.4	N	**	**
Female	28	82.4	75.0	55.2	64.8	65.0		
Male	33	82.9	63.6	44.5	51.3	55.3		
Economically Disadvantaged Students	37	86.0	59.5	45.3	40.0	*	66.8	Not Met
Non-Economically Disadvantaged Students	24	78.1	83.3	56.3	67.9	*		
Students with Disabilities	*	*	*	14.4	22.7	*	**	**
Students without Disabilities	*	*	*	56.2	65.1	*		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	N	N	N	31.1	29.1	N		
Students In Foster Care	N	N	N	20.5	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
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
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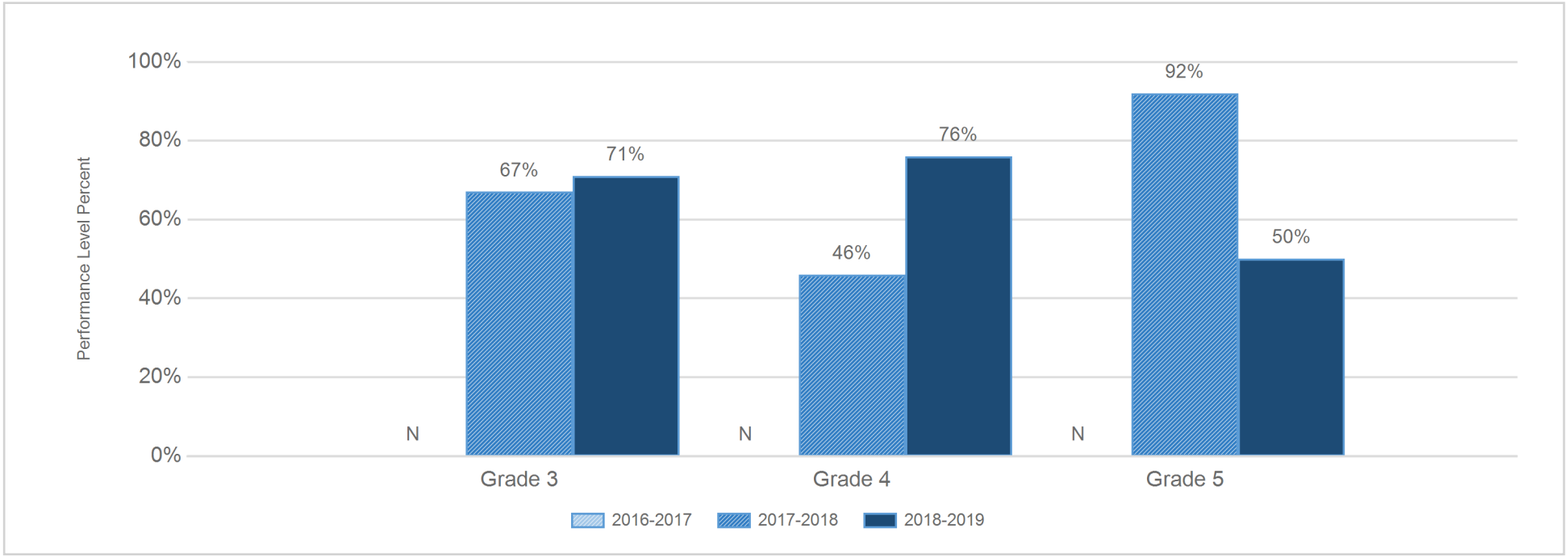
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	768	746	748	*	0%	*	*	*	71%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	697	719	N	N	N	N	N	N	24%
Students without Disabilities	17	768	753	754	*	0%	*	*	*	71%	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	765	753	755	*	0%	*	*	*	76%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	13	757	748	743	*	0%	*	*	*	69%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	763	781	779	*	0%	0%	*	*	90%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	17	768	757	760	*	0%	*	*	*	82%	62%
Male	17	761	749	750	*	0%	*	*	*	71%	53%
Economically Disadvantaged Students	19	756	*	740	*	0%	*	*	*	68%	40%
Non-Economically Disadvantaged Students	15	775	*	765	*	0%	*	*	*	87%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	734	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	10	754	748	756	0%	*	*	*	*	50%	58%
White	N	N	758	764	N	N	N	N	N	N	68%
Hispanic	*	*	745	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	*	*	754	761	*	*	*	*	*	*	64%
Male	*	*	742	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	755	766	*	*	*	*	*	*	69%
Students with Disabilities	N	N	705	724	N	N	N	N	N	N	23%
Students without Disabilities	10	754	754	762	0%	*	*	*	*	50%	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	735	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	64	83.3	62.5	33.6	44.5	54.7	64.2	Met Target†
White	*	*	*	45.3	54.1	*	**	**
Hispanic	25	78.1	52.0	27.2	28.8	42.8	54	Met Target†
Black or African American	*	*	*	16.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	96.2	75.0	64.6	76.5	75.0	N	N
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	N	N	N	58.5	53.3	N	**	**
Female	29	82.9	62.1	34.0	44.9	54.0		
Male	35	83.7	62.9	33.3	44.2	55.2		
Economically Disadvantaged Students	38	84.4	57.9	29.3	26.3	*	61	Met Target†
Non-Economically Disadvantaged Students	26	81.8	69.2	39.8	54.9	*		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	12	86.7	58.3	16.0	25.0	52.6	**	**
Non-English Learners	52	82.5	63.5	36.0	46.5	55.0		
Homeless Students	N	N	N	14.1	17.1	N		
Students In Foster Care	N	N	N	12.8	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

Report Key:
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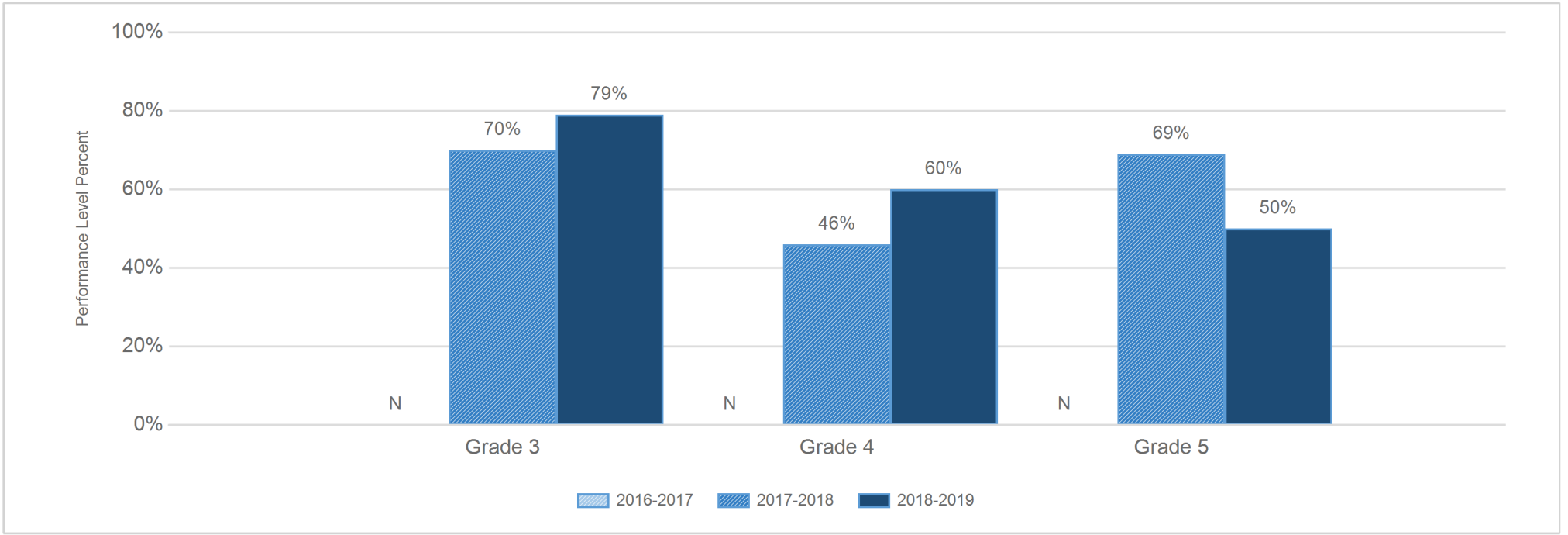
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	769	747	752	0%	*	*	*	*	79%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	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	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	N	N	714	731	N	N	N	N	N	N	31%
Students without Disabilities	19	769	752	756	0%	*	*	*	*	79%	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	757	740	749	*	*	*	*	*	60%	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	14	747	735	737	*	*	*	*	*	57%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	770	773	776	0%	*	*	*	*	70%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	18	756	739	749	*	*	*	*	*	67%	50%
Male	17	758	741	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	19	752	*	734	*	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	16	763	*	759	*	*	*	*	*	63%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	10	758	736	747	0%	*	*	*	*	50%	47%
White	N	N	745	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	*	*	737	747	*	*	*	*	*	*	47%
Male	*	*	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	N	N	713	725	N	N	N	N	N	N	19%
Students without Disabilities	10	758	740	752	0%	*	*	*	*	50%	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	719	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-302)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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 Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	89.3%	56.6%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	32	75.0%	25.0%
5 or more	*	*	*

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(17-2390-302)
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2018-2019

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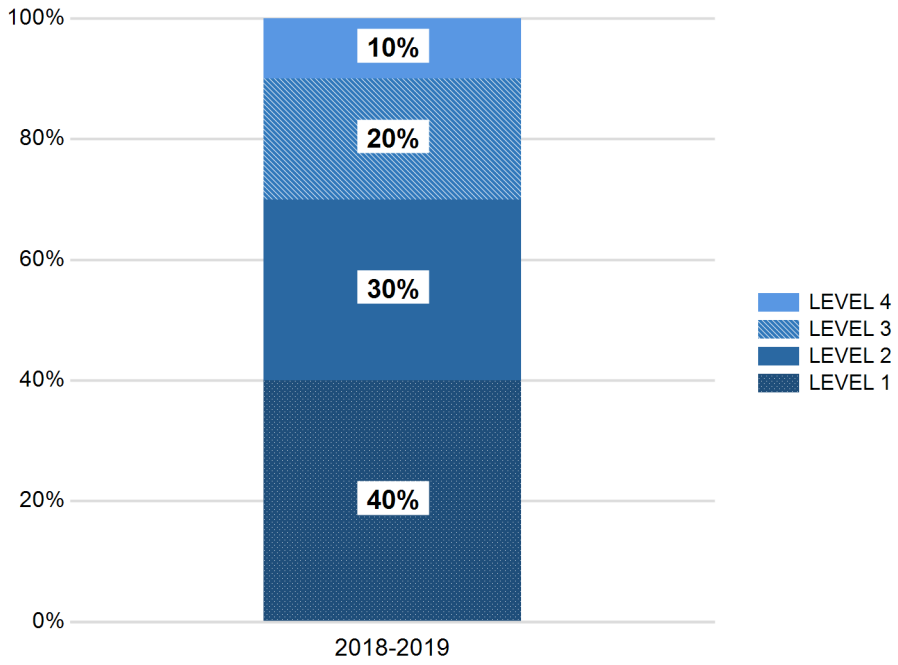
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	40	30	20	10
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	40	30	20	10
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 PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
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.

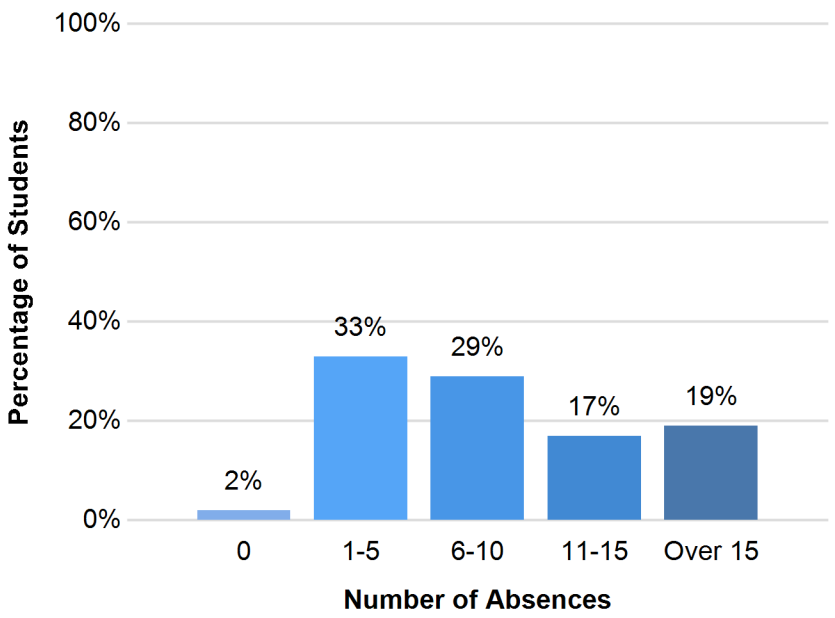
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	35	13.5	8.9	Not Met
White	4	11.4	8.9	Not Met
Hispanic	20	19.4	8.9	Not Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific	7	7.4	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	18	15.5		
Male	17	11.9		
Economically Disadvantaged Students	24	16.3	8.9	Not Met
Students with Disabilities	11	21.2	8.9	Not Met
English Learners	9	11.3	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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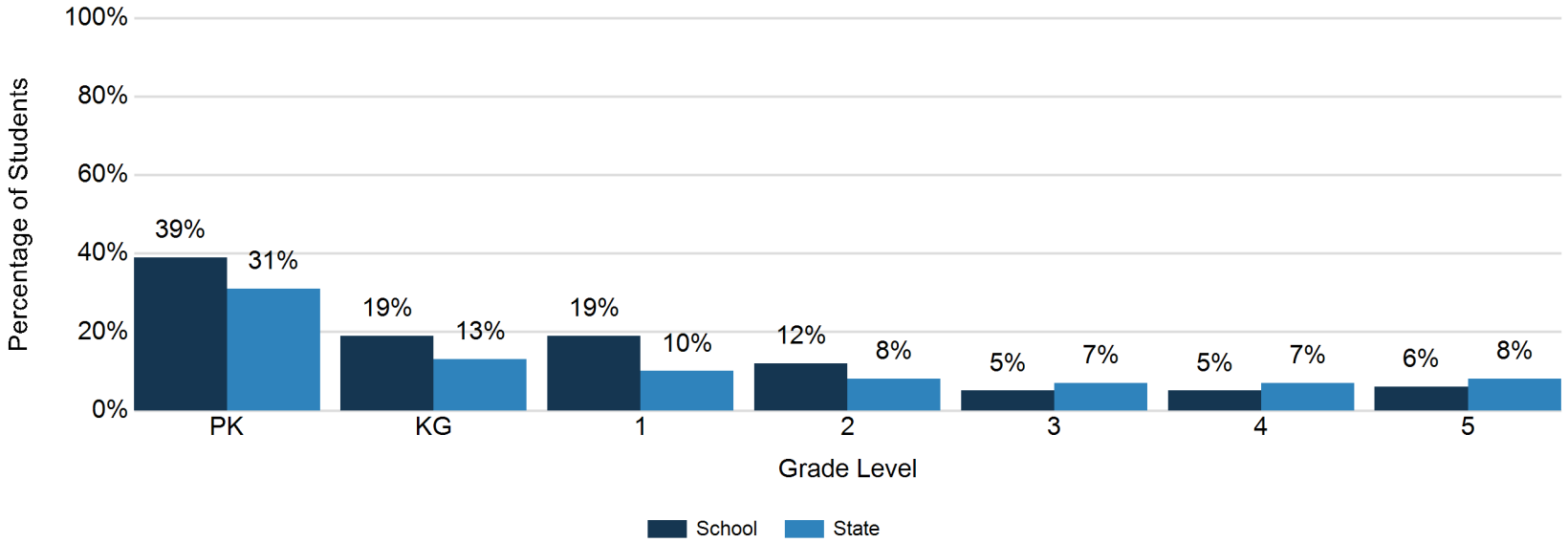
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

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

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 Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	9:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	40.5%	85.7%	N	48.4%	77.1%	54.9%
Male	59.5%	14.3%	N	51.6%	22.9%	45.1%
White	16.6%	71.4%	N	42.4%	83.6%	77.4%
Hispanic	33.7%	18.4%	N	29.9%	7.3%	7.2%
Black or African American	8.0%	6.1%	N	15.0%	6.6%	13.9%
Asian	38.4%	4.1%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	N	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher	63%
Admin	N/A

Master's Degree

Teacher	37%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	N	65.9%	59.7%
Math Proficiency	N	63.4%	54.7%
ELA Growth	N	68	50
Math Growth	N	70	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	89.3%
Chronic Absenteeism	N	18.3%	13.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• School works to follow an inclusive model of education. Staff supports transition of special needs students into general education classrooms to learn with their peers as appropriate. • School celebrates cultural activities such as Diwali • School recognizes the importance of Autism Awareness with special programs throughout the year and during April which is Autism Awareness month.
Mission, Vision, Theme:	The Patricia M. Noonan School Staff, Parents and Community strive to provide a 21st century education in a fully inclusive model where students learn effective strategies that allow them to reach their goals. Through collaborative and appropriate supports, all students can meet challenges and learn to become productive and contributing members of their community.

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Clubs and Activities:	ATC for artistically talented students, Parent trainings for students with autism, parent trainings to support literacy and math development at home

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Before and After School Programs:	Morning Stars before school care from 7 AM, CASPE after school care from 3 to 6 PM available for a fee; Extended day program for 3-5th grade students
Staff and Professional Learning:	The school?s goals PD goals center around Project based learning for K ? 5; Verbal Behavior strategies for students with autism; developing social, literacy and math skills in PK; ways to integrate SWD into general education classrooms.

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Student Supports and Services:	Two ESL teachers to support English acquisition and proficiency for K ? 5 classes. We have 13 self -contained classes for pre-school and primary school students with disabilities/autism. We have ICS for students with an IEP in grades PK ? 5. We have a Reading Recovery Teacher for grade 1 students needing additional support to develop their literacy skills.
Student Health and Wellness:	Free Breakfast and Free, reduced and Full price lunch are available to all students. Students get 20 minutes of recess daily during their lunch period. PK students have outdoor time built into their daily schedule. Two playgrounds are available for students to use. Students with disabilities and K ? 5 students receive gym at least once a week. NJCAP Grant to provide student training to prevent bullying and assault. VPA Kindergarten Social and Emotional Learning Partnership.
Parent and Community Involvement:	Parent Council

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
(17-2390-302)
Grades Offered: PK-05
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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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.

Facilities:	PS #26 is a new school having opened in April of 2017. School is air-conditioned.
School Safety:	NJCAP (Child Assault Prevention) Grant to work with students on preventing bullying and assault.

NJ SCHOOL PERFORMANCE REPORT

Patricia M. Noonan School, PS #26
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School Narrative

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Technology and STEM:	1:1 technology, smartboards in all classrooms, Science and technology labs, media center
Early Childhood Education:	Six preschool disabled classes, two 3 year old classes, five 4 year old classes

NJ SCHOOL PERFORMANCE REPORT

President Barack Obama Elementary School
(17-2390-280)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

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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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Shante Jones
Address	1830 KENNEDY BLVD JERSEY CITY, NJ 07305-2123
Phone Number	201-915-6550
Email Address	sjones@jcboe.org
Website	http://www.jcboe.org/

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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	30	30	44
KG	45	55	44
1	51	37	50
2	45	47	40
3	58	42	51
4	54	48	43
5	69	49	39
6	36	61	41
7	44	37	62
8	35	48	38
Total	467	454	452

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	48.2%	48.0%	51.1%
Male	51.8%	52.0%	48.9%
Economically Disadvantaged Students	79.4%	58.4%	63.1%
Students with Disabilities	16.1%	17.0%	14.4%
English Learners	0.9%	1.3%	0.9%
Homeless Students	1.5%	3.1%	0.0%
Students in Foster Care	1.1%	0.7%	1.1%
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	2.8%	2.0%	2.4%
Hispanic	26.8%	30.4%	32.5%
Black or African American	59.7%	57.3%	55.1%
Asian	8.4%	7.9%	7.7%
Native Hawaiian or Pacific Islander	1.5%	1.5%	1.3%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two or More Races	0.4%	0.4%	0.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	30	30	44
KG - Half Day	0	0	0
KG - Full Day	45	55	44

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	81.6%
Spanish	11.1%
Tagalog	2.2%
English, Old (ca.450-1100)	1.1%
Other Languages	4.0%

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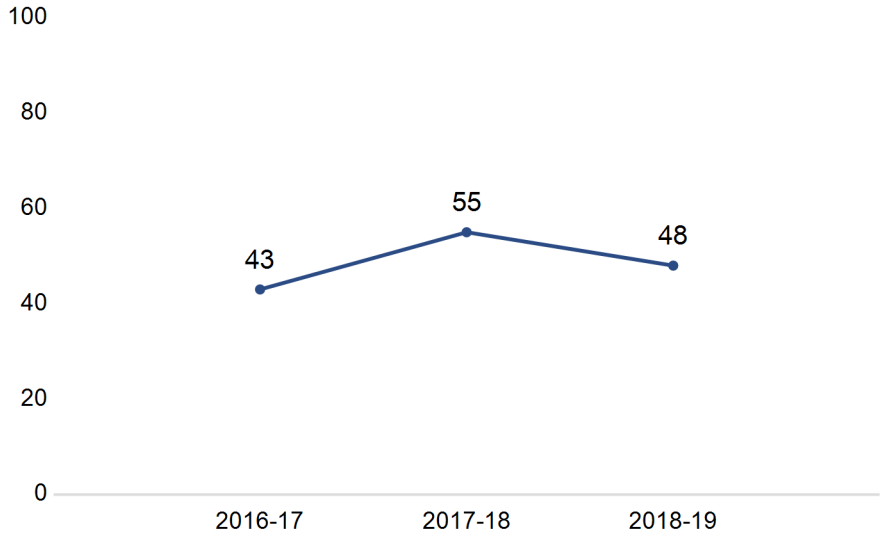
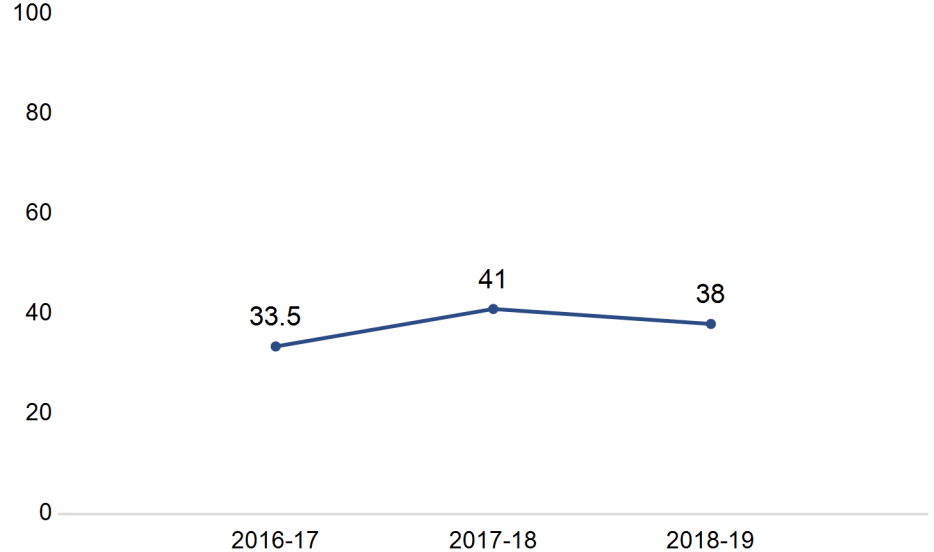
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	55	48	33.5	41	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	52	50	Met Standard	38	46	50	Not Met
White	*	57	50	**	*	52	52	**
Hispanic	48	50	49	Met Standard	36.5	45	47	Not Met
Black or African American	48	48	45	Met Standard	34	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	75	61	59	**	58	58	60	**
American Indian or Alaska Native	*	77	56	**	*	42	51.5	**
Two or More Races	N	55	49	**	N	53	52	**
Female	48	55	53	N	37	45	50	N
Male	48	50	47	N	39.5	48	51	N
Economically Disadvantaged Students	52	52	48	Met Standard	44.5	45	46	Met Standard
Students with Disabilities	57	41	43	Met Standard	37	42	45	Not Met
English Learners	46	55	52	**	47.5	50	50	Met Standard
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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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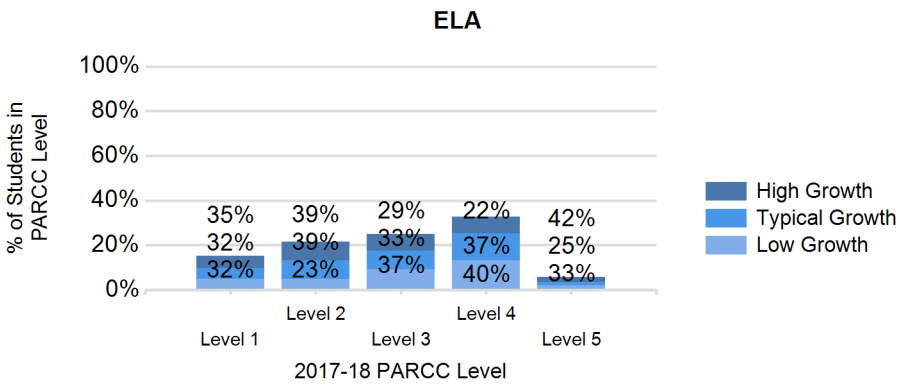
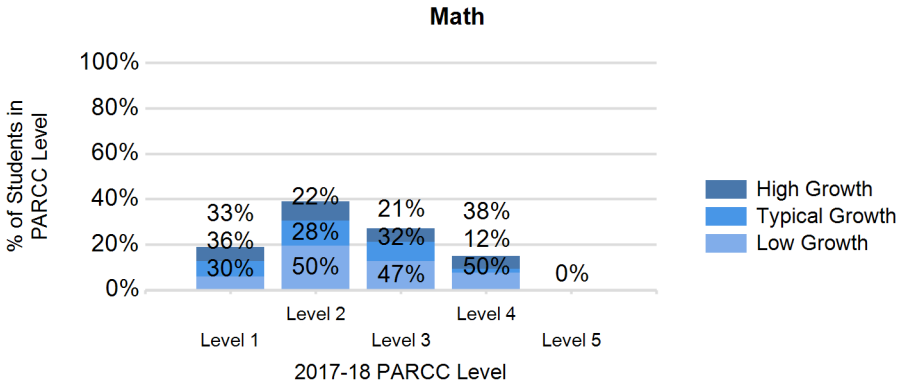
Student Growth by Performance Level

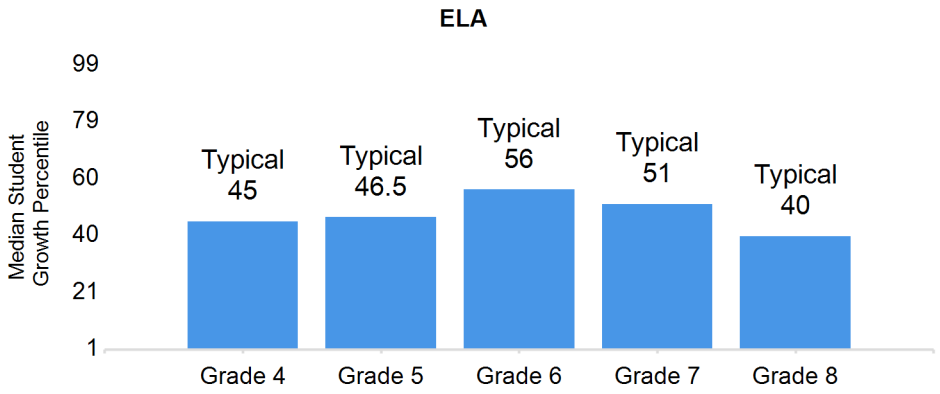
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

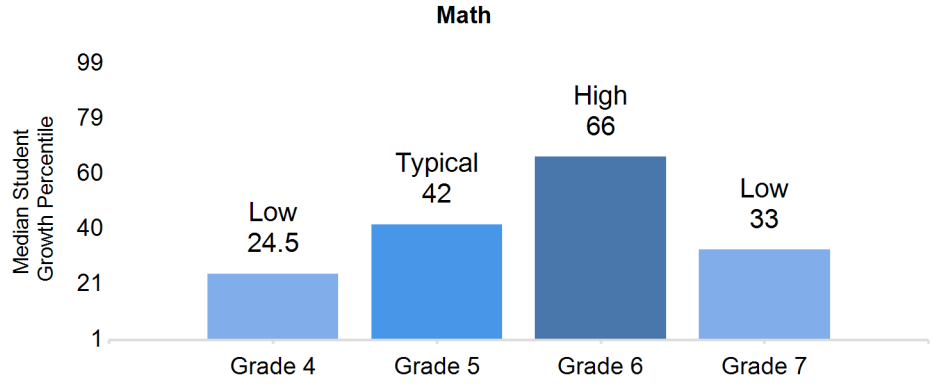




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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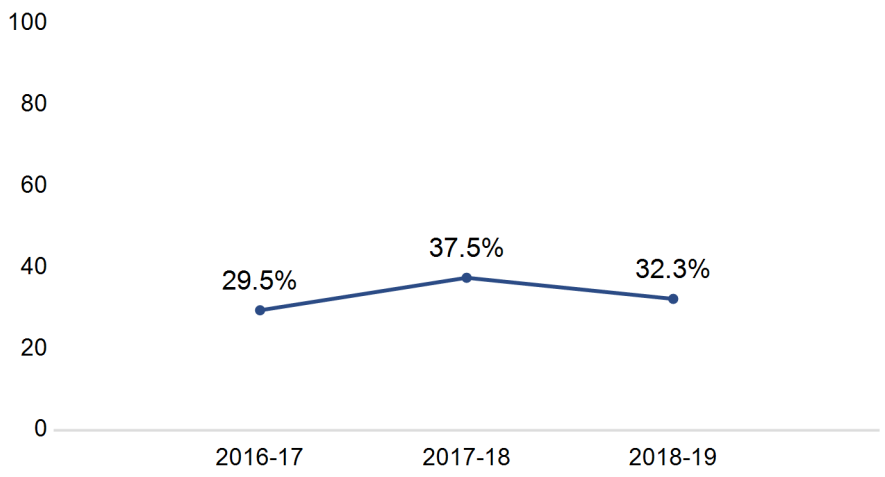
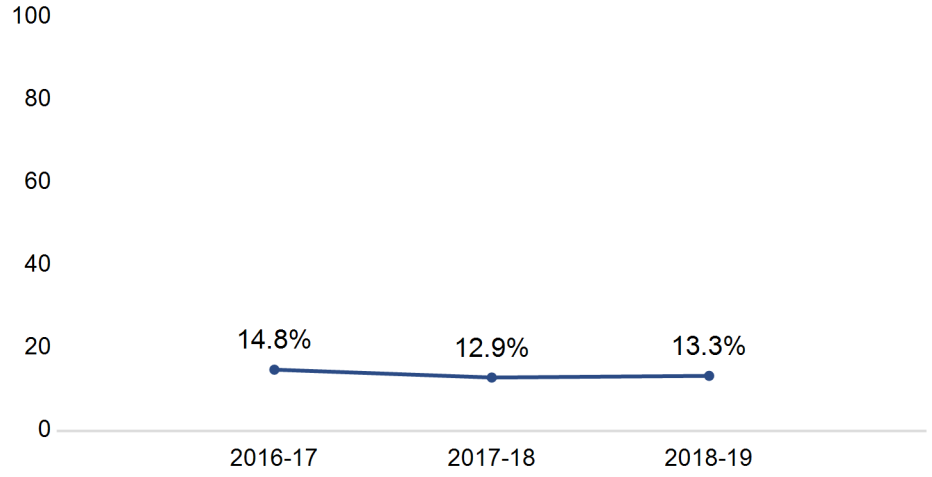
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	98.1%	97.5%	99.1%	97.8%	97.6%
Proficiency Rate for Federal Accountability	29.5%	37.5%	32.3%	14.8%	12.9%	13.3%
Annual Target	26.9%	29.7%	32.5%	17.6%	20.9%	24.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	294	97.5	32.3	49.7	57.9	32.3	32.5	Met Target†
White	*	*	*	55.9	66.9	*	**	**
Hispanic	90	97.0	32.2	46.4	43.9	32.2	36.2	Met Target†
Black or African American	166	98.3	30.7	34.3	38.5	30.7	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	52.0	77.0	82.9	52.0	54.5	Met Target†
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	148	99.4	41.9	55.2	64.8	41.9		
Male	146	95.7	22.6	44.5	51.3	22.6		
Economically Disadvantaged Students	174	97.9	29.9	45.3	40.0	29.9	32.8	Met Target†
Non-Economically Disadvantaged Students	120	97.0	35.8	56.3	67.9	35.8		
Students with Disabilities	66	93.6	15.2	14.4	22.7	15.2	14.6	Met Target
Students without Disabilities	228	98.8	37.3	56.2	65.1	37.3		
English Learners	23	96.2	17.4	16.0	29.3	17.4	8.1	Met Target
Non-English Learners	271	97.6	33.6	53.6	60.6	33.6		
Homeless Students	16	100.0	25.0	31.1	29.1	25.0		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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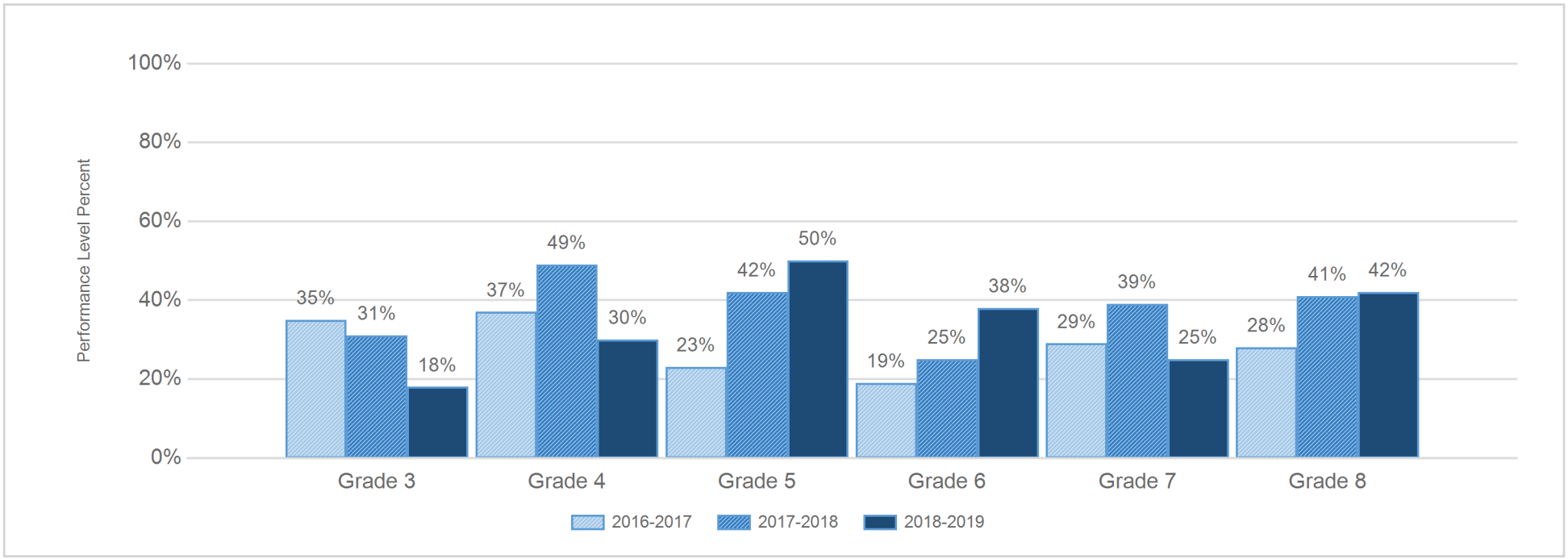
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	721	746	748	33%	22%	27%	*	*	18%	50%
White	N	N	749	757	N	N	N	N	N	N	60%
Hispanic	12	711	739	734	*	*	*	*	*	17%	36%
Black or African American	33	724	730	731	*	*	30%	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	23	730	*	753	*	*	*	*	*	22%	55%
Male	26	712	*	743	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	36	715	735	731	*	*	*	*	*	14%	33%
Non-Economically Disadvantaged Students	13	737	762	759	*	*	*	*	*	31%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	736	753	755	*	30%	30%	*	*	30%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	20	733	748	743	*	*	*	*	*	30%	44%
Black or African American	28	738	740	739	*	*	36%	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	31	742	757	760	*	*	*	*	*	32%	62%
Male	22	728	749	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	27	738	*	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	26	734	*	765	*	*	*	*	*	27%	69%
Students with Disabilities	10	712	712	725	*	*	0%	*	*	20%	25%
Students without Disabilities	43	741	759	761	*	*	37%	*	*	33%	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

President Barack Obama Elementary School
(17-2390-280)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	750	748	756	*	*	28%	*	*	50%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	17	754	745	743	*	*	*	*	*	53%	44%
Black or African American	22	743	733	739	*	*	*	45%	0%	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	755	754	761	*	*	*	*	*	56%	64%
Male	19	741	742	750	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	26	753	744	740	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	20	746	755	766	*	*	*	*	*	40%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	738	748	754	*	*	31%	*	*	38%	56%
White	N	N	756	762	N	N	N	N	N	N	65%
Hispanic	14	727	745	743	*	*	*	*	*	36%	43%
Black or African American	21	735	730	738	*	*	*	*	*	29%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	20	744	*	762	*	*	*	*	*	50%	64%
Male	22	733	*	748	*	*	*	*	*	27%	48%
Economically Disadvantaged Students	20	743	*	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	22	735	755	763	*	*	*	*	*	32%	67%
Students with Disabilities	10	706	708	722	*	*	*	*	*	*	19%
Students without Disabilities	32	748	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	730	755	761	17%	25%	33%	25%	0%	25%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	19	725	751	747	*	*	*	*	*	26%	50%
Black or African American	37	733	740	741	*	*	41%	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	32	739	762	769	*	*	*	*	*	*	71%
Male	32	722	748	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	38	728	*	743	*	*	29%	*	*	24%	45%
Non-Economically Disadvantaged Students	26	734	*	771	*	*	38%	*	*	27%	73%
Students with Disabilities	16	705	706	720	*	*	*	*	*	*	22%
Students without Disabilities	48	738	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	733	751	762	*	*	*	42%	0%	42%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	25	734	739	741	*	*	*	48%	0%	48%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	22	750	760	771	*	*	*	*	*	64%	71%
Male	16	709	*	753	*	*	*	*	*	13%	55%
Economically Disadvantaged Students	18	723	747	743	*	*	*	*	*	22%	45%
Non-Economically Disadvantaged Students	20	741	758	772	*	*	*	*	*	60%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	N	N	706	708	N	N	N	N	N	N	12%
Non-English Learners	38	733	756	764	*	*	*	42%	0%	42%	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	300	97.6	13.3	33.6	44.5	13.3	24.2	Not Met
White	11	85.7	*	45.3	54.1	*	**	**
Hispanic	94	97.2	16.0	27.2	28.8	16.0	25.1	Not Met
Black or African American	166	98.3	*	16.7	23.0	*	21.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	100.0	40.0	64.6	76.5	40.0	35.9	Met Target
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	152	99.4	13.8	34.0	44.9	13.8		
Male	148	95.8	12.8	33.3	44.2	12.8		
Economically Disadvantaged Students	179	97.9	14.5	29.3	26.3	14.5	24.5	Not Met
Non-Economically Disadvantaged Students	121	97.1	11.6	39.8	54.9	11.6		
Students with Disabilities	66	93.6	*	*	17.4	*	17	Not Met
Students without Disabilities	234	98.8	*	*	50.0	*		
English Learners	29	97.1	10.3	16.0	25.0	10.3	11.6	Met Target†
Non-English Learners	271	97.6	13.7	36.0	46.5	13.7		
Homeless Students	16	100.0	12.5	14.1	17.1	12.5		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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President Barack Obama Elementary School
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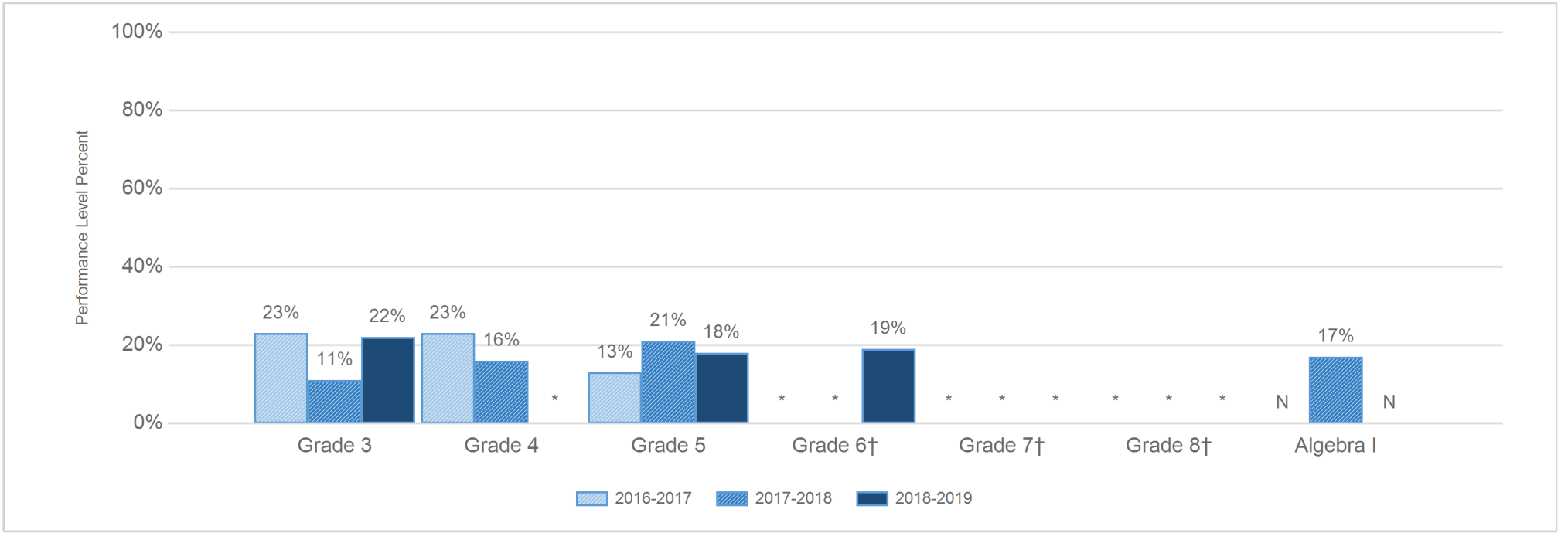
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	726	747	752	20%	33%	25%	22%	0%	22%	55%
White	N	N	755	760	N	N	N	N	N	N	66%
Hispanic	14	732	740	739	*	*	*	*	*	29%	40%
Black or African American	33	721	730	735	*	33%	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	25	725	*	751	*	*	*	*	*	16%	54%
Male	26	726	*	752	*	*	*	*	*	27%	56%
Economically Disadvantaged Students	37	721	738	737	*	*	*	*	*	16%	37%
Non-Economically Disadvantaged Students	14	738	759	761	*	*	*	*	*	36%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	710	740	749	*	*	*	*	*	*	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	20	714	735	737	*	65%	*	*	*	10%	36%
Black or African American	28	706	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	709	739	749	*	*	*	*	*	*	50%
Male	22	710	741	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	28	709	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	26	710	*	759	*	*	*	*	*	*	63%
Students with Disabilities	10	699	714	726	*	*	*	*	*	*	25%
Students without Disabilities	44	712	744	754	*	*	*	*	*	*	56%
English Learners	10	708	723	722	*	*	*	*	*	*	18%
Non-English Learners	44	710	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	726	736	747	*	35%	29%	*	*	18%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	18	730	733	735	*	*	*	*	*	22%	30%
Black or African American	23	720	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	28	731	737	747	*	*	*	*	*	25%	47%
Male	21	720	736	747	*	*	*	*	*	10%	47%
Economically Disadvantaged Students	29	727	732	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	20	725	742	757	*	*	*	*	*	15%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	720	731	741	*	43%	*	*	*	19%	41%
White	N	N	743	749	N	N	N	N	N	N	51%
Hispanic	14	716	726	729	*	*	*	*	*	*	24%
Black or African American	21	715	713	722	*	52%	*	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	20	722	*	742	*	*	*	*	*	20%	42%
Male	22	719	*	740	*	*	*	*	*	18%	40%
Economically Disadvantaged Students	20	724	*	726	*	*	*	*	*	25%	21%
Non-Economically Disadvantaged Students	22	717	738	750	*	*	*	*	*	14%	53%
Students with Disabilities	10	702	703	716	*	*	*	*	*	*	12%
Students without Disabilities	32	726	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

President Barack Obama Elementary School
(17-2390-280)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	712	737	744	*	*	*	*	*	*	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	20	711	732	733	*	*	*	*	*	15%	26%
Black or African American	37	713	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	32	714	*	744	*	*	*	*	*	*	42%
Male	33	710	736	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	39	711	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	26	714	*	751	*	*	*	*	*	*	53%
Students with Disabilities	16	698	708	718	*	*	*	*	*	*	13%
Students without Disabilities	49	717	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	700	712	728	*	*	*	*	*	*	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	10	695	712	722	*	*	*	*	*	*	22%
Black or African American	25	705	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	729	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	22	712	716	731	*	*	*	*	*	*	31%
Male	17	684	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	19	695	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	705	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	729	744	N	N	N	N	N	N	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	N	N	724	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	755	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	730	745	N	N	N	N	N	N	44%
Male	N	N	729	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	728	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	732	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	732	748	N	N	N	N	N	N	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	N	N	734	745	N	N	N	N	N	N	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	10	10
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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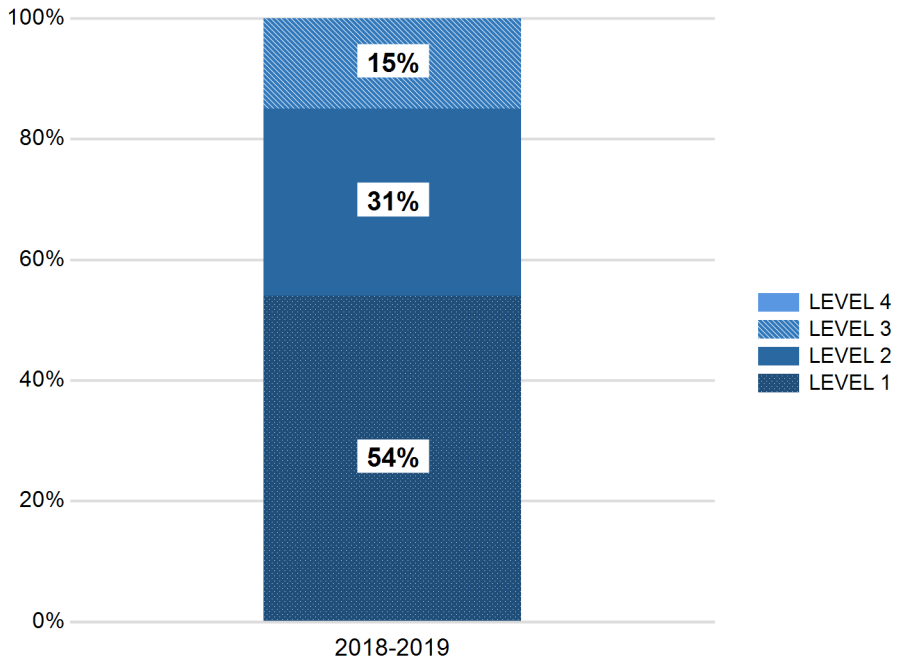
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	54	31	15	0
White	*	*	*	*
Hispanic	44	44	11	0
Black or African American	64	23	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	48	33	19	0
Male	62	29	10	0
Economically Disadvantaged Students	55	31	14	0
Non-Economically Disadvantaged Students	53	32	16	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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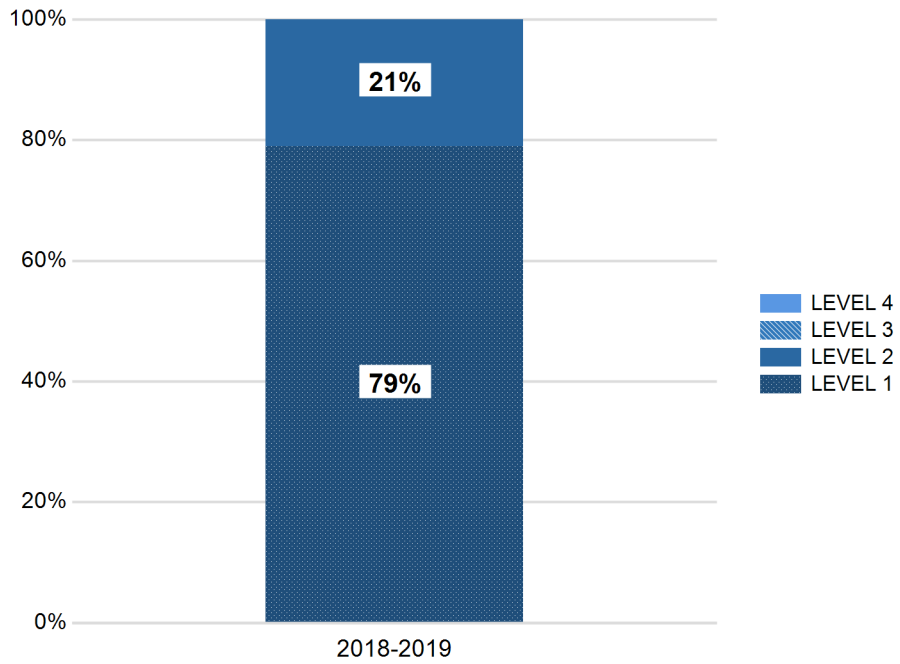
NJSLA Science Assessment: Grade 8 Summary

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	79	21	0	0
White	*	*	*	*
Hispanic	70	30	0	0
Black or African American	83	17	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	83	17	0	0
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	38
7	0	0	56
8	0	0	37
Total	0	0	131

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	40
7	0	0	0	0	0	0	57
8	0	0	0	0	0	0	37
Total	0	0	0	0	0	0	134

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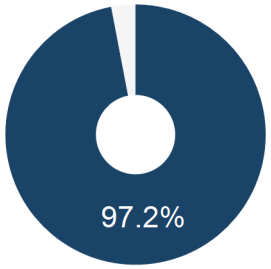
Visual and Performing Arts – Course Participation

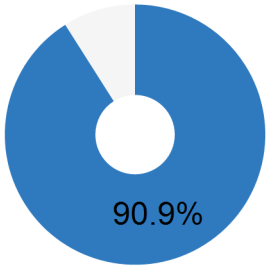
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

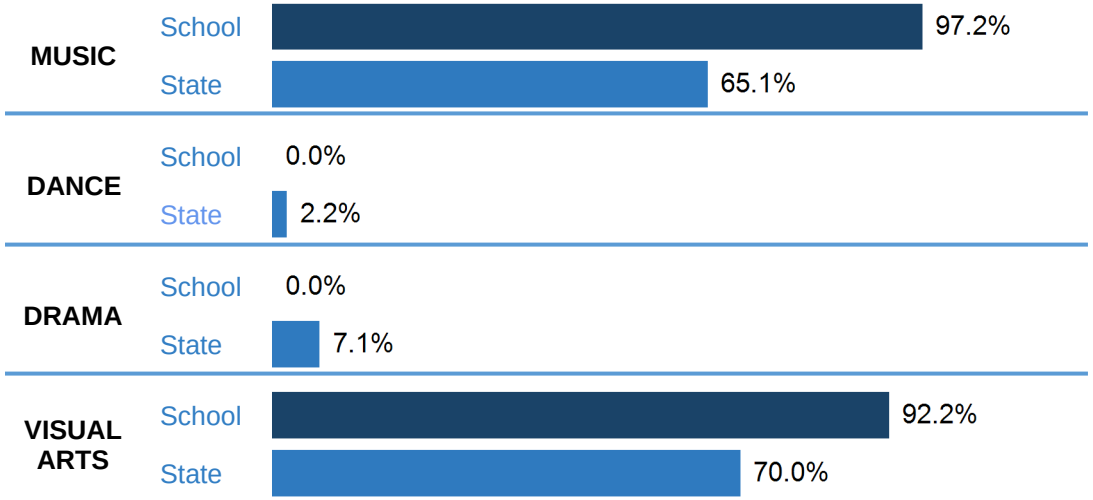


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

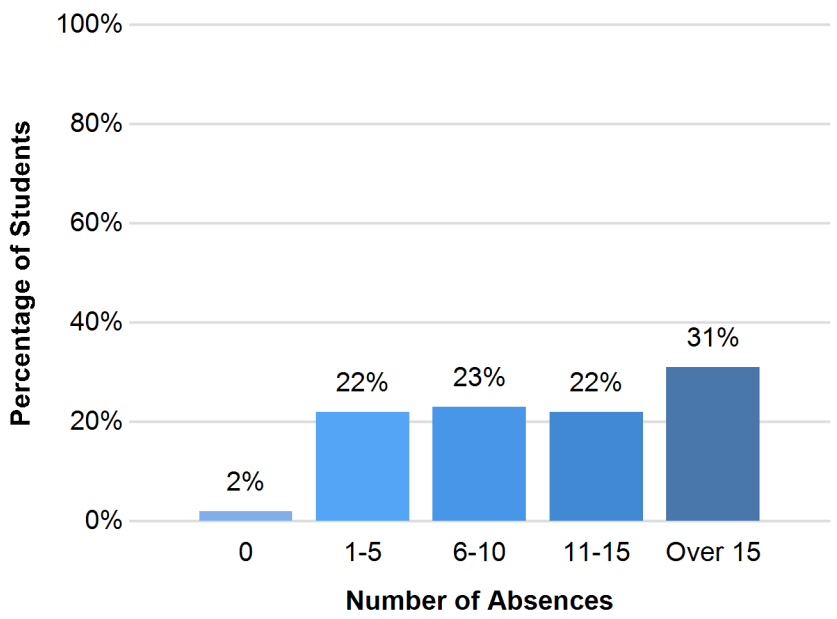
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	119	26.6	9.0	Not Met
White	5	31.3	**	**
Hispanic	43	27.0	9.0	Not Met
Black or African American	67	28.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	3	8.3	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	53	23.6		
Male	66	29.6		
Economically Disadvantaged Students	91	31.1	9.0	Not Met
Students with Disabilities	20	28.6	9.0	Not Met
English Learners	9	18.4	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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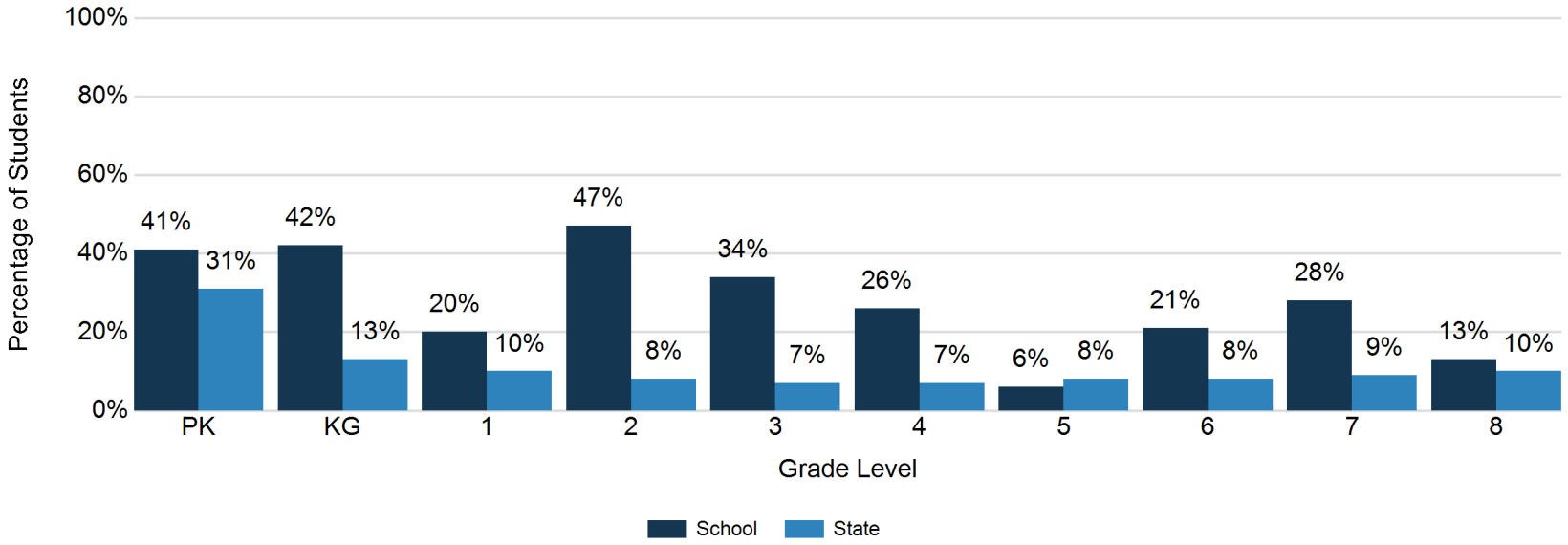
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

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

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	88.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	452:1	226:1
Teachers to Administrators	43:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

NJ SCHOOL PERFORMANCE REPORT

President Barack Obama Elementary School
(17-2390-280)
Grades Offered: PK-08
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 district-level 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	79.1%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	20.9%	0.0%	51.6%	22.9%	45.1%
White	2.4%	48.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	32.5%	25.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	55.1%	25.6%	100.0%	15.0%	6.6%	13.9%
Asian	7.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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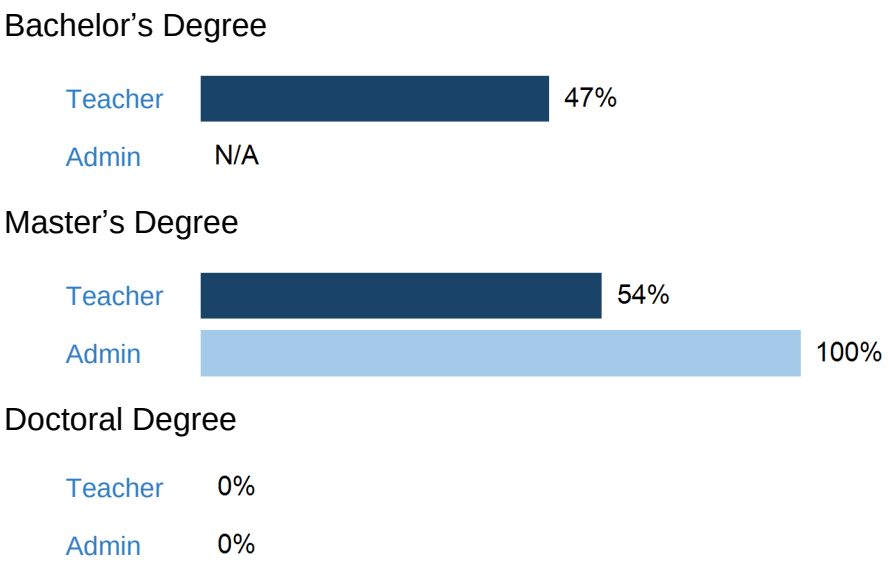
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.2%

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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	29.5%	37.5%	32.3%
Math Proficiency	14.8%	12.9%	13.3%
ELA Growth	43	55	48
Math Growth	34	41	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	19.8%	25.2%	26.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	**	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	The mission of the President Barack Obama Community School #34 is to nourish the minds of our students in order to prepare them for college and career readiness in an environment that is respectful, supportive and disciplined. All students will learn to adapt to an ever-changing society academically and socially in preparation to achieve their future goals!

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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.

Before and After School Programs:	. 21st Century STEM Grant in conjunction with Liberty Science Center. We have an afterschool program that services students in Grades 3 through 8 from 3:00pm until 6:00 pm daily. .CASPER Afterschool Program - Daily 2:45 - 6:00 p.m. - Grades K-5

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Student Supports and Services:	SWD - Inclusion, Self -contained Autistic Classes
Student Health and Wellness:	Our school is the recipient of the Fresh Fruit and Vegetable Grant - FFVP. As a result of this grant, all students have the opportunity to learn about healthy eating and sample a variety of fruits and vegetable twice a week. .Our students in grades 4 and 5 also have the opportunity to participate in healthy cooking classes sponsored by NJ SNAP-Ed /NJ Food Bank.
Parent and Community Involvement:	.PS #34 was designated a Community School in 2018. We now receive support from the Center for Supportive Schools (CSS)in fostering a community-based school environment. A Community Coordinator works with the school to build meaningful community and parent relationships. .In addition, the school has an active Parents' Council which helps to foster parent involvement in the school.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Technology and STEM:	Our school is the recipient of a 21st Century STEM Grant in conjunction with Liberty Science Center. We have an afterschool program that services students in Grades 3 through 8 from 3:00pm until 6:00 pm daily.
Early Childhood Education:	Full Day - 3 classes of 15 students each. Students are not bused to our school.

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-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:

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
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Grades Offered: PK-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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Derek Stanton
Address	158 ERIE ST JERSEY CITY, NJ 07302-1718
Phone Number	201-714-4390
Email Address	dstanton@jcboe.org
Website	http://www.corderoschool.weebly.com

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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	180	178	172
KG	81	79	85
1	67	75	71
2	62	60	71
3	83	73	86
4	72	84	67
5	57	76	87
6	67	57	65
7	64	67	55
8	66	65	64
Total	799	814	823

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	49.6%	48.3%	47.8%
Male	50.4%	51.7%	52.2%
Economically Disadvantaged Students	42.4%	40.9%	40.9%
Students with Disabilities	15.4%	15.6%	14.9%
English Learners	0.4%	0.6%	1.2%
Homeless Students	1.5%	1.4%	0.0%
Students in Foster Care	0.3%	0.4%	0.2%
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	16.3%	17.4%	16.6%
Hispanic	41.6%	40.2%	38.8%
Black or African American	21.7%	21.0%	20.7%
Asian	16.5%	17.4%	19.4%
Native Hawaiian or Pacific Islander	1.1%	0.6%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	3.3%	3.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	180	178	172
KG - Half Day	0	0	0
KG - Full Day	81	79	85

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	73.1%
Spanish	11.5%
Uncoded languages	3.8%
Hindi	3.6%
Other Languages	7.9%

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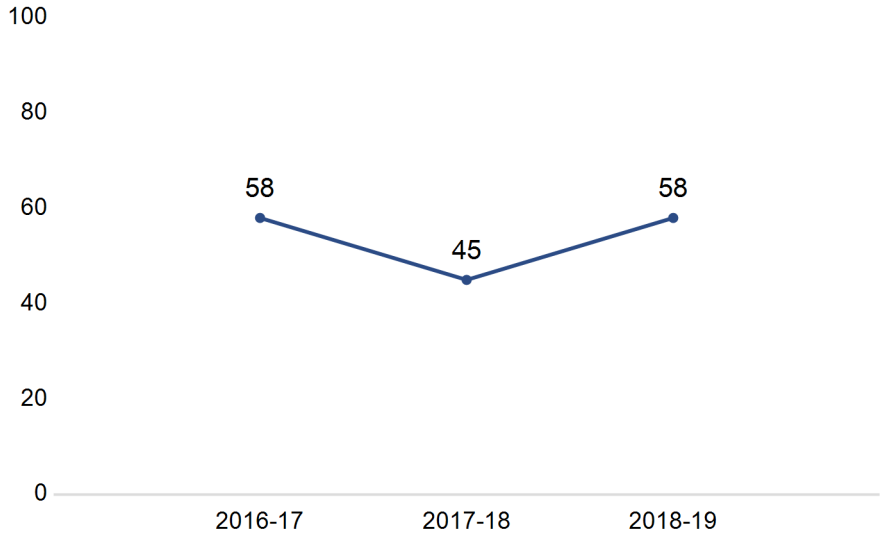
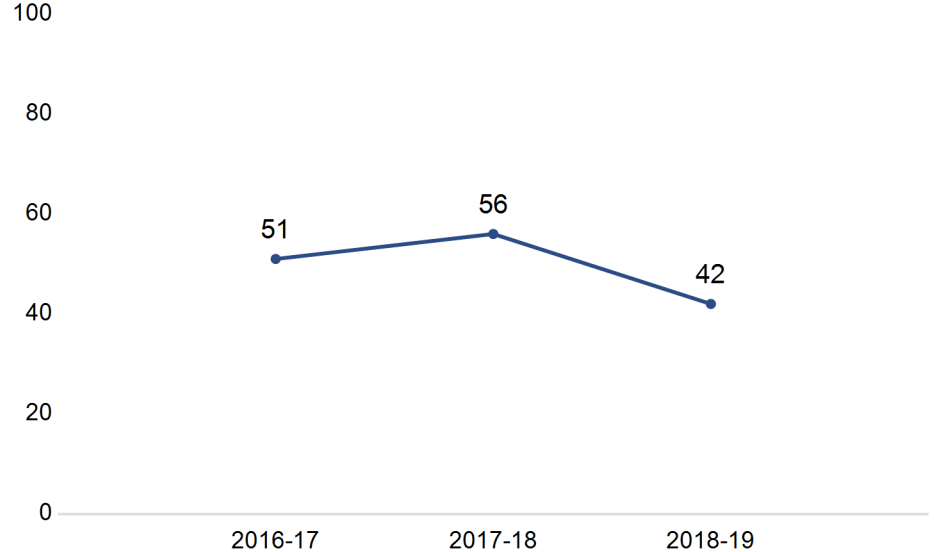
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	45	58	51	56	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58	52	50	Met Standard	42	46	50	Met Standard
White	57.5	57	50	Met Standard	39	52	52	Not Met
Hispanic	57	50	49	Met Standard	46	45	47	Met Standard
Black or African American	57	48	45	Met Standard	35	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	61	59	**	50.5	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	63	55	53	N	43	45	50	N
Male	55	50	47	N	41	48	51	N
Economically Disadvantaged Students	56.5	52	48	Met Standard	41.5	45	46	Met Standard
Students with Disabilities	56.5	41	43	Met Standard	25	42	45	Not Met
English Learners	*	55	52	**	*	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

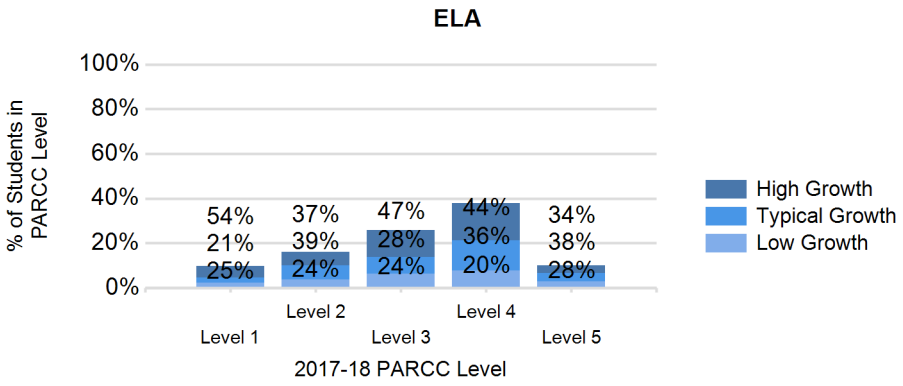
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

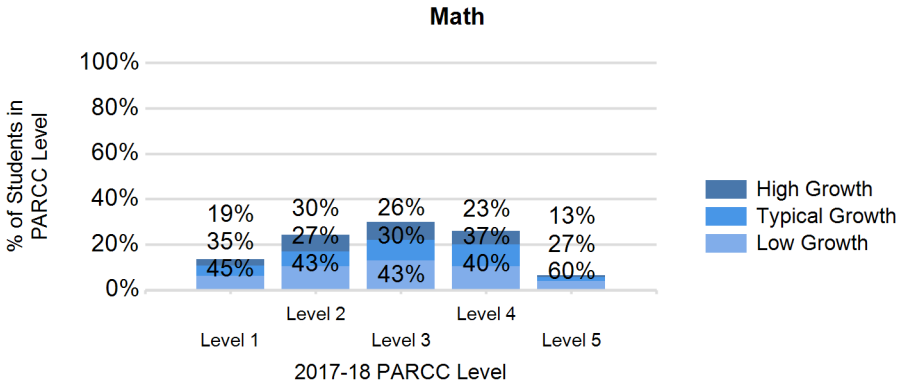
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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 by Performance Level

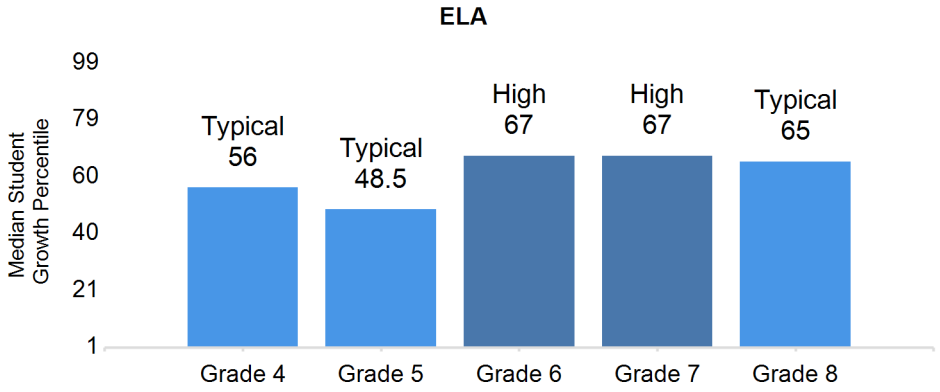
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

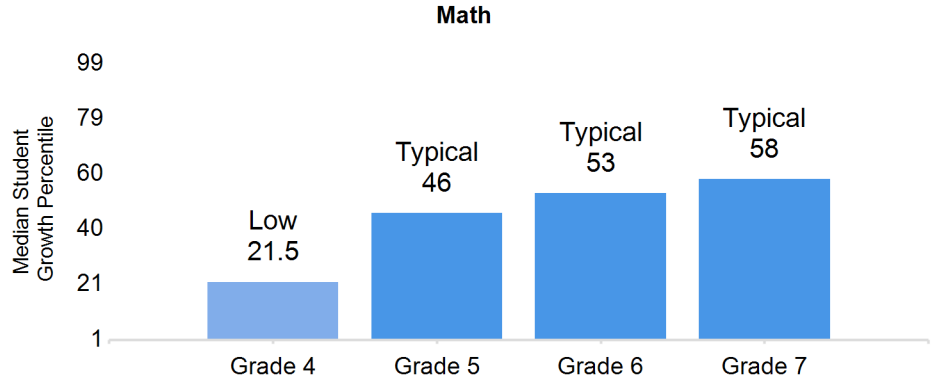




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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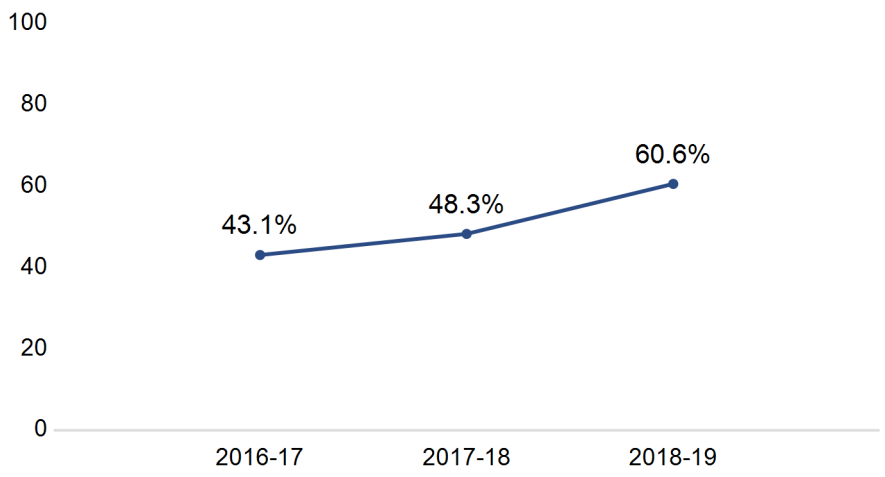
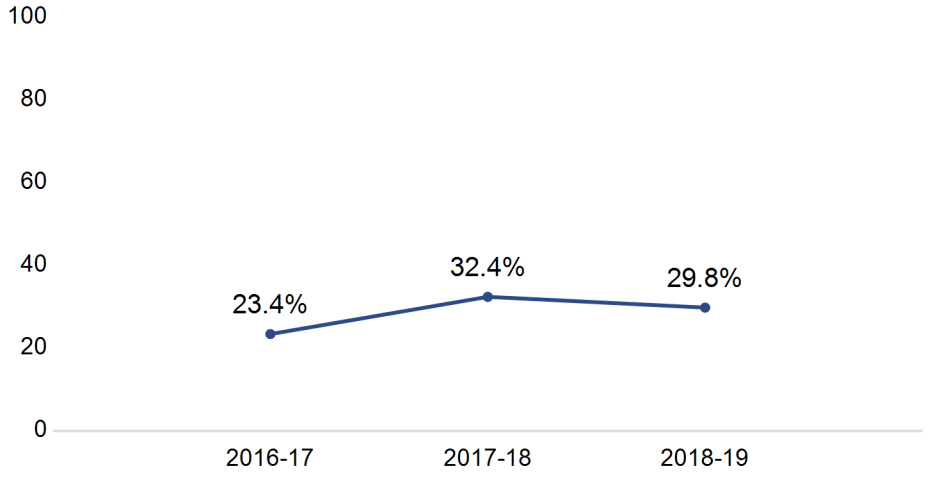
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	97.3%	97.3%	98.8%	97.3%	97.4%
Proficiency Rate for Federal Accountability	43.1%	48.3%	60.6%	23.4%	32.4%	29.8%
Annual Target	36.1%	38.4%	40.7%	24.1%	27.1%	30.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	391	97.3	60.6	49.7	57.9	60.6	40.7	Met Target
White	47	98.0	80.9	55.9	66.9	80.9	57.2	Met Goal
Hispanic	196	98.0	57.7	46.4	43.9	57.7	36.4	Met Target
Black or African American	107	94.8	44.9	34.3	38.5	44.9	30.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	100.0	93.3	77.0	82.9	93.3	75.2	Met Goal
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	11	100.0	90.9	67.7	64.4	90.9	**	**
Female	186	98.0	66.7	55.2	64.8	66.7		
Male	205	96.7	55.1	44.5	51.3	55.1		
Economically Disadvantaged Students	198	97.6	47.5	45.3	40.0	47.5	32.5	Met Target
Non-Economically Disadvantaged Students	193	97.1	74.1	56.3	67.9	74.1		
Students with Disabilities	58	92.4	34.5	14.4	22.7	34.0	29.9	Met Target
Students without Disabilities	333	98.3	65.2	56.2	65.1	65.2		
English Learners	*	*	*	16.0	29.3	*	**	**
Non-English Learners	*	*	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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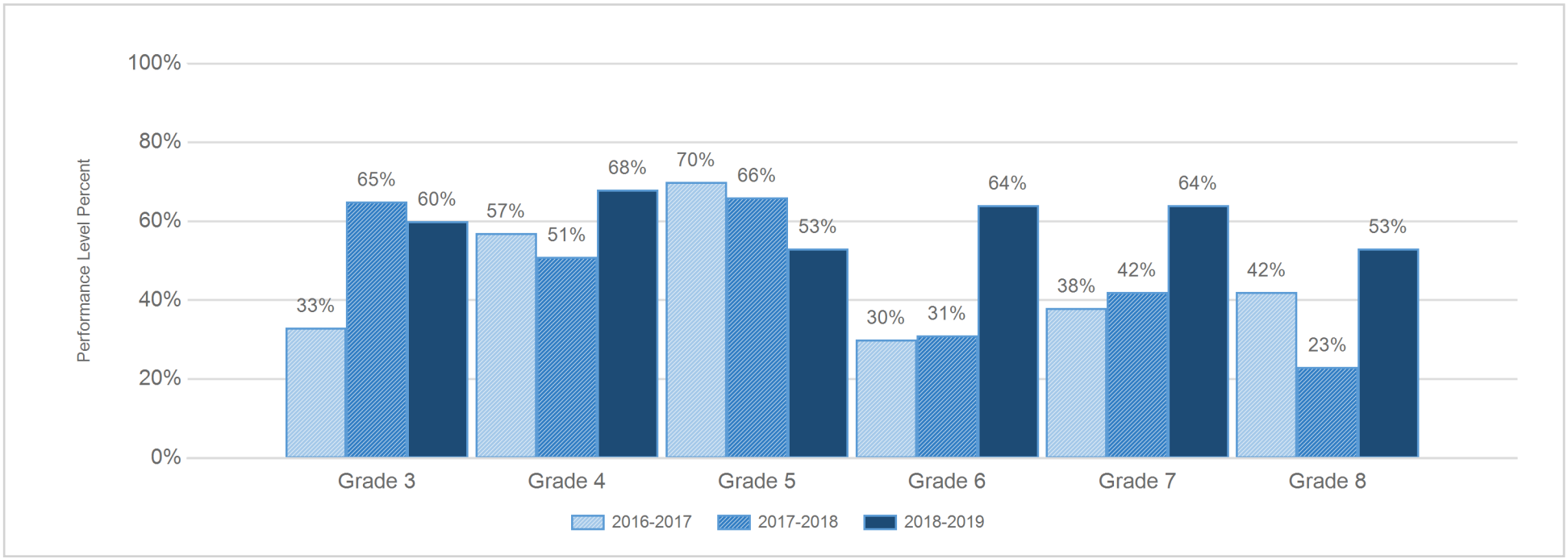
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	751	746	748	16%	*	*	*	*	60%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	39	740	739	734	*	*	*	*	*	54%	36%
Black or African American	11	723	730	731	*	*	*	*	*	27%	33%
Asian, Native Hawaiian, or Pacific Islander	10	789	780	773	0%	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	34	765	*	753	*	*	*	*	*	74%	55%
Male	36	739	*	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	31	723	735	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	39	774	762	759	*	*	*	*	*	79%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-300)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	764	753	755	*	*	16%	40%	29%	68%	57%
White	14	791	760	763	0%	0%	*	*	*	93%	67%
Hispanic	25	762	748	743	*	*	*	*	*	64%	44%
Black or African American	17	733	740	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	34	773	757	760	*	*	*	*	*	76%	62%
Male	29	754	749	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	25	743	*	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	38	778	*	765	*	*	*	*	*	76%	69%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	N	N	727	720	N	N	N	N	N	N	17%
Non-English Learners	63	764	757	758	*	*	16%	40%	29%	68%	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	748	748	756	*	22%	18%	*	*	53%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	37	743	745	743	*	*	*	49%	0%	49%	44%
Black or African American	22	740	733	739	*	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	45	754	754	761	*	*	*	*	*	56%	64%
Male	32	739	742	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	47	740	744	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	30	759	755	766	*	*	*	*	*	70%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	759	748	754	*	*	*	44%	20%	64%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	33	765	745	743	*	*	*	*	*	67%	43%
Black or African American	17	746	730	738	*	*	*	*	*	53%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	33	768	*	762	*	*	*	*	*	64%	64%
Male	26	749	*	748	*	*	*	*	*	65%	48%
Economically Disadvantaged Students	28	756	*	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	31	763	755	763	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	59	759	751	756	*	*	*	44%	20%	64%	*
Homeless Students	N	N	731	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	760	755	761	*	*	28%	40%	23%	64%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	22	763	751	747	0%	0%	*	*	*	68%	50%
Black or African American	19	749	740	741	*	*	*	*	*	53%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	24	769	762	769	*	*	*	*	*	67%	71%
Male	23	751	748	753	*	*	*	*	*	61%	55%
Economically Disadvantaged Students	25	752	*	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	22	769	*	771	*	*	*	*	*	77%	73%
Students with Disabilities	*	*	706	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	769	*	*	*	*	*	*	71%
English Learners	N	N	715	706	N	N	N	N	N	N	12%
Non-English Learners	47	760	758	763	*	*	28%	40%	23%	64%	65%
Homeless Students	N	N	744	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	757	751	762	*	*	38%	*	*	53%	63%
White	*	*	755	770	*	*	*	*	*	*	72%
Hispanic	31	751	746	747	0%	*	48%	*	*	42%	49%
Black or African American	19	753	739	741	*	0%	*	53%	0%	53%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	18	765	760	771	*	*	*	*	*	61%	71%
Male	40	754	*	753	*	*	*	*	*	50%	55%
Economically Disadvantaged Students	29	749	747	743	*	*	41%	*	*	45%	45%
Non-Economically Disadvantaged Students	29	766	758	772	*	*	34%	*	*	62%	72%
Students with Disabilities	*	*	711	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-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 - 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	393	97.4	29.8	33.6	44.5	29.8	30	Met Target†
White	47	98.0	48.9	45.3	54.1	48.9	40.9	Met Target
Hispanic	198	98.1	25.3	27.2	28.8	25.3	23.7	Met Target
Black or African American	107	94.8	12.1	16.7	23.0	12.1	20.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	100.0	83.3	64.6	76.5	83.3	75.2	Met Goal
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	11	100.0	54.5	58.5	53.3	54.5	**	**
Female	187	98.0	31.6	34.0	44.9	31.6		
Male	206	96.8	28.2	33.3	44.2	28.2		
Economically Disadvantaged Students	200	97.6	19.5	29.3	26.3	19.5	21.6	Met Target†
Non-Economically Disadvantaged Students	193	97.1	40.4	39.8	54.9	40.4		
Students with Disabilities	59	92.5	18.6	*	17.4	18.3	27.2	Not Met
Students without Disabilities	334	98.3	31.7	*	50.0	31.7		
English Learners	*	*	*	16.0	25.0	*	**	**
Non-English Learners	*	*	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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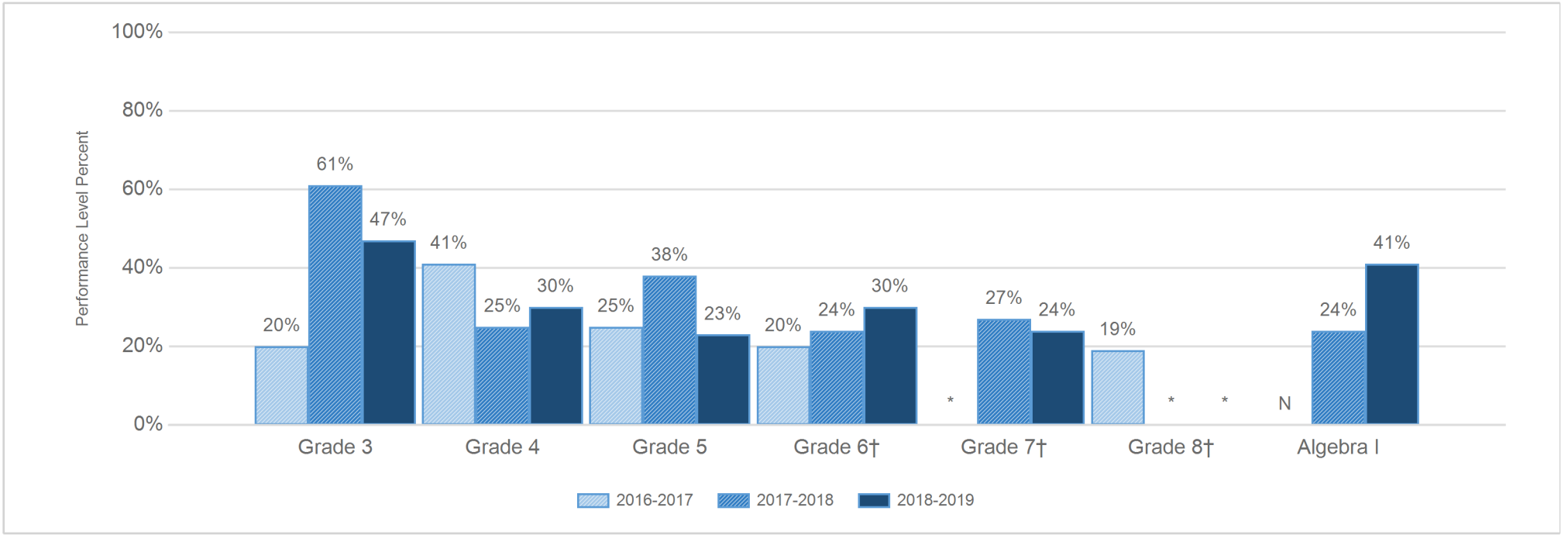
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	744	747	752	17%	14%	21%	*	*	47%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	39	732	740	739	*	*	33%	*	*	28%	40%
Black or African American	11	723	730	735	*	*	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	10	786	779	778	0%	*	0%	*	*	90%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	34	750	*	751	*	*	*	*	*	44%	54%
Male	36	739	*	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	31	723	738	737	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	39	761	759	761	*	*	*	*	*	67%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	738	740	749	*	21%	35%	*	*	30%	51%
White	14	764	748	757	0%	0%	*	*	*	50%	62%
Hispanic	25	729	735	737	*	40%	40%	*	*	16%	36%
Black or African American	17	713	723	731	*	*	*	*	*	12%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	34	740	739	749	*	*	*	*	*	29%	50%
Male	29	735	741	749	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	25	720	*	734	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	38	750	*	759	*	*	*	*	*	37%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	63	738	743	751	*	21%	35%	*	*	30%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	729	736	747	*	44%	21%	*	*	23%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	37	724	733	735	*	59%	*	*	*	16%	30%
Black or African American	22	716	721	729	*	45%	*	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	45	733	737	747	*	40%	*	*	*	31%	47%
Male	32	722	736	747	*	50%	*	*	*	13%	47%
Economically Disadvantaged Students	47	720	732	732	*	51%	*	*	*	13%	27%
Non-Economically Disadvantaged Students	30	743	742	757	*	33%	*	*	*	40%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	726	731	741	20%	21%	30%	30%	0%	30%	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	34	729	726	729	*	*	35%	35%	0%	35%	24%
Black or African American	17	714	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	726	*	742	*	*	*	*	*	30%	42%
Male	28	727	*	740	*	*	*	*	*	29%	40%
Economically Disadvantaged Students	30	721	*	726	*	*	*	*	*	27%	21%
Non-Economically Disadvantaged Students	31	731	738	750	*	*	*	*	*	32%	53%
Students with Disabilities	*	*	703	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	733	737	744	*	39%	35%	*	*	24%	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	24	739	732	733	0%	*	*	*	*	33%	26%
Black or African American	19	724	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	26	734	*	744	*	*	*	*	*	27%	42%
Male	23	732	736	743	*	*	*	*	*	22%	42%
Economically Disadvantaged Students	26	730	734	731	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	23	737	*	751	*	*	*	*	*	30%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	N	N	726	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	706	712	728	*	*	*	*	*	*	29%
White	*	*	718	737	*	*	*	*	*	*	38%
Hispanic	22	706	712	722	*	*	*	*	*	*	22%
Black or African American	12	703	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	12	708	716	731	*	*	*	*	*	*	31%
Male	25	706	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	20	704	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	17	710	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	748	729	744	0%	*	*	*	*	41%	42%
White	*	*	738	752	*	*	*	*	*	*	53%
Hispanic	10	737	724	728	0%	*	*	*	*	20%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	22	748	732	748	0%	*	*	*	*	41%	47%
English Learners	*	*	706	710	*	*	*	*	*	*	*
Non-English Learners	*	*	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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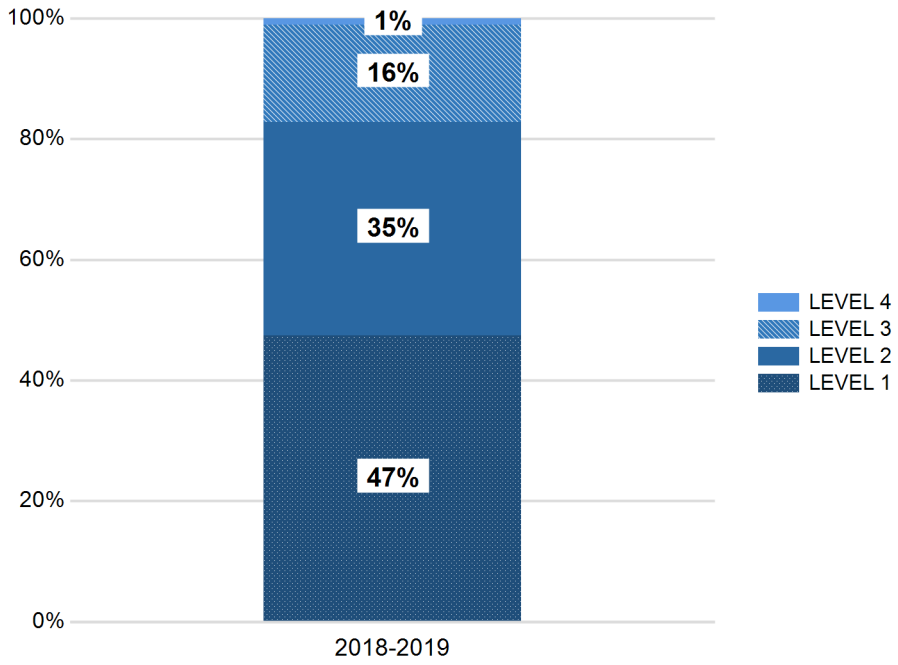
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	47	35	16	1
White	*	*	*	*
Hispanic	57	32	11	0
Black or African American	63	32	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	40	19	2
Male	59	28	13	0
Economically Disadvantaged Students	60	29	11	0
Non-Economically Disadvantaged Students	28	45	24	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

Report Key:
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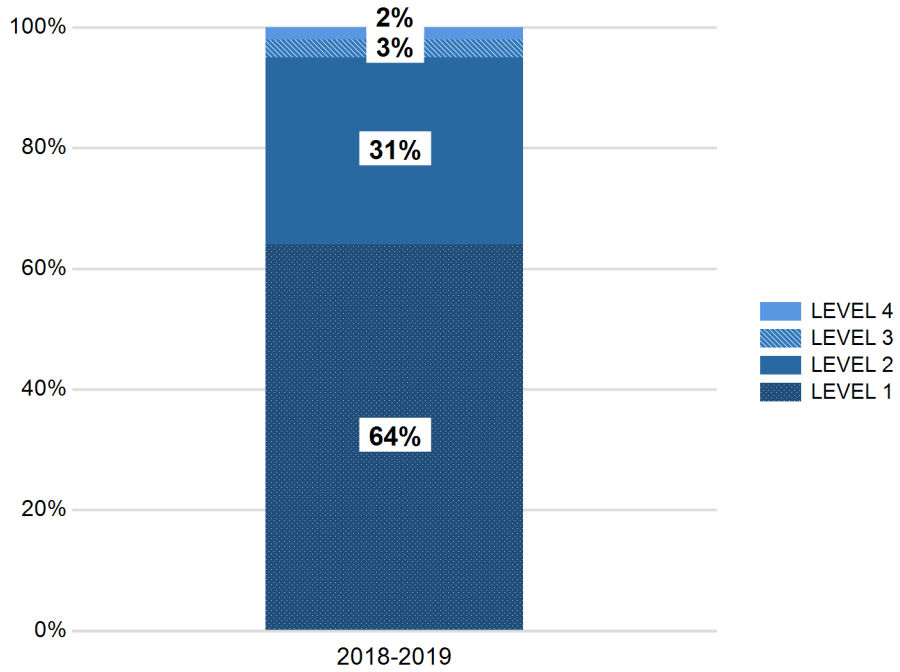
NJSLA Science Assessment: Grade 8 Summary

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	64	31	3	2
White	*	*	*	*
Hispanic	69	28	3	0
Black or African American	74	26	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	26	5	0
Male	62	33	3	3
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	50	40	7	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-300)
Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	64
7	0	0	54
8	21	0	43
Total	21	0	161

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	63
7	0	0	0	0	0	0	54
8	0	0	0	0	0	0	63
Total	0	0	0	0	0	0	180

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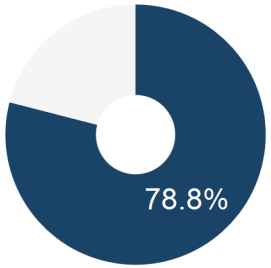
Visual and Performing Arts – Course Participation

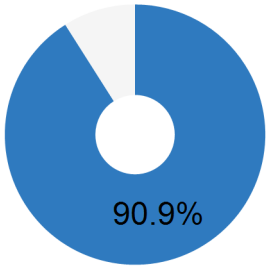
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

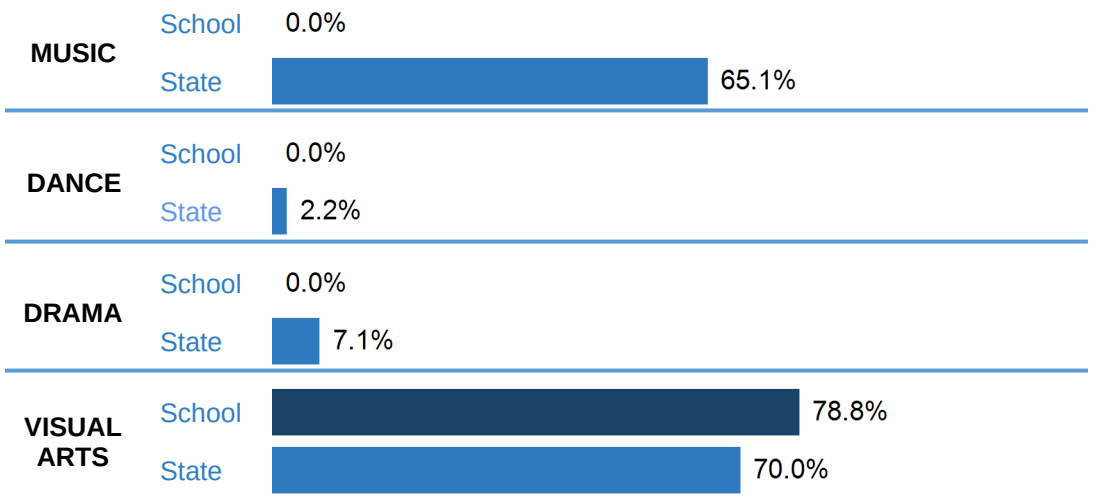


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

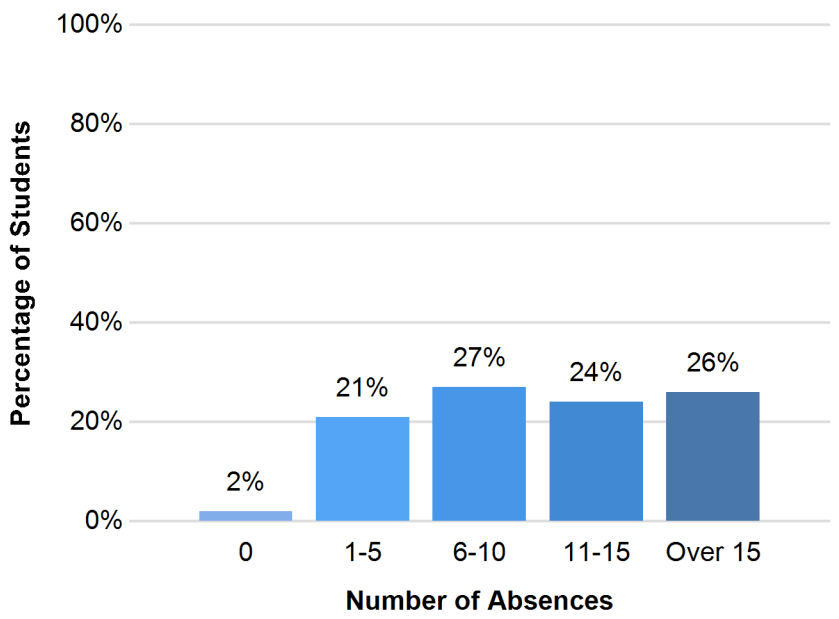
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	109	16.5	9.0	Not Met
White	13	13.8	9.0	Not Met
Hispanic	58	19.9	9.0	Not Met
Black or African American	24	15.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	11	12.2	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	12.0	9.0	Not Met
Female	46	14.4		
Male	63	18.5		
Economically Disadvantaged Students	65	20.9	9.0	Not Met
Students with Disabilities	17	15.9	9.0	Not Met
English Learners	1	9.1	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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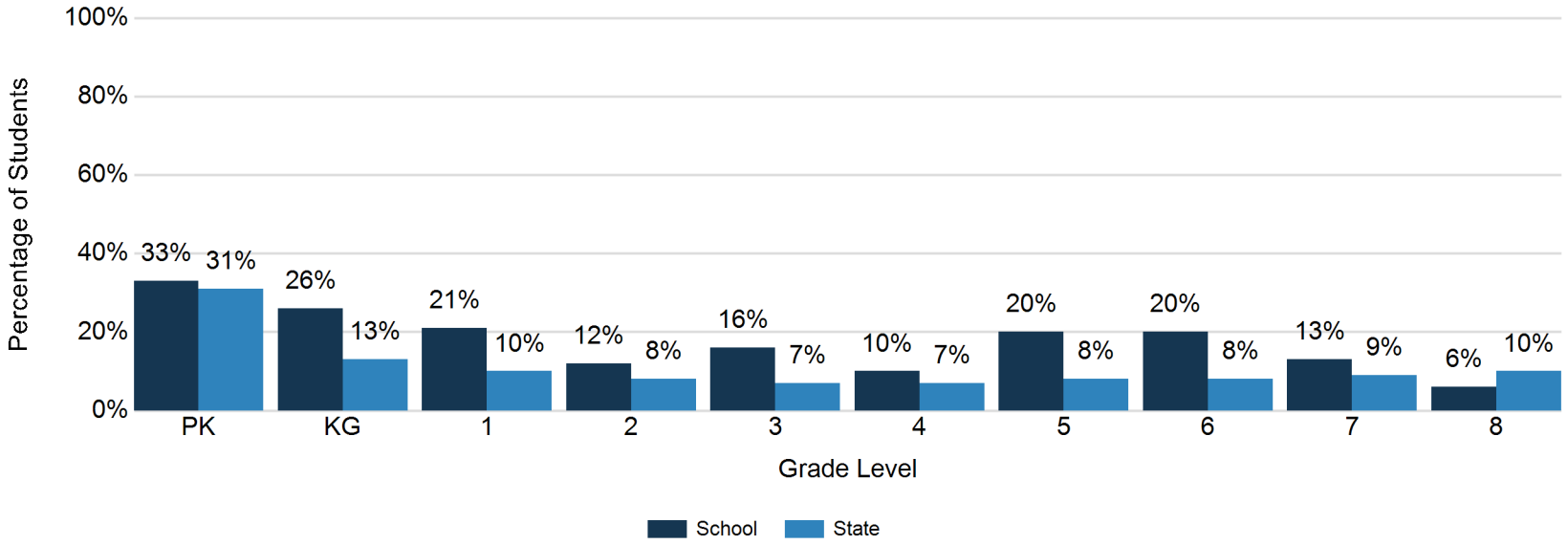
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.24

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	15.6	10.8
Percentage of Teachers with 4 or more years experience in the district	95.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	823:1	226:1
Teachers to Administrators	67:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	85.1%	0.0%	48.4%	77.1%	54.9%
Male	52.2%	14.9%	100.0%	51.6%	22.9%	45.1%
White	16.6%	71.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	38.8%	16.4%	100.0%	29.9%	7.3%	7.2%
Black or African American	20.7%	7.5%	0.0%	15.0%	6.6%	13.9%
Asian	19.4%	4.5%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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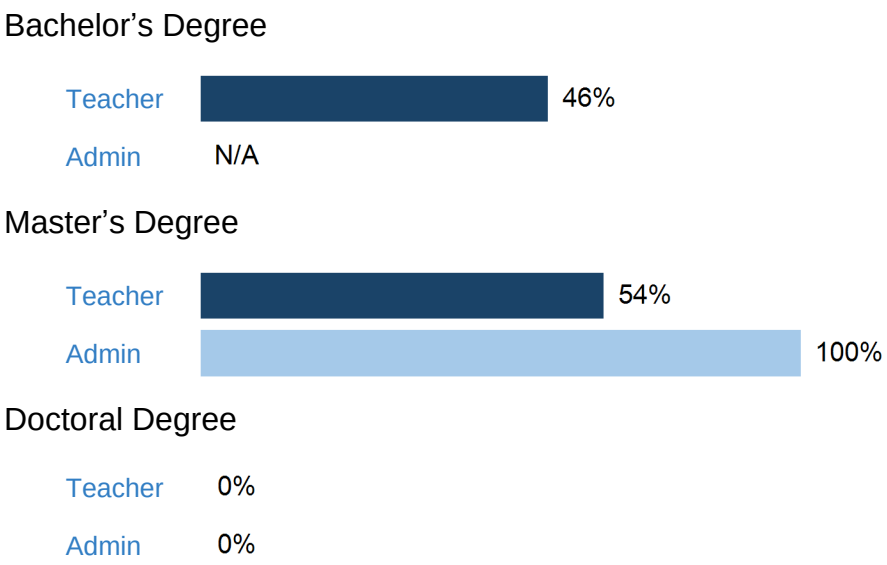
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.1%	48.3%	60.6%
Math Proficiency	23.4%	32.4%	29.8%
ELA Growth	58	45	58
Math Growth	51	56	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.6%	16.3%	16.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Rafael Cordero y Molina
(17-2390-300)
Grades Offered: PK-08
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	Met Goal	Met Target	Met Standard	Not Met	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• PreK-Gr. 8 Community School • Individualized Scheduling • Recipient of Silver Award from the Alliance for a Healthier Generation Healthy Schools
Mission, Vision, Theme:	At Cordero, We Believe Every Student Will Achieve.
Awards, Recognition, Accomplishments:	Participation in District Middle Sports Program

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Courses, Curriculum, Instruction:	After-School Enrichment Classes, PARCC Prep, HOPE Classes in Grades 3-8
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	National Junior Honor Society Grades 4-8, ATC (Artistically Talented Children), Breakfast Club, Patrol Guards, Robotics Club

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Before and After School Programs:	CASPER (PreK- Grade 5), Morning STARS (PreK-Grade 5), 21st Century YMCA Learning Program (Grades 5-8), Enrichment (PreK- Grade 2)
Staff and Professional Learning:	Cordero teachers meet in Professional Learning Communities (PLCs) by grade level and content area from Pre-K to 8. We are working to continue to provide rigorous, standards-based instruction to help all students achieve. Our lower grades focus on ensuring that all foundational skills are mastered in order to access content as students grow up to grade 8. Teachers in grades 3-8 focus on standards mastery and addressing individual student needs. Through PLCs, teachers share plans, strategies and research new ones to meet all students at their level. This year, our intensive focus has been to implement discussion-based strategies which furthers our goal of having students be masters of the content. Additionally, these PLCs seek to reach the whole child and implement a variety of social-emotional learning to ensure they are successful as students and citizens.

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Student Supports and Services:	Inclusion, Self-Contained, Resource Pull-Out
Student Health and Wellness:	Annual Strynar Fun Run
Parent and Community Involvement:	PTA Enrichment, Family Literacy & Math Nights, BINGO for Books

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School Safety:	Mosaic Program Grades 6-8

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Technology and STEM:	Google Classrom is utilized in all subject areas (Grades 3-8), All grade levels have access to Chromebooks, All classrooms have Smartboards/Promethean Boards
Early Childhood Education:	Full Day PreK3 and PreK4

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Other Information	All students must follow the district uniform policy

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Colleen Henry
Address	425 JOHNSTON AVENUE JERSEY CITY, NJ 07304
Phone Number	201-915-6165
Email Address	chenry@jcboe.org
Website	http://www.jcboe.org/

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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	0	0	0
KG	3	2	0
1	4	2	3
2	6	4	3
3	4	4	5
4	9	4	4
5	6	10	4
6	7	5	7
7	5	8	6
8	7	4	9
9	8	7	4
10	7	7	6
11	5	7	8
12	25	26	26
Total	96	90	85

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	24.0%	26.7%	25.9%
Male	76.0%	73.3%	74.1%
Economically Disadvantaged Students	72.9%	73.3%	72.9%
Students with Disabilities	100.0%	97.8%	100.0%
English Learners	0.0%	1.1%	1.2%
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	10.4%	11.1%	10.6%
Hispanic	30.2%	35.6%	35.3%
Black or African American	36.5%	32.2%	32.9%
Asian	17.7%	13.3%	15.3%
Native Hawaiian or Pacific Islander	2.1%	3.3%	1.2%
American Indian or Alaska Native	2.1%	1.1%	1.2%
Two or More Races	1.0%	3.3%	3.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	N
PK - Full Day	0	0	N
KG - Half Day	0	0	N
KG - Full Day	3	2	N

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	96	90	85
Shared Time Students	0	0	0
Full Time Equivalent	96	90	85

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	63.5%
Spanish	22.4%
Arabic	2.4%
Tagalog	2.4%
Urdu	2.4%
Other Languages	7.1%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

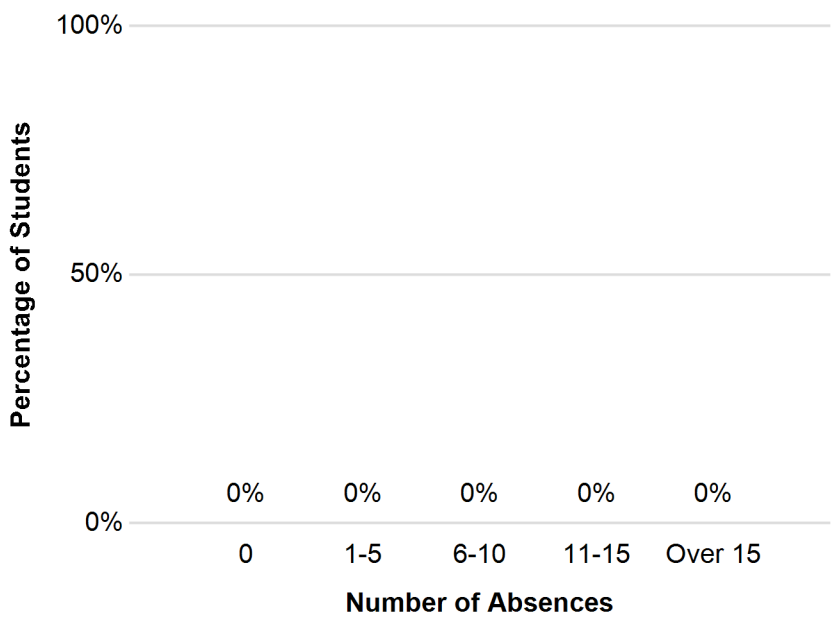
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



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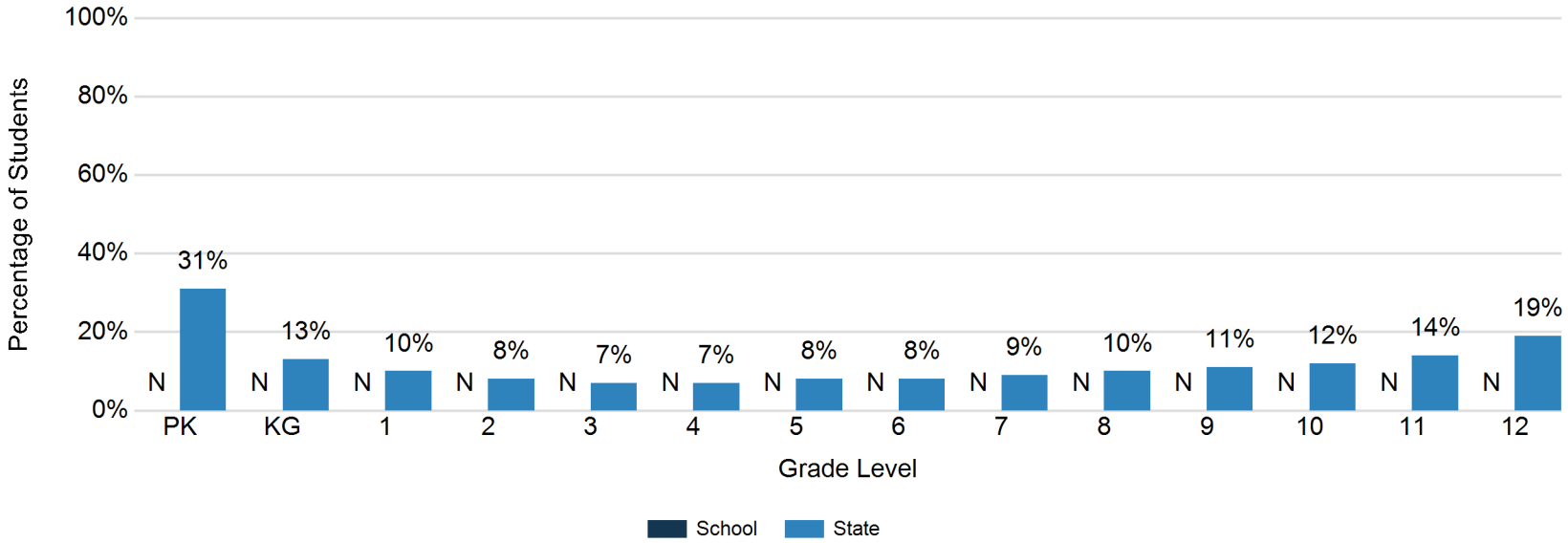
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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 Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	15	118,214
Average years experience in public schools	19.9	12.1
Average years experience in district	19.9	10.8
Percentage of Teachers with 4 or more years experience in the district	93.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	6:1	12:1
Students to Administrators	N	226:1
Teachers to Administrators	N	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	25.9%	86.7%	N	48.4%	77.1%	54.9%
Male	74.1%	13.3%	N	51.6%	22.9%	45.1%
White	10.6%	46.7%	N	42.4%	83.6%	77.4%
Hispanic	35.3%	33.3%	N	29.9%	7.3%	7.2%
Black or African American	32.9%	20.0%	N	15.0%	6.6%	13.9%
Asian	15.3%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	N	2.1%	0.2%	0.2%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 40%

Admin N/A

Master's Degree

Teacher 60%

Admin

Doctoral Degree

Teacher 0%

Admin *

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.1%

NJ SCHOOL PERFORMANCE REPORT

Regional Day School
(17-2390-011)
Grades Offered: PK-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.

NJ SCHOOL PERFORMANCE REPORT

Regional Day School
(17-2390-011)
Grades Offered: PK-12
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.

No narrative was submitted.

NJ SCHOOL PERFORMANCE REPORT

Rev. Dr. Ercel F. Webb School
(17-2390-200)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Rev. Dr. Ercel F. Webb School
(17-2390-200)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hudson
District	Jersey City Public Schools
Principal Name	Dr. Janine Anderson
Address	264 VAN HORNE STREET JERSEY CITY, NJ 07304
Phone Number	201-915-6480
Email Address	janderson@jcboe.org
Website	http://www.jcboe.org
Facebook	http://www.facebook.com/WEBBPS22

NJ SCHOOL PERFORMANCE REPORT

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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	181	149	150
KG	86	98	100
1	93	77	102
2	74	90	81
3	103	93	76
4	115	104	88
5	105	109	106
Total	757	720	703

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	48.3%	49.4%	50.4%
Male	51.7%	50.6%	49.6%
Economically Disadvantaged Students	79.9%	61.7%	56.2%
Students with Disabilities	23.2%	21.9%	22.6%
English Learners	3.7%	3.5%	3.8%
Homeless Students	0.9%	2.9%	0.0%
Students in Foster Care	0.4%	0.6%	0.7%
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	5.8%	5.6%	6.7%
Hispanic	48.1%	51.4%	51.4%
Black or African American	38.4%	40.0%	37.6%
Asian	6.2%	2.2%	4.0%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	0.7%	0.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	181	149	150
KG - Half Day	0	0	0
KG - Full Day	86	98	100

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	60.9%
Spanish	27.2%
Uncoded languages	5.4%
Catalan	2.1%
Arabic	1.6%
Other Languages	2.8%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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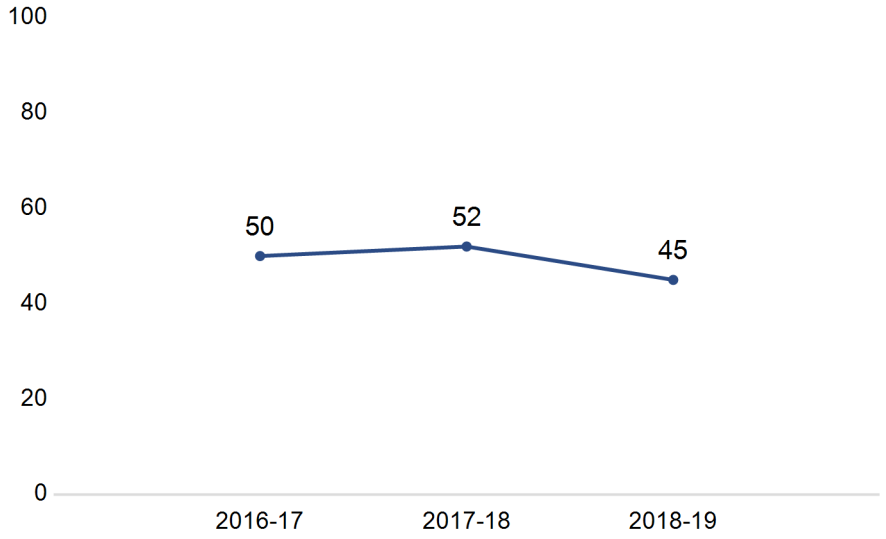
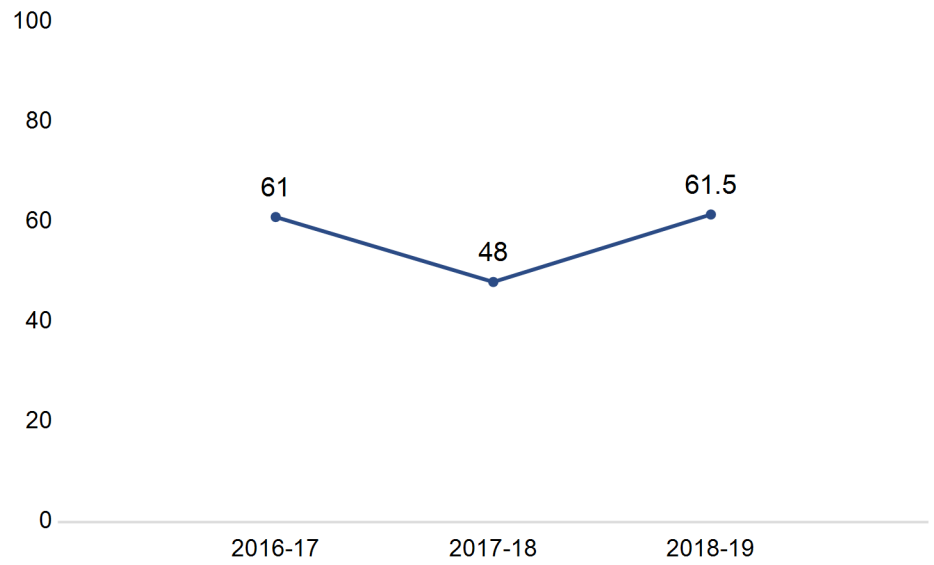
Student Growth Trends and Progress

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	52	45	61	48	61.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	52	50	Met Standard	61.5	46	50	Exceeds Standard
White	*	57	50	**	*	52	52	**
Hispanic	50	50	49	Met Standard	63	45	47	Exceeds Standard
Black or African American	43.5	48	45	Met Standard	60.5	38	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	42	55	53	N	63	45	50	N
Male	46	50	47	N	59	48	51	N
Economically Disadvantaged Students	44.5	52	48	Met Standard	56	45	46	Met Standard
Students with Disabilities	34.5	41	43	Not Met	51	42	45	Met Standard
English Learners	*	55	52	**	46	50	50	**
Homeless Students	*	52	43	N	*	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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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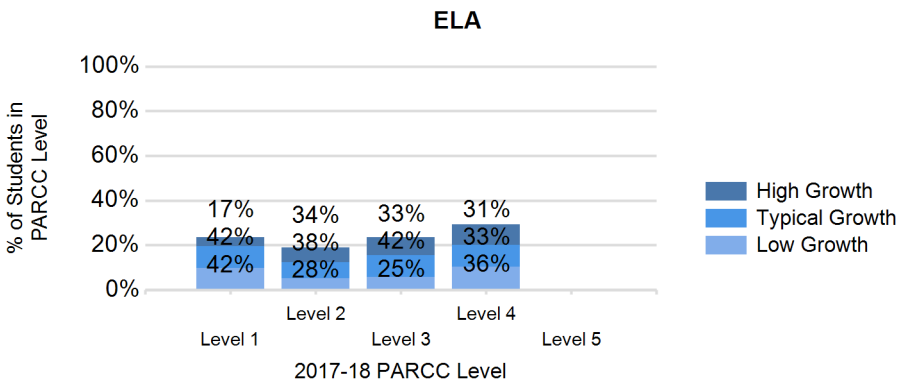
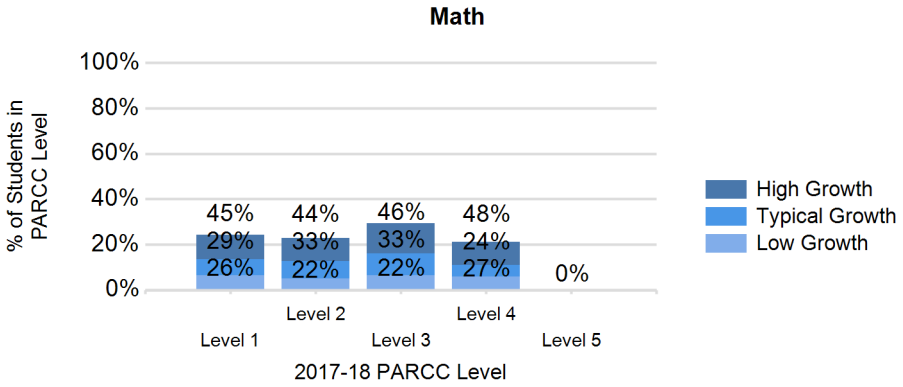
Student Growth by Performance Level

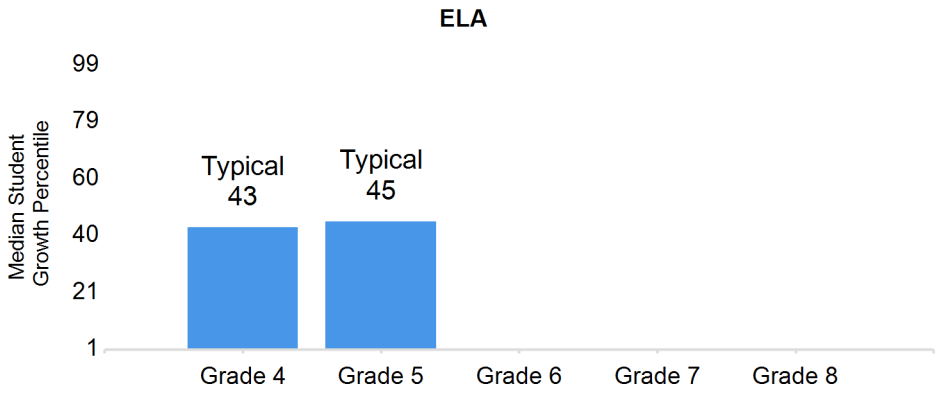
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

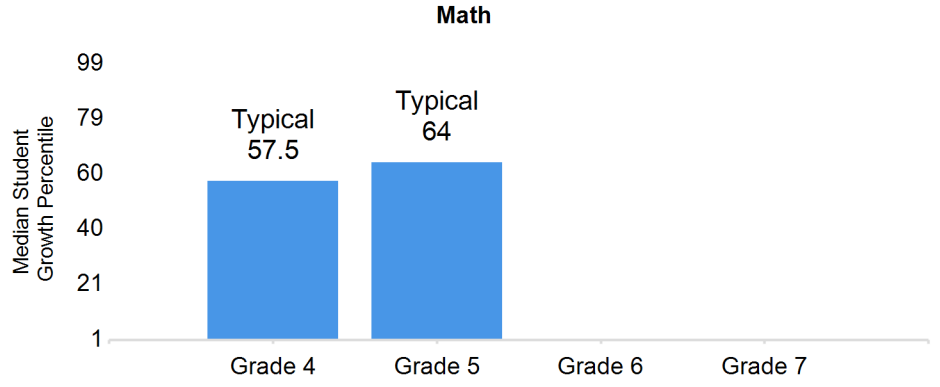




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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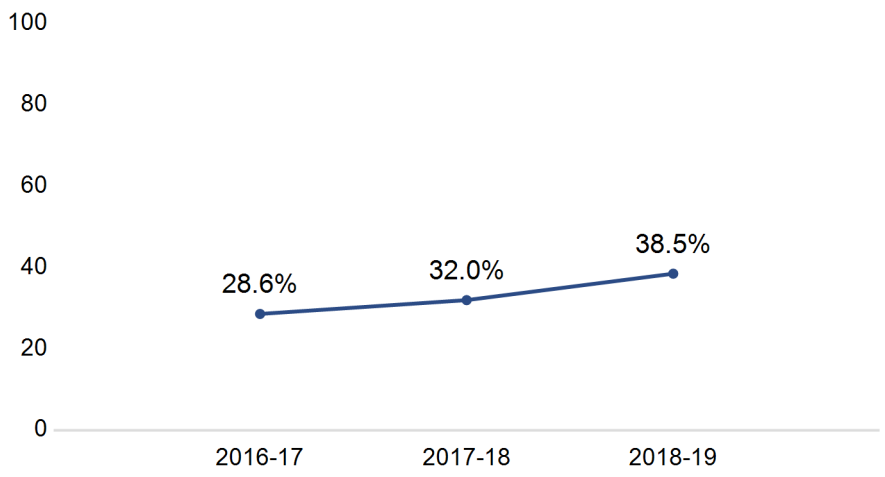
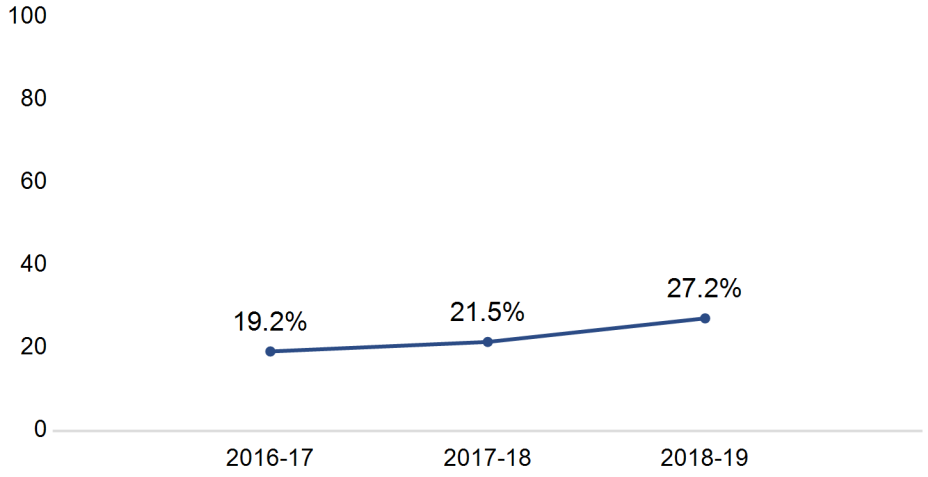
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.0%	98.6%	98.8%	93.4%	98.0%	98.8%
Proficiency Rate for Federal Accountability	28.6%	32.0%	38.5%	19.2%	21.5%	27.2%
Annual Target	29.4%	32.0%	34.7%	16.3%	19.6%	23.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	244	98.8	38.5	49.7	57.9	38.5	34.7	Met Target
White	*	*	*	55.9	66.9	*	**	**
Hispanic	139	100.0	43.9	46.4	43.9	43.9	42.9	Met Target
Black or African American	95	97.0	33.7	34.3	38.5	33.7	27.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	120	99.2	43.3	55.2	64.8	43.3		
Male	124	98.5	33.9	44.5	51.3	33.9		
Economically Disadvantaged Students	138	97.9	32.6	45.3	40.0	32.6	34.7	Met Target†
Non-Economically Disadvantaged Students	106	100.0	46.2	56.3	67.9	46.2		
Students with Disabilities	46	96.2	*	14.4	22.7	*	21.1	Not Met
Students without Disabilities	198	99.5	*	56.2	65.1	*		
English Learners	21	100.0	*	16.0	29.3	*	N	N
Non-English Learners	223	98.7	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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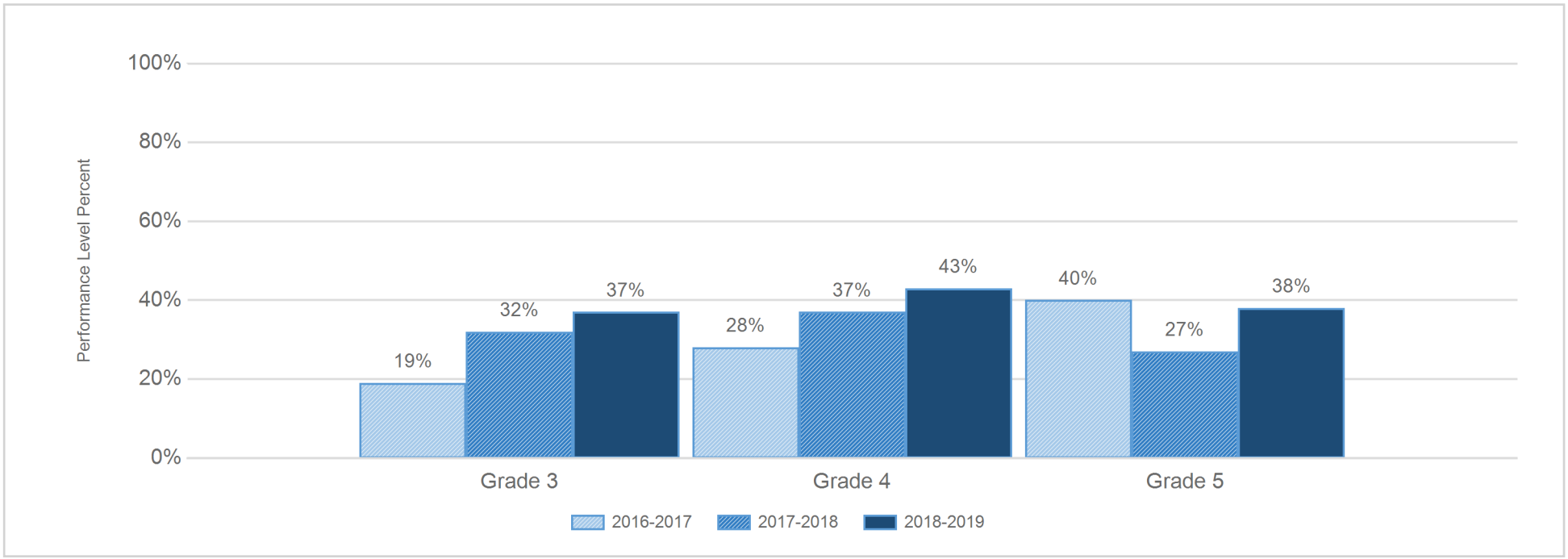
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	733	746	748	27%	21%	15%	*	*	37%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	47	735	739	734	28%	*	*	*	*	40%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	773	N	N	N	N	N	N	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	45	740	*	753	*	*	*	*	*	42%	55%
Male	30	722	*	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	43	735	735	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	32	730	762	759	*	*	*	*	*	34%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	703	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%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	734	753	755	28%	18%	*	*	*	43%	57%
White	N	N	760	763	N	N	N	N	N	N	67%
Hispanic	42	738	748	743	*	*	*	*	*	50%	44%
Black or African American	30	728	740	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	31	735	757	760	*	*	*	*	*	45%	62%
Male	41	734	749	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	39	725	*	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	33	745	*	765	*	*	*	*	*	55%	69%
Students with Disabilities	11	688	712	725	*	*	*	*	*	*	25%
Students without Disabilities	61	742	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Rev. Dr. Ercel F. Webb School
(17-2390-200)
Grades Offered: PK-05
2018-2019

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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	735	748	756	22%	13%	27%	*	*	38%	58%
White	*	*	758	764	*	*	*	*	*	*	68%
Hispanic	50	739	745	743	20%	*	30%	*	*	40%	44%
Black or African American	37	733	733	739	*	*	27%	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	43	741	754	761	*	*	*	*	*	47%	64%
Male	49	731	742	750	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	49	732	744	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	43	739	755	766	*	*	*	*	*	49%	69%
Students with Disabilities	20	690	705	724	*	*	*	*	*	*	23%
Students without Disabilities	72	748	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	246	98.8	27.2	33.6	44.5	27.2	23	Met Target
White	*	*	*	45.3	54.1	*	**	**
Hispanic	141	100.0	33.3	27.2	28.8	33.3	25.2	Met Target
Black or African American	95	97.0	21.1	16.7	23.0	21.1	20.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	121	99.2	24.8	34.0	44.9	24.8		
Male	125	98.5	29.6	33.3	44.2	29.6		
Economically Disadvantaged Students	139	97.9	20.9	29.3	26.3	20.9	22.7	Met Target†
Non-Economically Disadvantaged Students	107	100.0	35.5	39.8	54.9	35.5		
Students with Disabilities	46	96.2	*	*	17.4	*	15.4	Not Met
Students without Disabilities	200	99.5	*	*	50.0	*		
English Learners	23	100.0	*	16.0	25.0	*	N	N
Non-English Learners	223	98.7	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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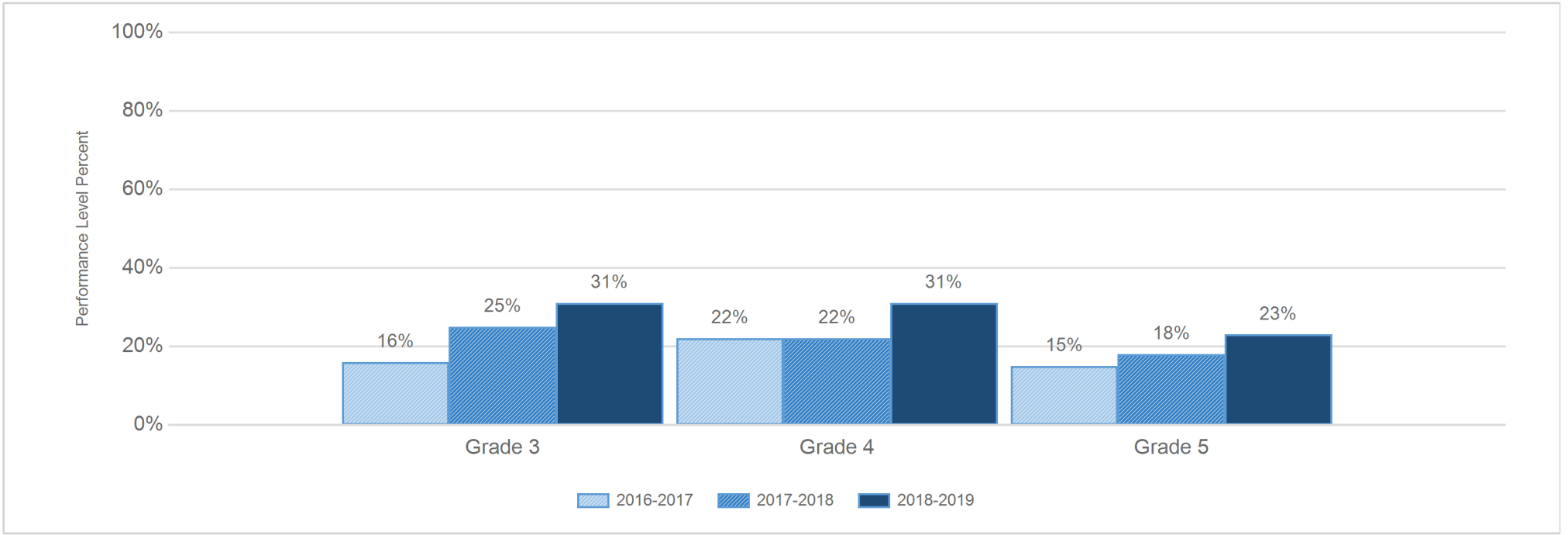
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	731	747	752	20%	21%	28%	*	*	31%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	47	739	740	739	*	*	30%	*	*	40%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	778	N	N	N	N	N	N	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	45	734	*	751	*	*	*	*	*	33%	54%
Male	30	726	*	752	*	*	*	*	*	27%	56%
Economically Disadvantaged Students	43	728	738	737	*	*	23%	*	*	28%	37%
Non-Economically Disadvantaged Students	32	735	759	761	*	*	34%	*	*	34%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	721	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	730	740	749	20%	22%	27%	*	*	31%	51%
White	N	N	748	757	N	N	N	N	N	N	62%
Hispanic	44	733	735	737	*	*	30%	*	*	32%	36%
Black or African American	30	726	723	731	*	*	*	*	*	30%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	32	727	739	749	*	*	*	*	*	19%	50%
Male	42	733	741	749	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	40	719	*	734	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	34	743	*	759	*	*	*	*	*	47%	63%
Students with Disabilities	11	701	714	726	*	*	*	*	*	*	25%
Students without Disabilities	63	735	744	754	*	*	*	*	*	*	56%
English Learners	10	702	723	722	*	*	*	*	*	10%	18%
Non-English Learners	64	734	743	751	*	*	*	*	*	34%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	731	736	747	*	32%	36%	*	*	23%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	50	734	733	735	*	32%	32%	*	*	28%	30%
Black or African American	37	728	721	729	*	*	43%	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	43	732	737	747	*	30%	42%	*	*	21%	47%
Male	49	730	736	747	*	33%	31%	*	*	24%	47%
Economically Disadvantaged Students	49	727	732	732	*	*	37%	*	*	16%	27%
Non-Economically Disadvantaged Students	43	736	742	757	*	*	35%	*	*	30%	59%
Students with Disabilities	20	709	713	725	*	*	*	*	*	*	19%
Students without Disabilities	72	737	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	21.1%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	12	*	*
5 or more	12	*	*

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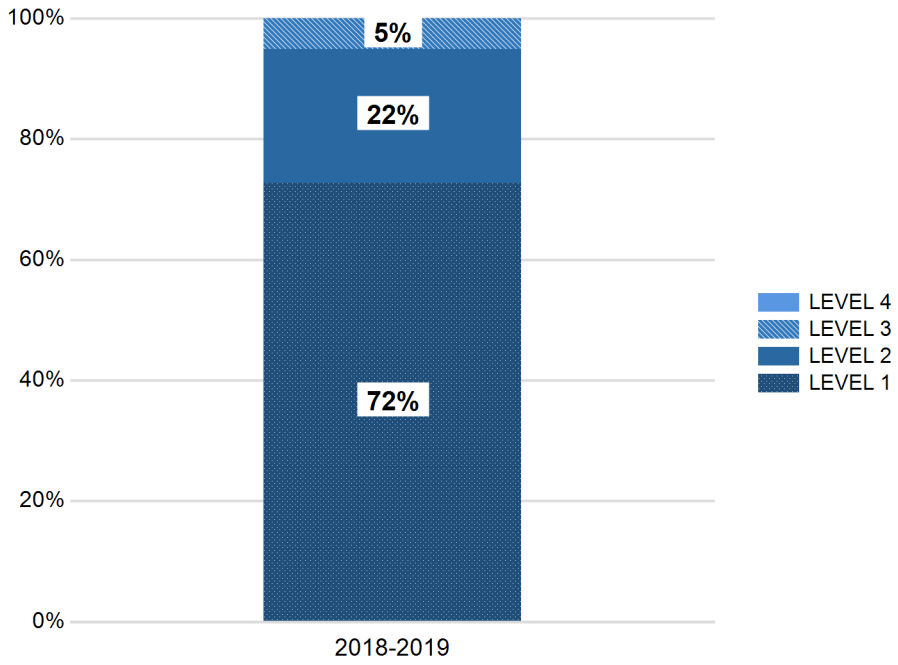
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	72	22	5	0
White	*	*	*	*
Hispanic	69	24	8	0
Black or African American	74	24	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	72	23	5	0
Male	73	22	6	0
Economically Disadvantaged Students	81	13	6	0
Non-Economically Disadvantaged Students	61	34	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

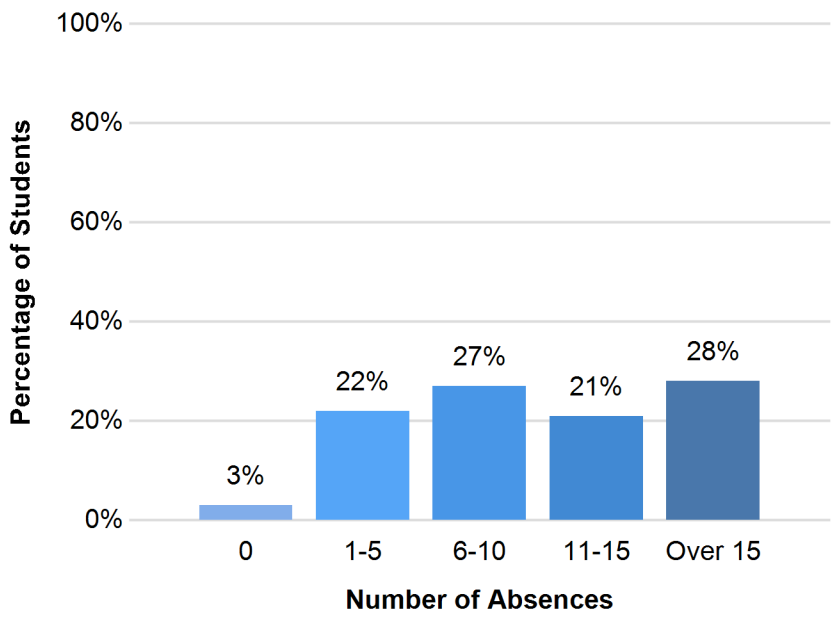
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	117	20.5	8.9	Not Met
White	10	40.0	8.9	Not Met
Hispanic	58	17.9	8.9	Not Met
Black or African American	46	21.8	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	55	18.5		
Male	62	22.5		
Economically Disadvantaged Students	81	23.7	8.9	Not Met
Students with Disabilities	36	27.7	8.9	Not Met
English Learners	7	15.2	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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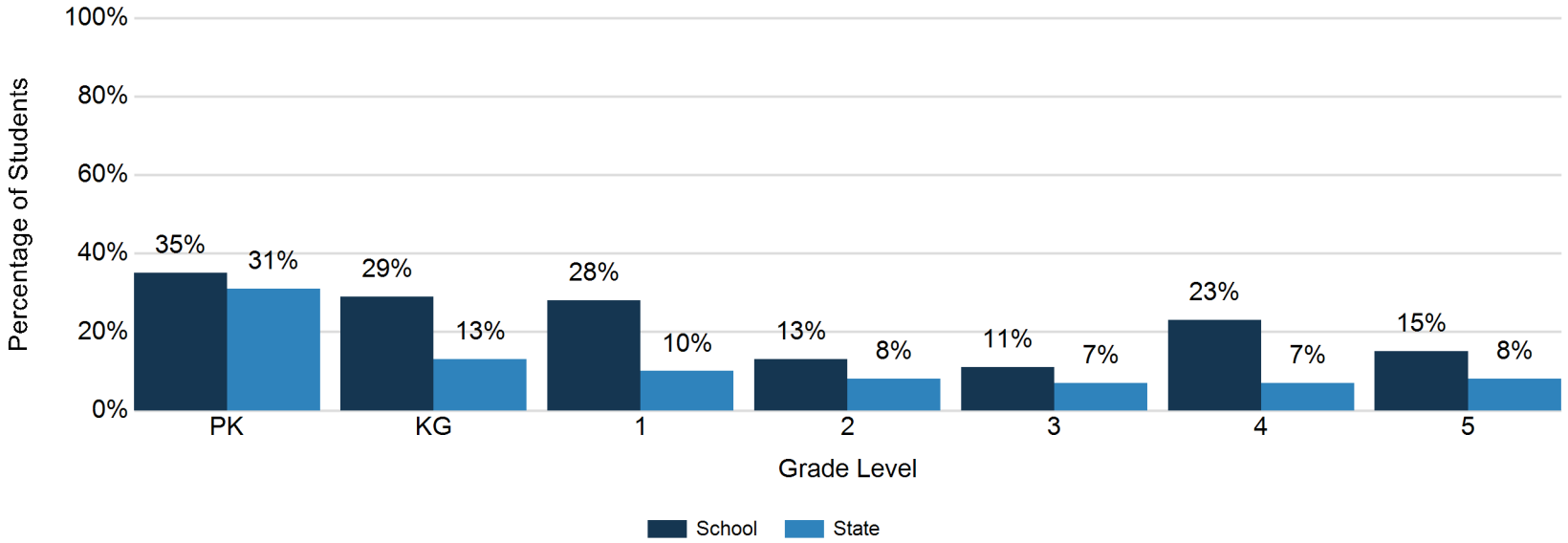
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.85

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)	1
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
32

NJ SCHOOL PERFORMANCE REPORT

Rev. Dr. Ercel F. Webb School
(17-2390-200)
Grades Offered: PK-05
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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	1.8:1

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	90.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	703:1	226:1
Teachers to Administrators	61:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	90.2%	100.0%	48.4%	77.1%	54.9%
Male	49.6%	9.8%	0.0%	51.6%	22.9%	45.1%
White	6.7%	36.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	51.4%	29.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.6%	27.9%	0.0%	15.0%	6.6%	13.9%
Asian	4.0%	4.9%	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%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers
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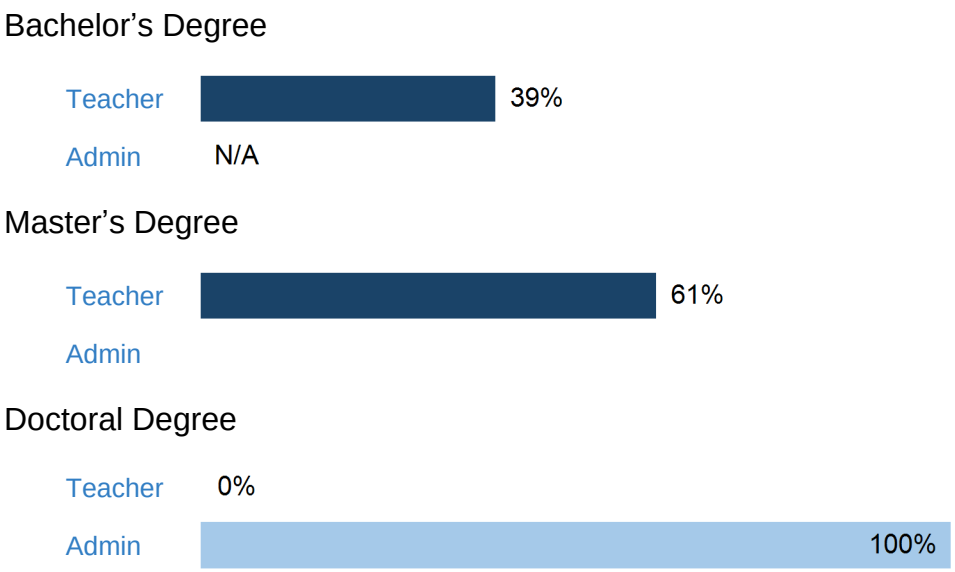
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.4%

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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	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.6%	32.0%	38.5%
Math Proficiency	19.2%	21.5%	27.2%
ELA Growth	50	52	45
Math Growth	61	48	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		33.3%	21.1%
Chronic Absenteeism	21.0%	22.1%	20.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Community partnerships bring outside agencies to our students both in volunteering their time and contributing resources. • Shared leadership with staff, parents, and students allows programs, initiatives, and resources to be allocated in ways that meet the needs of the school community. • The culture of learning supports student learners and adult learners. Opportunities for development are a priority for students and staff as we continue to learn and implement best practices.
Mission, Vision, Theme:	Through community collaboration, we will build confident, reflective, and inquisitive learners.
Awards, Recognition, Accomplishments:	P.S. #22 has received the bronze award for Healthy Schools sponsored by the Clinton Foundation. The Michelle Obama Let?s Move Initiative recognized us. We also received a bronze award from USDA, along with a $500 monetary gift. All awards were based on programs and access to healthy activities in the school run by the physical education teacher.

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Courses, Curriculum, Instruction:	P.S. #22 offers students in grades 2-5 a Saturday Enrichment program.
Clubs and Activities:	Students in grade 5 design and present clubs of interest to be offered after school, such as drama club, game club, book/movie review club.

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Before and After School Programs:	P.S. #22 offers a morning program for parents in need of early drop off. Morning program starts at 7:30 and serves all Pre-K through grade 5 students. We offer 3 after school programs. One is sponsored by the school district and 2 are community partnerships. One provides homework help and recreation servicing Pre-K through grade 5. One provides tutoring, mentoring, performing arts, and services grades 2-5
Staff and Professional Learning:	Professional learning is important to develop best instructional practices to our students. At P.S. #22 Professional Learning Communities (PLCs) meet weekly to discuss student data and plan instruction accordingly. We also provide consultants to support specific strategies and capitalize on professional development offered by the district and local agencies. We also partner with local universities to access current pedagogy.

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Student Supports and Services:	P.S. #22 houses inclusion classrooms for every grade level, as well as self-contained classrooms in order to support students with disabilities. We offer the self-contained classrooms for students of P.S. #22 and nearby schools who do not have the service. Each classroom provides intervention curriculum for struggling students. Tutoring and after-school programs are offered for students who need additional academic support. ESL students are bused to a nearby school to provide programs to meet their needs.
Student Health and Wellness:	Students at P.S. #22 receive breakfast and lunch everyday. Students who participate in certain after school programs also receive dinner. Students participate in phys ed weekly and during recess utilize the neighborhood park.
Parent and Community Involvement:	P.S. #22 has a Parent Council who meets monthly for updates on events and presentations on areas of interest. The school offers monthly events for parents to participate in classroom activities, as well as several evening themed events. We also have community partnerships who volunteer in classrooms and provide donations for a variety of school events.

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Facilities:	P.S. #22 has recently had several improvements to update and refurbish student spaces. The improvements include; the resurfacing of both gymnasiums, all classrooms painted, and the pool retiled. We also have access to a city park across the street from the school.
School Safety:	P.S. #22 has a school Climate and Safety Committee, consisting of various staff and parents, assesses the safety of the school and implements safety procedures. We also use Positive Behavior Supports in Schools (PBSIS) to ensure a positive approach to student behavior and includes peer mediation.

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Technology and STEM:	At P.S. #22 every classroom has a SMART board for embedding internet resources into daily classroom instruction. We also provide each student, in grades 2 through 5, with a chrome book for research and personalized learning programs. Grades Pre-K through Grade 1 have daily access to IPads with applications tailored to their developmental levels.
Early Childhood Education:	P.S. #22 offers a full day Pre-K program for all neighborhood 4 year olds. We also provide full day Pre-K for students bused from other schools. This allows a greater focus on early childhood curriculum and programming.

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-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:

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Whitney M. Young, Jr. School
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Grades Offered: PK-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	Hudson
District	Jersey City Public Schools
Principal Name	Ms. Michelle West
Address	135 STEGMAN ST JERSEY CITY, NJ 07305-3208
Phone Number	201-915-6440
Email Address	mwest@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

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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	113	49	46
KG	76	89	59
1	70	71	81
2	77	77	65
3	98	67	73
4	107	86	77
5	73	99	80
6	61	62	60
7	58	62	53
8	62	51	64
Total	795	713	658

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	46.8%	45.9%	46.8%
Male	53.2%	54.1%	53.2%
Economically Disadvantaged Students	80.3%	72.1%	68.8%
Students with Disabilities	24.0%	23.7%	23.9%
English Learners	1.3%	1.1%	2.1%
Homeless Students	2.8%	4.8%	0.0%
Students in Foster Care	2.0%	2.2%	2.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	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	3.8%	2.7%	2.4%
Hispanic	22.3%	22.2%	25.7%
Black or African American	71.3%	73.6%	69.6%
Asian	1.6%	0.7%	1.1%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	0.6%	0.6%	0.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	113	49	46
KG - Half Day	0	0	0
KG - Full Day	76	89	59

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.4%
Spanish	9.4%
English, Old (ca.450-1100)	1.4%
Creoles and pidgins, French-based	1.2%
Other Languages	2.6%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

Report Key:
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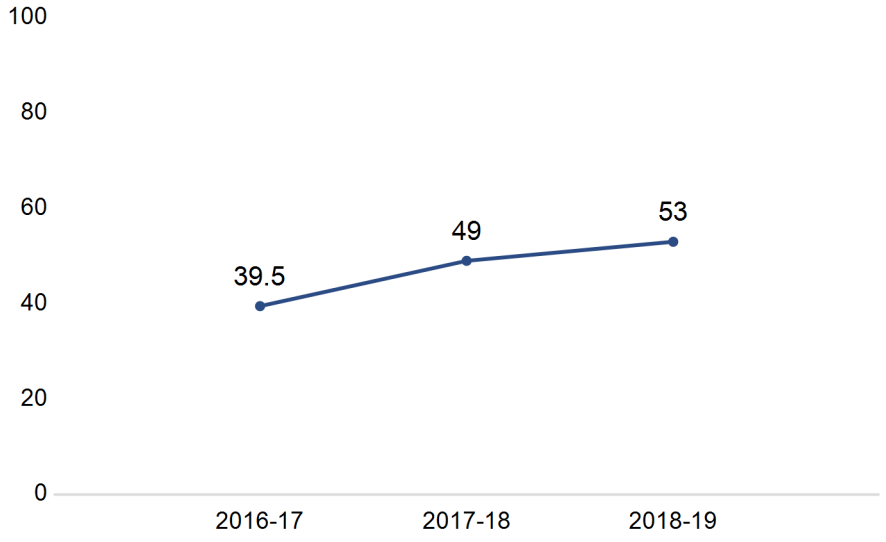
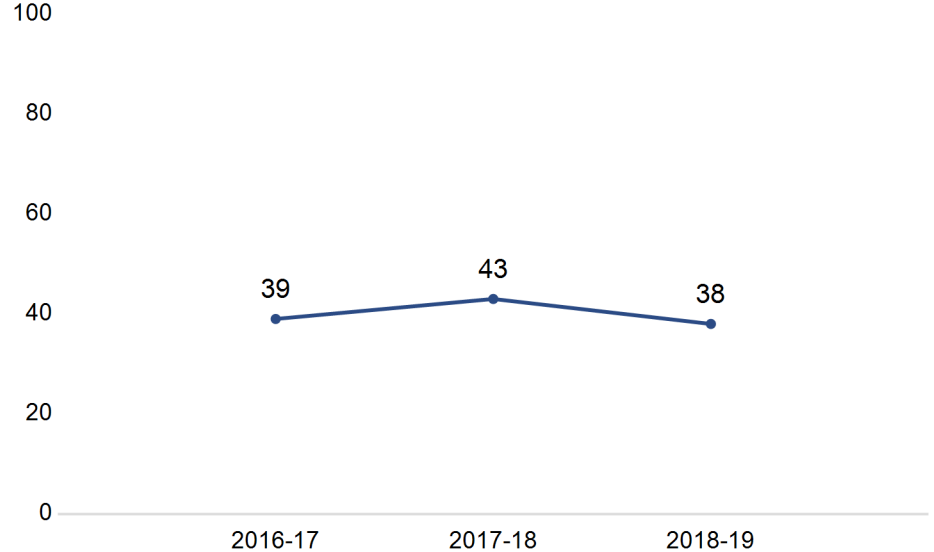
N No Data is available to display
† This indicates a table specific note,see note below table

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39.5	49	53	39	43	38
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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(17-2390-170)
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	52	50	Met Standard	38	46	50	Not Met
White	*	57	50	**	*	52	52	**
Hispanic	46	50	49	Met Standard	41	45	47	Met Standard
Black or African American	54	48	45	Met Standard	37	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	58	60	**
American Indian or Alaska Native	N	77	56	**	N	42	51.5	**
Two or More Races	*	55	49	**	*	53	52	**
Female	51	55	53	N	34	45	50	N
Male	53	50	47	N	40	48	51	N
Economically Disadvantaged Students	51	52	48	Met Standard	33.5	45	46	Not Met
Students with Disabilities	39	41	43	Not Met	31.5	42	45	Not Met
English Learners	39	55	52	**	55	50	50	**
Homeless Students	64	52	43	N	42	36	44	N
Students in Foster Care	*	33	42	N	*	45.5	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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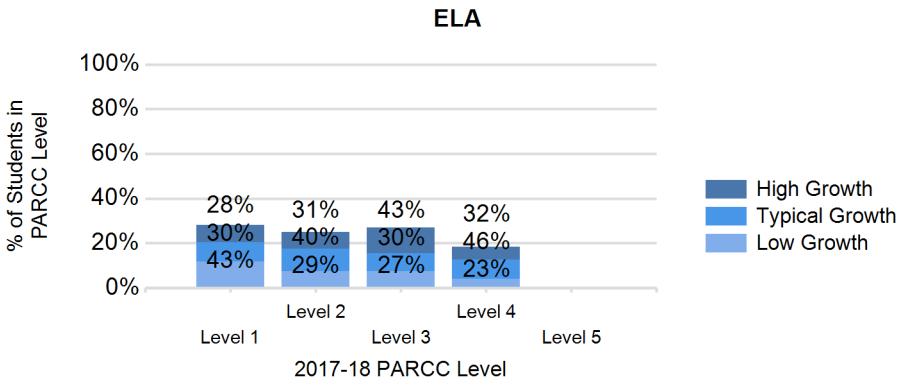
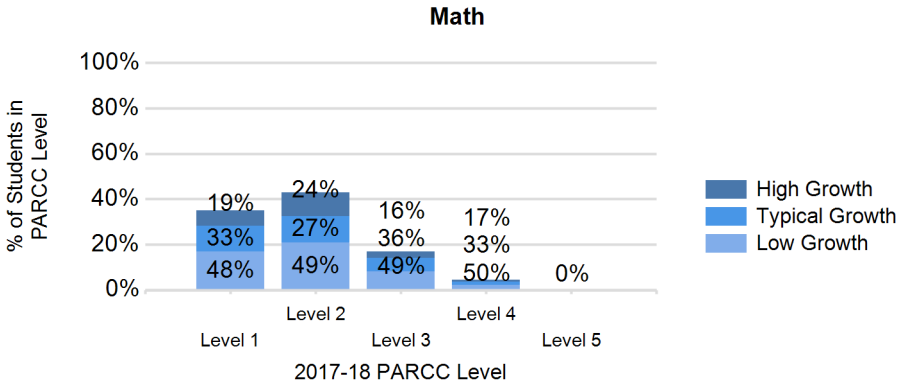
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

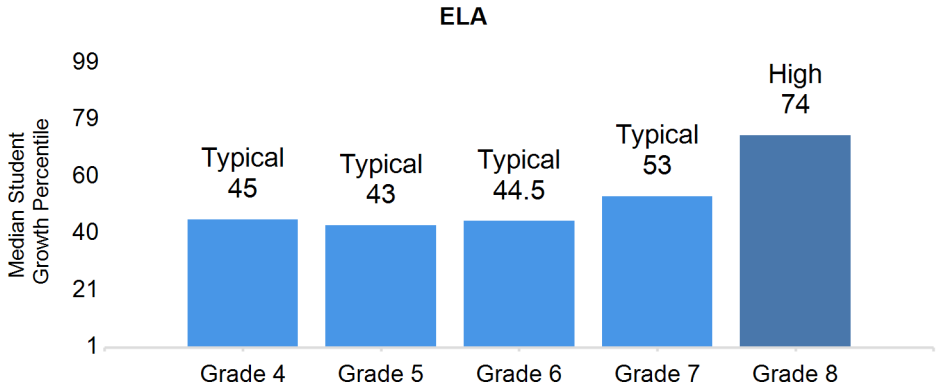
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

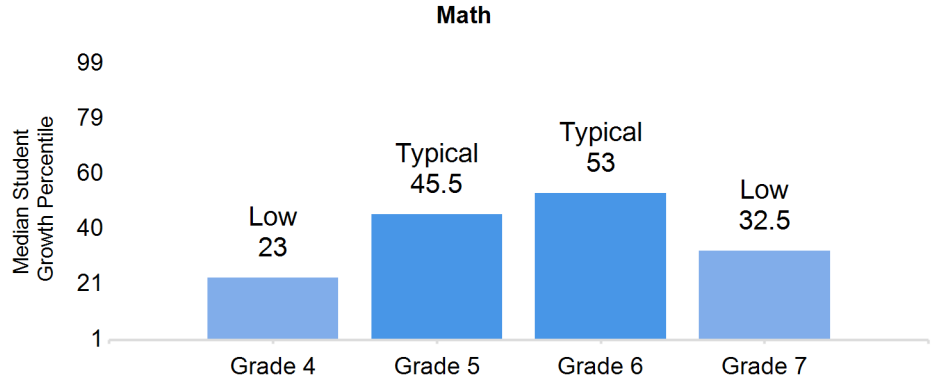




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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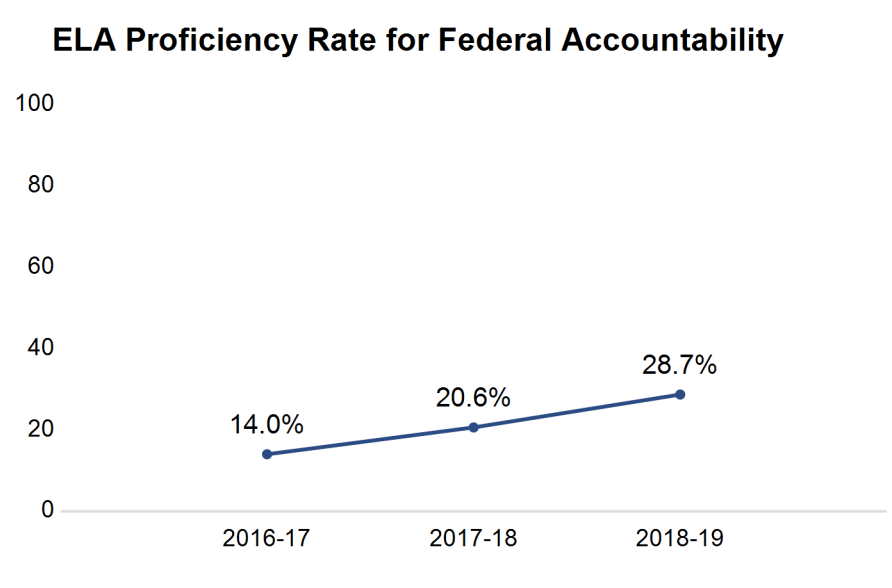
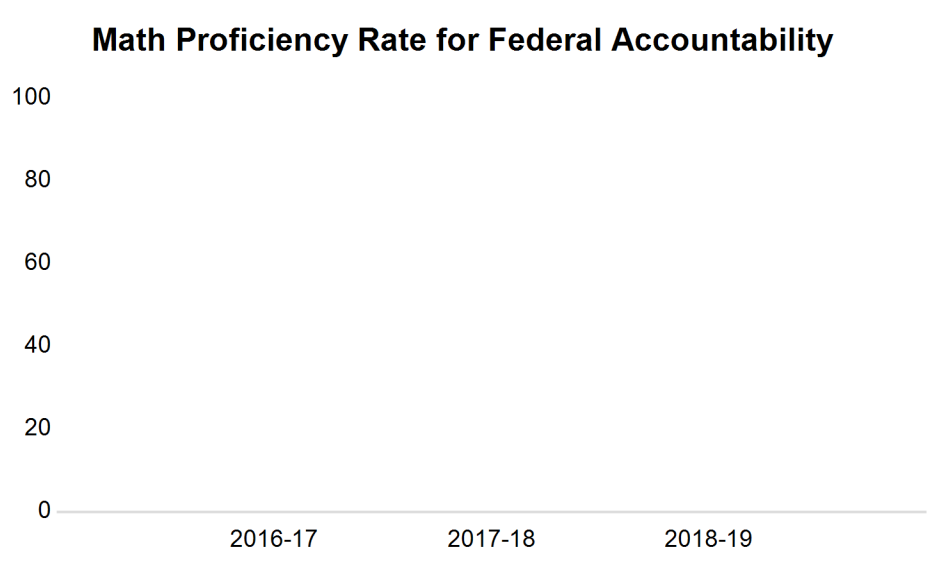
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	98.9%	97.3%	95.0%	98.9%	97.5%
Proficiency Rate for Federal Accountability	14.0%	20.6%	28.7%	*	*	*
Annual Target	15.0%	18.4%	21.9%	9.7%	13.4%	17.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	404	97.3	28.7	49.7	57.9	28.7	21.9	Met Target
White	11	100.0	54.5	55.9	66.9	54.5	**	**
Hispanic	93	97.2	29.0	46.4	43.9	29.0	20.9	Met Target
Black or African American	294	97.4	27.9	34.3	38.5	27.9	21.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	52.2	56.0	N	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	194	98.6	31.4	55.2	64.8	31.4		
Male	210	96.1	26.2	44.5	51.3	26.2		
Economically Disadvantaged Students	267	98.6	28.8	45.3	40.0	28.8	20.1	Met Target
Non-Economically Disadvantaged Students	137	94.8	28.5	56.3	67.9	28.5		
Students with Disabilities	109	93.1	11.9	14.4	22.7	11.9	15.4	Met Target†
Students without Disabilities	295	99.0	34.9	56.2	65.1	34.9		
English Learners	27	100.0	11.1	16.0	29.3	11.1	N	N
Non-English Learners	377	97.1	30.0	53.6	60.6	30.0		
Homeless Students	19	100.0	36.8	31.1	29.1	36.8		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
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2018-2019

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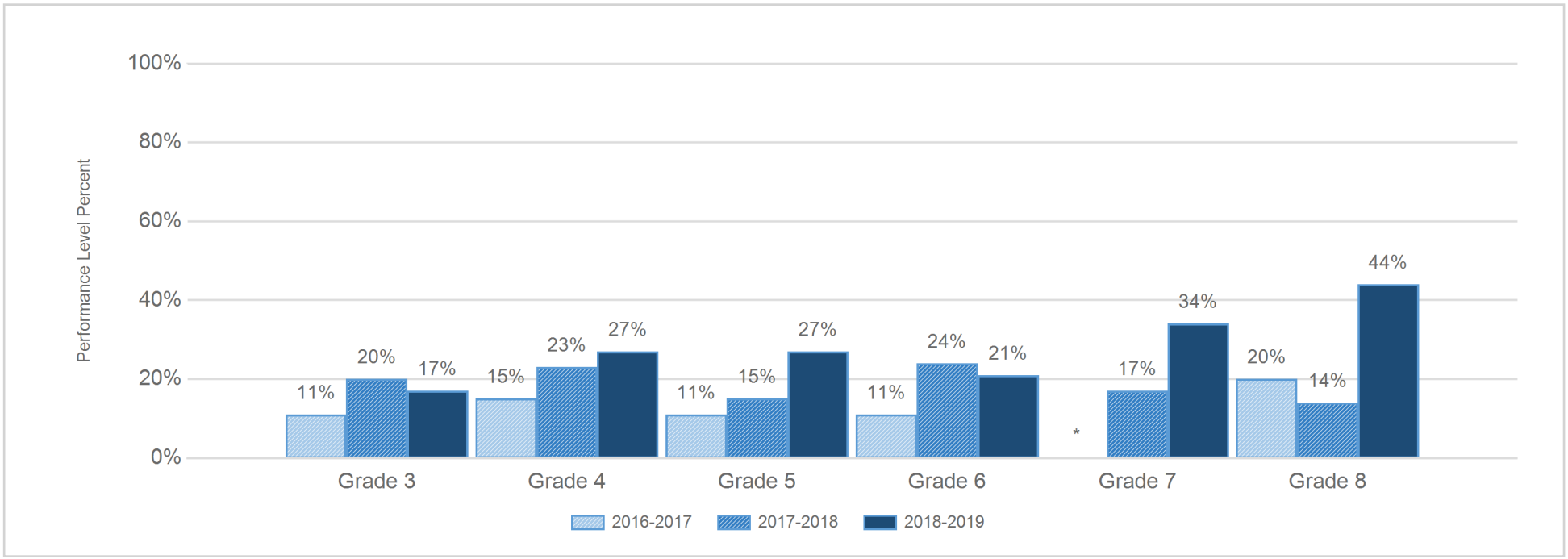
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	723	746	748	29%	17%	37%	*	*	17%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	11	712	739	734	*	*	*	*	*	18%	36%
Black or African American	45	725	730	731	27%	*	42%	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	37	727	*	753	*	*	*	*	*	19%	55%
Male	22	715	*	743	*	*	*	*	*	14%	46%
Economically Disadvantaged Students	36	721	735	731	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	23	725	762	759	*	*	*	*	*	17%	61%
Students with Disabilities	12	695	697	719	*	*	*	*	*	*	24%
Students without Disabilities	47	730	753	754	*	*	*	*	*	*	56%
English Learners	*	*	718	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	703	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	727	753	755	23%	21%	28%	*	*	27%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	25	729	748	743	*	*	*	*	*	28%	44%
Black or African American	51	725	740	739	*	*	35%	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	726	757	760	*	*	*	*	*	23%	62%
Male	38	728	749	750	*	*	*	*	*	32%	53%
Economically Disadvantaged Students	56	726	*	740	*	*	21%	*	*	29%	40%
Non-Economically Disadvantaged Students	25	729	*	765	*	*	44%	*	*	24%	69%
Students with Disabilities	15	695	712	725	*	*	*	*	*	*	25%
Students without Disabilities	66	734	759	761	*	*	*	*	*	*	64%
English Learners	*	*	727	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	734	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	718	748	756	38%	26%	*	*	*	27%	58%
White	N	N	758	764	N	N	N	N	N	N	68%
Hispanic	18	711	745	743	*	*	*	*	*	17%	44%
Black or African American	53	722	733	739	32%	*	*	30%	0%	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	34	731	754	761	*	*	*	*	*	41%	64%
Male	40	707	742	750	*	*	*	*	*	15%	52%
Economically Disadvantaged Students	50	711	744	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	24	734	755	766	*	*	*	*	*	33%	69%
Students with Disabilities	20	686	705	724	*	*	*	*	*	*	23%
Students without Disabilities	54	730	754	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	721	748	754	29%	25%	24%	21%	0%	21%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	*	*	745	743	*	*	*	*	*	*	43%
Black or African American	56	721	730	738	29%	25%	29%	18%	0%	18%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	31	726	*	762	*	*	*	*	*	26%	64%
Male	44	718	*	748	*	*	*	*	*	18%	48%
Economically Disadvantaged Students	46	712	*	740	*	*	*	*	*	15%	39%
Non-Economically Disadvantaged Students	29	736	755	763	*	*	*	*	*	31%	67%
Students with Disabilities	26	702	708	722	*	*	*	*	*	*	19%
Students without Disabilities	49	731	755	761	*	*	*	*	*	*	64%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	731	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-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

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	730	755	761	21%	21%	23%	*	*	34%	63%
White	*	*	760	769	*	*	*	*	*	*	72%
Hispanic	15	715	751	747	*	*	*	*	*	27%	50%
Black or African American	39	734	740	741	*	*	26%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	28	737	762	769	*	*	*	*	*	36%	71%
Male	28	722	748	753	*	*	*	*	*	32%	55%
Economically Disadvantaged Students	38	726	*	743	*	*	*	*	*	34%	45%
Non-Economically Disadvantaged Students	18	737	*	771	*	*	*	*	*	33%	73%
Students with Disabilities	12	689	706	720	*	*	*	*	*	*	22%
Students without Disabilities	44	741	763	769	*	*	*	*	*	*	71%
English Learners	*	*	715	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	763	*	*	*	*	*	*	65%
Homeless Students	*	*	744	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	743	751	762	*	19%	30%	*	*	44%	63%
White	N	N	755	770	N	N	N	N	N	N	72%
Hispanic	11	732	746	747	*	0%	*	*	*	36%	49%
Black or African American	46	745	739	741	*	24%	*	*	*	46%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	27	756	760	771	*	*	*	*	*	63%	71%
Male	30	731	*	753	*	*	*	*	*	27%	55%
Economically Disadvantaged Students	36	741	747	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	21	746	758	772	*	*	*	*	*	48%	72%
Students with Disabilities	13	720	711	721	*	*	*	*	*	*	22%
Students without Disabilities	44	749	759	770	*	*	*	*	*	*	71%
English Learners	*	*	706	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	764	*	*	*	*	*	*	65%
Homeless Students	*	*	732	727	*	*	*	*	*	*	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	408	97.5	*	33.6	44.5	*	17.1	Not Met
White	11	100.0	45.5	45.3	54.1	45.5	**	**
Hispanic	96	97.3	*	27.2	28.8	*	17.9	Not Met
Black or African American	295	97.8	*	16.7	23.0	*	16.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.7	N	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	195	98.6	*	34.0	44.9	*		
Male	213	96.6	*	33.3	44.2	*		
Economically Disadvantaged Students	269	99.0	*	29.3	26.3	*	16.5	Not Met
Non-Economically Disadvantaged Students	139	94.9	*	39.8	54.9	*		
Students with Disabilities	110	93.8	*	*	17.4	*	16.8	Not Met
Students without Disabilities	298	99.0	*	*	50.0	*		
English Learners	30	100.0	*	16.0	25.0	*	4	Not Met
Non-English Learners	378	97.3	*	36.0	46.5	*		
Homeless Students	19	100.0	15.8	14.1	17.1	15.8		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

Report Key:
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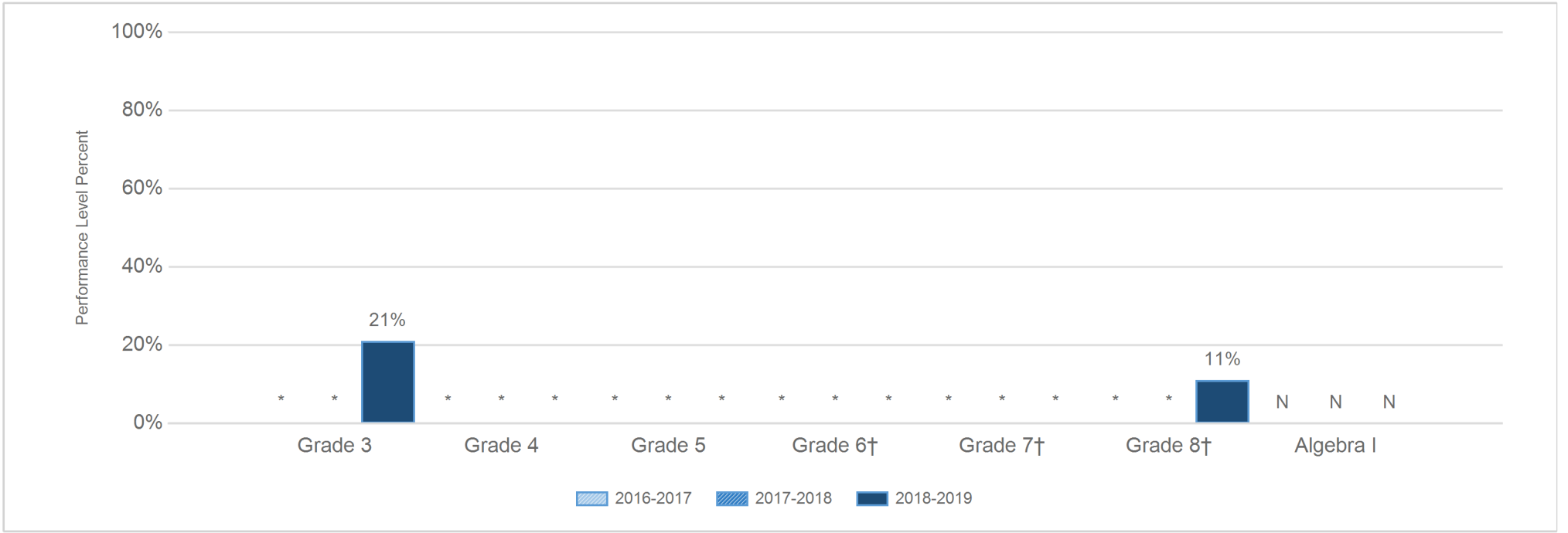
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	728	747	752	24%	21%	35%	*	*	21%	55%
White	*	*	755	760	*	*	*	*	*	*	66%
Hispanic	15	719	740	739	*	*	*	*	*	*	40%
Black or African American	45	728	730	735	22%	*	36%	*	*	22%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	38	732	*	751	*	*	*	*	*	18%	54%
Male	25	720	*	752	*	*	*	*	*	24%	56%
Economically Disadvantaged Students	37	729	738	737	*	*	*	*	*	22%	37%
Non-Economically Disadvantaged Students	26	726	759	761	*	*	*	*	*	19%	67%
Students with Disabilities	12	702	714	731	*	*	*	*	*	17%	31%
Students without Disabilities	51	734	752	756	*	*	*	*	*	22%	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	721	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	703	740	749	*	*	*	*	*	*	51%
White	*	*	748	757	*	*	*	*	*	*	62%
Hispanic	25	703	735	737	*	*	*	*	*	*	36%
Black or African American	52	702	723	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	43	700	739	749	*	*	*	*	*	*	50%
Male	39	705	741	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	57	700	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	25	708	*	759	*	*	*	*	*	*	63%
Students with Disabilities	16	683	714	726	*	*	*	*	*	*	25%
Students without Disabilities	66	707	744	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	710	736	747	*	*	*	*	*	*	47%
White	N	N	745	755	N	N	N	N	N	N	58%
Hispanic	18	714	733	735	*	*	*	*	*	*	30%
Black or African American	53	709	721	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	34	715	737	747	*	*	*	*	*	*	47%
Male	40	705	736	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	50	706	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	24	717	742	757	*	*	*	*	*	*	59%
Students with Disabilities	20	702	713	725	*	*	*	*	*	*	19%
Students without Disabilities	54	713	740	752	*	*	*	*	*	*	52%
English Learners	*	*	720	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	719	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	708	731	741	*	*	*	*	*	*	41%
White	*	*	743	749	*	*	*	*	*	*	51%
Hispanic	*	*	726	729	*	*	*	*	*	*	24%
Black or African American	56	707	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	32	710	*	742	*	*	*	*	*	*	42%
Male	44	707	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	47	704	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	29	716	738	750	*	*	*	*	*	*	53%
Students with Disabilities	26	694	703	716	*	*	*	*	*	*	12%
Students without Disabilities	50	715	735	746	*	*	*	*	*	*	46%
English Learners	*	*	713	709	*	*	*	*	*	*	*
Non-English Learners	*	*	732	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	709	737	744	*	*	*	*	*	*	42%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	15	711	732	733	*	*	*	*	*	*	26%
Black or African American	39	707	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	28	711	*	744	*	*	*	*	*	*	42%
Male	28	708	736	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	38	707	734	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	18	714	*	751	*	*	*	*	*	*	53%
Students with Disabilities	12	694	708	718	*	*	*	*	*	*	13%
Students without Disabilities	44	713	741	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	726	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	707	712	728	42%	37%	*	*	*	11%	29%
White	N	N	718	737	N	N	N	N	N	N	38%
Hispanic	11	697	712	722	*	*	*	*	*	*	22%
Black or African American	46	709	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	729	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	27	709	716	731	*	*	*	*	*	*	31%
Male	30	705	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	36	702	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	21	715	715	735	*	*	*	*	*	*	36%
Students with Disabilities	13	687	694	707	*	*	*	*	*	*	10%
Students without Disabilities	44	713	717	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	709	*	*	*	*	*	*	12%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	729	744	N	N	N	N	N	N	42%
White	N	N	738	752	N	N	N	N	N	N	53%
Hispanic	N	N	724	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	755	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	730	745	N	N	N	N	N	N	44%
Male	N	N	729	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	728	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	732	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	732	748	N	N	N	N	N	N	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	N	N	734	745	N	N	N	N	N	N	*
Homeless Students	N	N	707	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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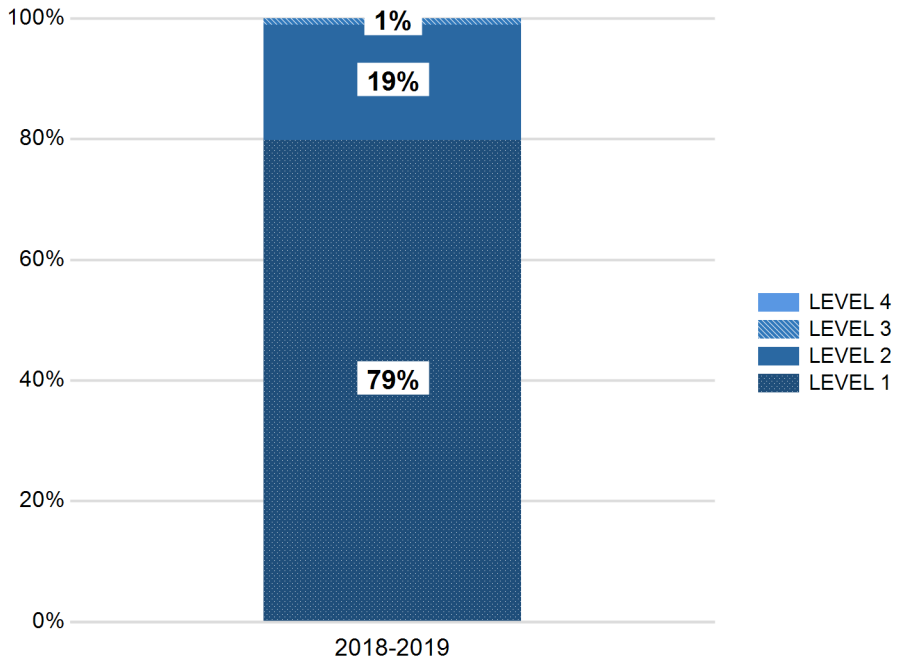
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	79	19	1	0
White	N	N	N	N
Hispanic	83	17	0	0
Black or African American	78	20	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	30	0	0
Male	87	10	3	0
Economically Disadvantaged Students	82	16	2	0
Non-Economically Disadvantaged Students	74	26	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	77	21	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Whitney M. Young, Jr. School
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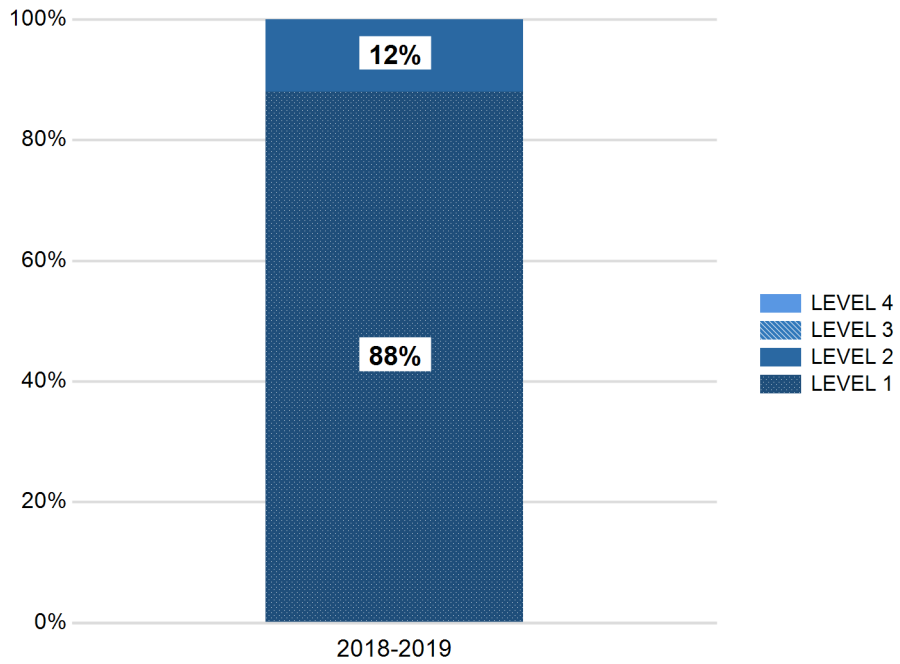
NJSLA Science Assessment: Grade 8 Summary

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	88	12	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	49
8	0	0	63
Total	0	0	171

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	59
7	0	0	0	0	0	0	52
8	0	0	0	0	0	0	62
Total	0	0	0	0	0	0	173

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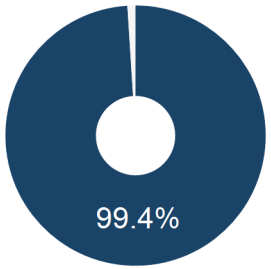
Visual and Performing Arts – Course Participation

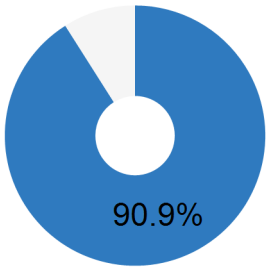
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

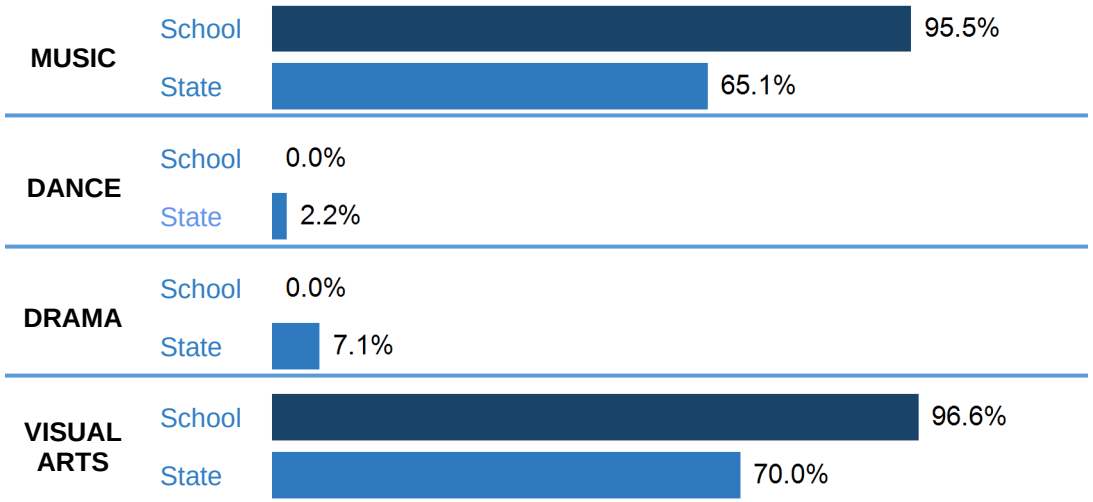


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

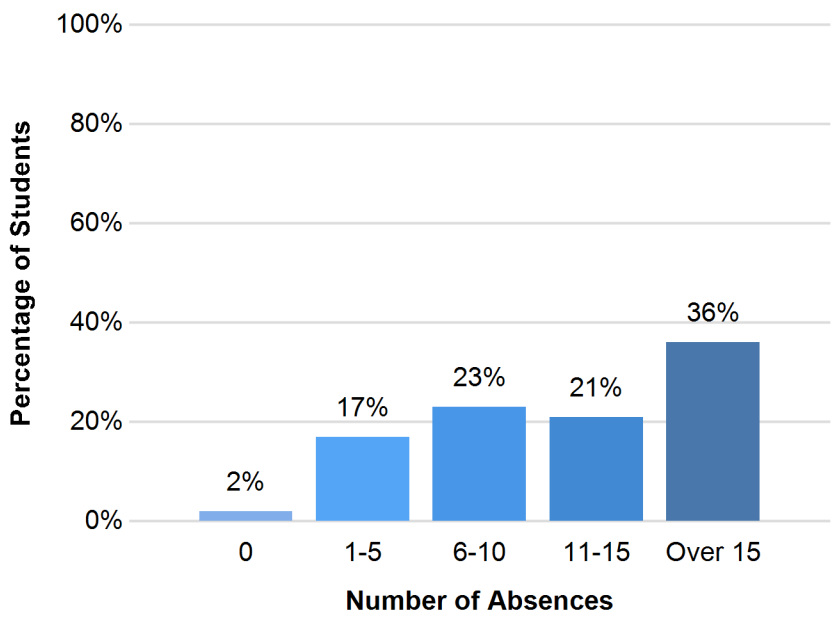
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	186	28.3	9.0	Not Met
White	3	21.4	**	**
Hispanic	66	33.7	9.0	Not Met
Black or African American	114	26.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	87	28.4		
Male	99	28.1		
Economically Disadvantaged Students	140	31.3	9.0	Not Met
Students with Disabilities	42	26.3	9.0	Not Met
English Learners	14	25.0	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	4	30.8		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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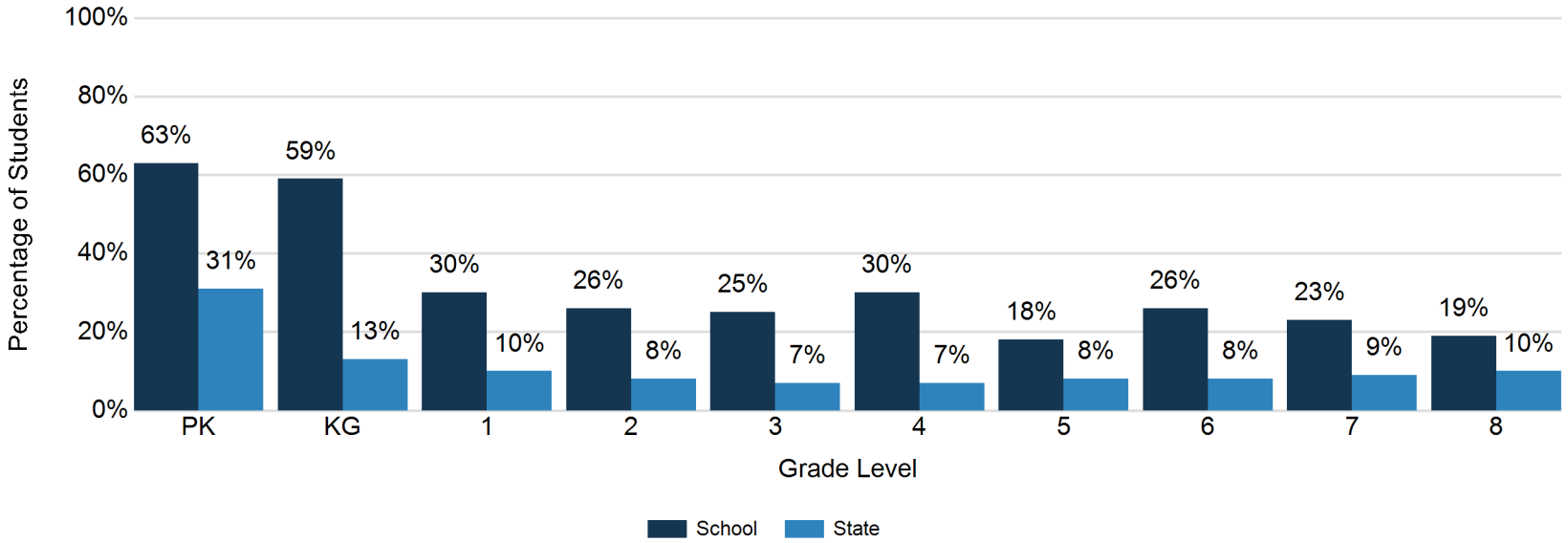
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	20
Weapons	2
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	4.86

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	6	6
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	19	2.9%
Any Suspension	19	2.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
89

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	85.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	10:1	12:1
Students to Administrators	329:1	226:1
Teachers to Administrators	34:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	72.1%	0.0%	48.4%	77.1%	54.9%
Male	53.2%	27.9%	100.0%	51.6%	22.9%	45.1%
White	2.4%	29.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	25.7%	22.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	69.6%	42.6%	100.0%	15.0%	6.6%	13.9%
Asian	1.1%	5.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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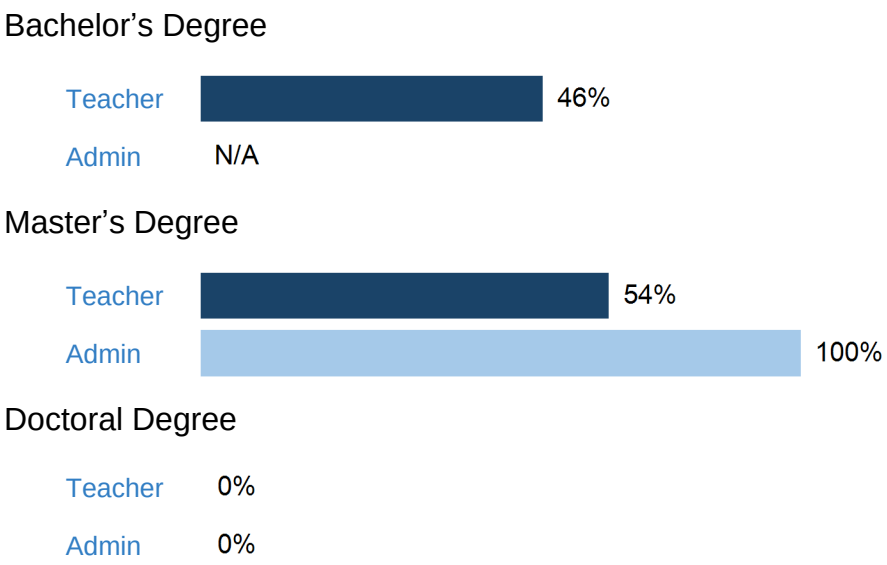
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%

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Whitney M. Young, Jr. School
(17-2390-170)
Grades Offered: PK-08
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.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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	14.0%	20.6%	28.7%
Math Proficiency	*	*	*
ELA Growth	40	49	53
Math Growth	39	43	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	25.3%	34.0%	28.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	N	Not Met	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

No narrative was submitted.

NJ SCHOOL PERFORMANCE REPORT

William L Dickinson High School
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Grades Offered: 09-12
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:

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William L Dickinson High School
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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	Hudson
District	Jersey City Public Schools
Principal Name	Mr. Gekson Casillas
Address	2 PALISADE AVE JERSEY CITY, NJ 07306-1202
Phone Number	201-714-4400
Email Address	gcasillas@jcboe.org
Website	http://www.jcboe.org/

NJ SCHOOL PERFORMANCE REPORT

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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	469	455	535
10	468	391	432
11	392	431	373
12	480	415	420
Total	1,809	1,692	1,760

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	45.3%	44.0%	43.5%
Male	54.7%	56.0%	56.5%
Economically Disadvantaged Students	70.0%	61.6%	59.3%
Students with Disabilities	16.4%	17.2%	16.3%
English Learners	12.5%	14.8%	18.7%
Homeless Students	0.8%	1.0%	0.0%
Students in Foster Care	0.2%	0.4%	0.3%
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	13.5%	14.2%	15.3%
Hispanic	47.1%	46.0%	47.0%
Black or African American	14.7%	14.8%	14.7%
Asian	23.5%	23.6%	21.4%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.9%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Two or More Races	0.4%	0.4%	0.3%

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	1,808	1,691	1,760
Shared Time Students	0	0	0
Full Time Equivalent	1,808	1,691	1,760

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	37.0%
English	29.0%
Arabic	9.3%
Gujarati	7.0%
Urdu	4.0%
Other Languages	13.7%

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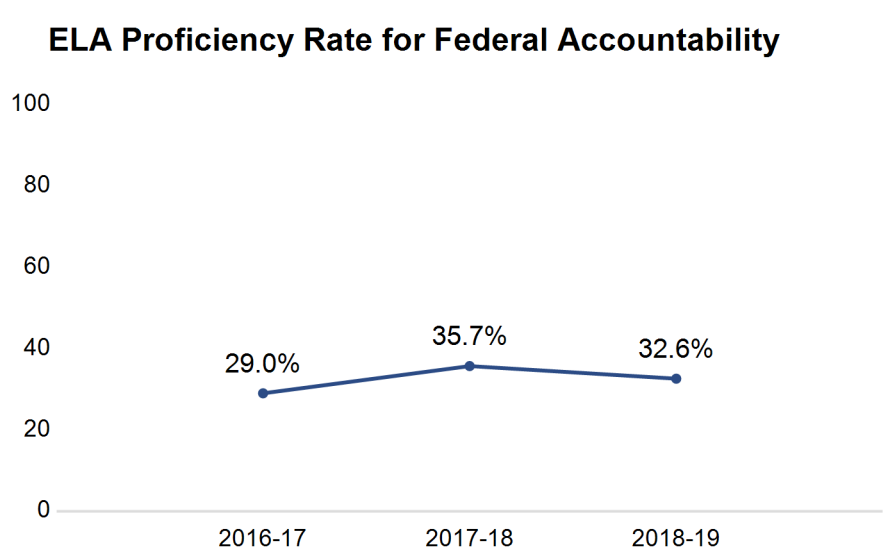
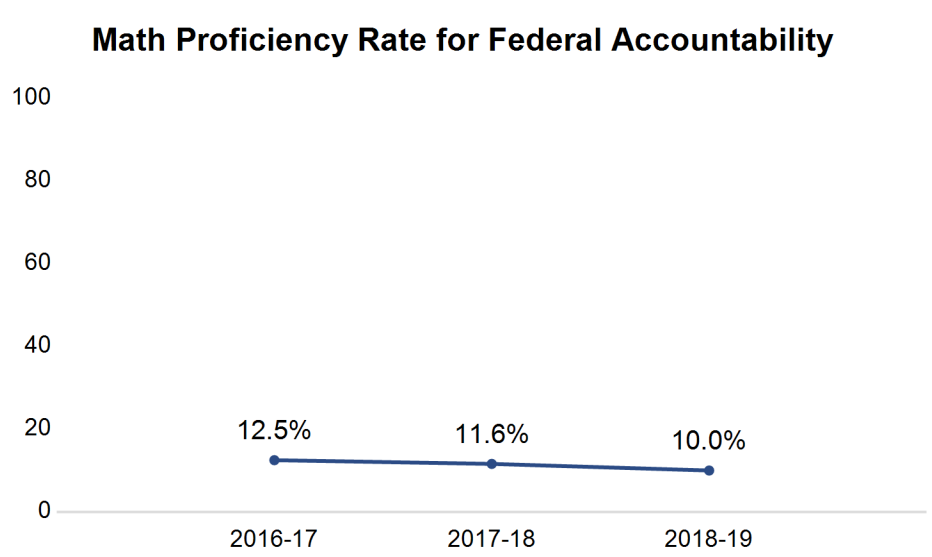
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.1%	94.0%	90.8%	92.4%	92.7%	91.6%
Proficiency Rate for Federal Accountability	29.0%	35.7%	32.6%	12.5%	11.6%	10.0%
Annual Target	33.0%	35.4%	37.9%	20.0%	23.1%	26.3%
Met Annual Target?	Not Met	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal 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	789	90.8	34.1	49.7	57.9	32.6	37.9	Not Met
White	123	92.7	35.0	55.9	66.9	34.3	39.5	Met Target†
Hispanic	373	89.1	27.6	46.4	43.9	25.9	35.7	Not Met
Black or African American	105	85.3	27.6	34.3	38.5	24.8	28.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	183	96.4	50.3	77.0	82.9	50.3	48.6	Met Target
American Indian or Alaska Native	*	*	*	52.2	56.0	*	**	**
Two or More Races	*	*	*	67.7	64.4	*	**	**
Female	348	94.4	42.2	55.2	64.8	42.2		
Male	441	88.1	27.7	44.5	51.3	25.6		
Economically Disadvantaged Students	457	92.1	31.1	45.3	40.0	*	39.7	Not Met
Non-Economically Disadvantaged Students	332	89.0	38.3	56.3	67.9	*		
Students with Disabilities	126	88.4	*	14.4	22.7	*	17.9	Not Met
Students without Disabilities	663	91.2	*	56.2	65.1	*		
English Learners	153	93.4	*	16.0	29.3	*	16.4	Not Met
Non-English Learners	636	90.2	*	53.6	60.6	*		
Homeless Students	*	*	*	31.1	29.1	*		
Students In Foster Care	*	*	*	20.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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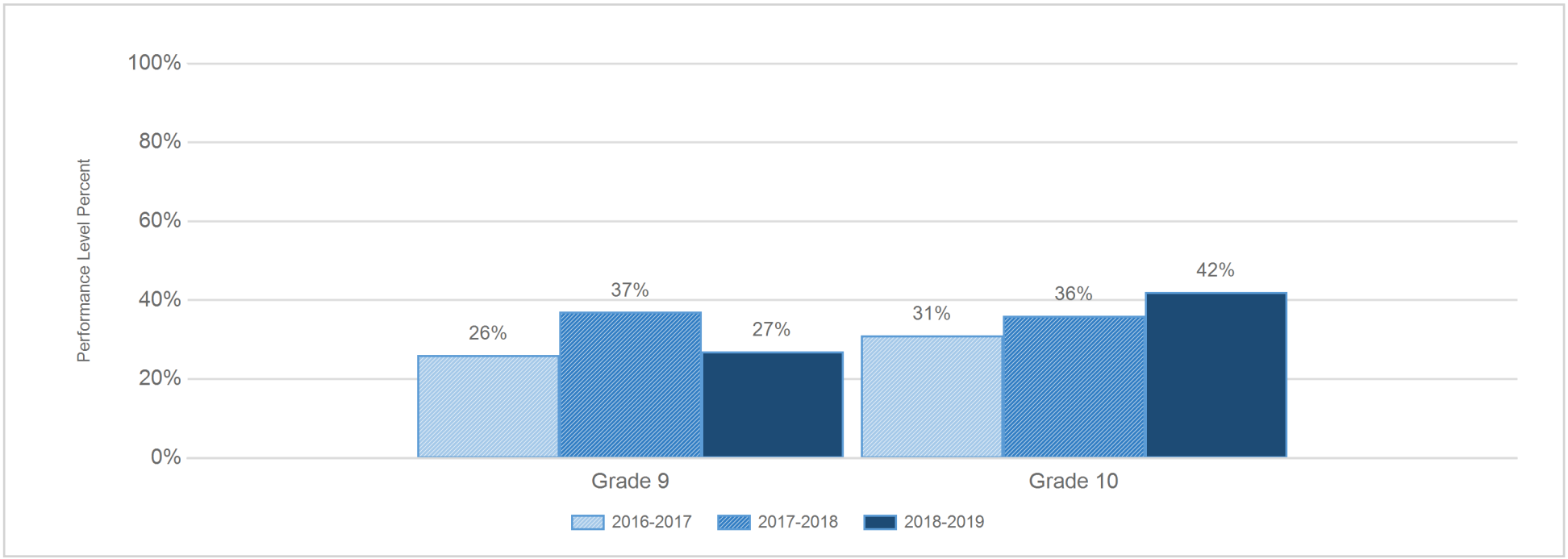
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	447	722	738	753	31%	17%	25%	24%	3%	27%	56%
White	75	730	749	762	25%	20%	21%	*	*	33%	65%
Hispanic	217	714	730	737	40%	12%	26%	*	*	22%	40%
Black or African American	68	714	724	732	38%	26%	18%	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	84	740	771	783	*	19%	29%	*	*	43%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	207	731	744	760	23%	14%	28%	*	*	35%	63%
Male	240	714	732	746	39%	19%	22%	*	*	20%	49%
Economically Disadvantaged Students	277	720	734	734	34%	15%	26%	*	*	25%	36%
Non-Economically Disadvantaged Students	170	724	743	762	28%	20%	22%	*	*	31%	65%
Students with Disabilities	76	702	*	717	*	*	*	*	*	*	17%
Students without Disabilities	371	726	*	760	*	*	*	*	*	*	63%
English Learners	104	686	689	693	*	*	*	*	*	*	*
Non-English Learners	343	732	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	359	736	738	757	19%	18%	20%	34%	9%	42%	58%
White	50	738	748	767	*	20%	26%	*	*	38%	67%
Hispanic	163	729	735	738	23%	21%	22%	28%	6%	34%	43%
Black or African American	40	730	723	733	33%	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	103	749	762	792	11%	16%	17%	45%	12%	56%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	147	745	745	766	16%	12%	21%	38%	13%	51%	66%
Male	212	730	731	749	22%	22%	20%	31%	6%	36%	51%
Economically Disadvantaged Students	187	733	737	735	22%	16%	22%	34%	6%	40%	40%
Non-Economically Disadvantaged Students	172	740	738	767	16%	20%	19%	33%	12%	45%	67%
Students with Disabilities	45	692	696	711	*	*	*	*	*	*	19%
Students without Disabilities	314	743	745	765	*	*	*	*	*	*	65%
English Learners	51	699	689	687	*	*	*	*	*	*	*
Non-English Learners	308	743	744	760	*	*	*	*	*	*	*
Homeless Students	*	*	733	723	*	*	*	*	*	*	32%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

William L Dickinson High School
(17-2390-080)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	821	91.6	10.4	33.6	44.5	10.0	26.3	Not Met
White	134	95.8	14.2	45.3	54.1	14.2	27.3	Not Met
Hispanic	388	90.0	*	27.2	28.8	*	23.3	Not Met
Black or African American	104	85.2	*	16.7	23.0	*	19	Not Met
Asian, Native Hawaiian, or Pacific Islander	190	95.6	21.1	64.6	76.5	21.1	36.1	Not Met
American Indian or Alaska Native	*	*	*	45.5	42.7	*	**	**
Two or More Races	*	*	*	58.5	53.3	*	**	**
Female	363	94.2	*	34.0	44.9	*		
Male	458	89.6	*	33.3	44.2	*		
Economically Disadvantaged Students	470	93.3	*	29.3	26.3	*	27.5	Not Met
Non-Economically Disadvantaged Students	351	89.4	*	39.8	54.9	*		
Students with Disabilities	127	89.7	*	*	17.4	*	14.9	Not Met
Students without Disabilities	694	91.9	*	*	50.0	*		
English Learners	185	93.8	*	16.0	25.0	*	17.9	Not Met
Non-English Learners	636	90.9	*	36.0	46.5	*		
Homeless Students	*	*	*	14.1	17.1	*		
Students In Foster Care	*	*	*	12.8	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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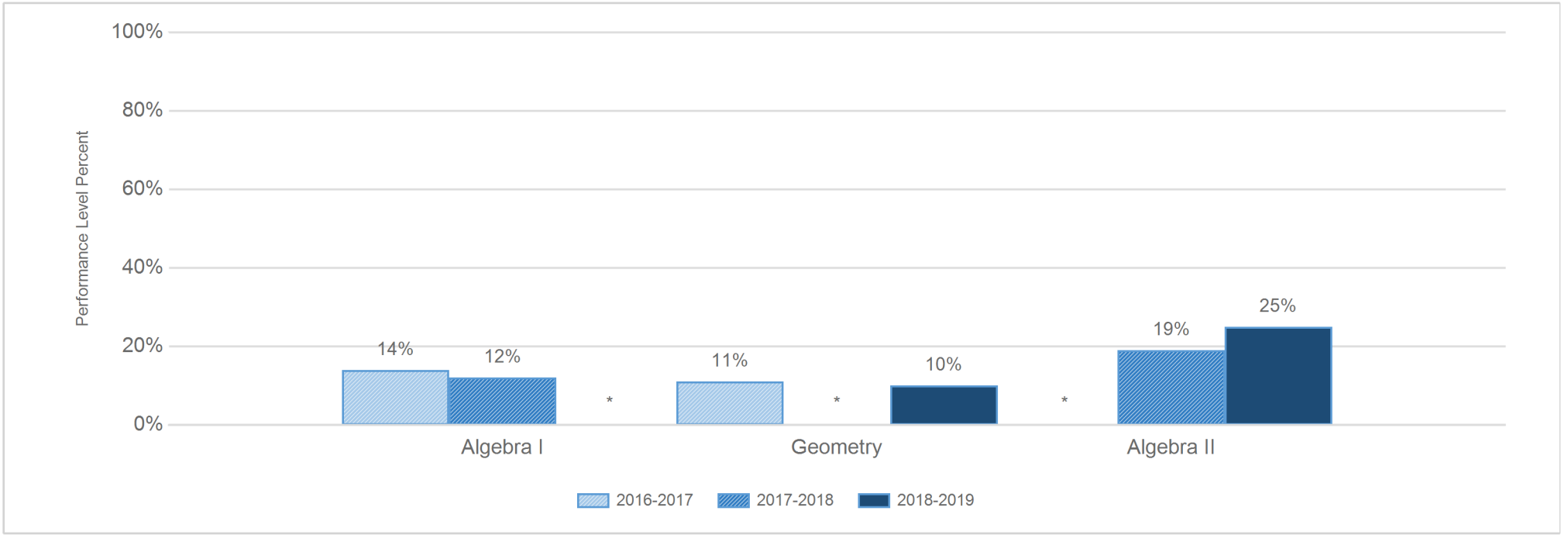
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	623	717	729	744	*	*	*	*	*	*	42%
White	108	721	738	752	18%	48%	22%	*	*	12%	53%
Hispanic	296	712	724	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	130	729	755	775	13%	28%	39%	*	*	20%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	287	718	730	745	*	*	*	*	*	*	44%
Male	336	716	729	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	363	716	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	260	719	732	752	*	*	*	*	*	*	52%
Students with Disabilities	80	704	706	717	*	*	*	*	*	*	12%
Students without Disabilities	543	719	732	748	*	*	*	*	*	*	47%
English Learners	181	708	706	710	*	*	*	*	*	*	*
Non-English Learners	442	721	734	745	*	*	*	*	*	*	*
Homeless Students	*	*	707	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	720	733	737	20%	38%	32%	*	*	10%	35%
White	20	737	749	743	*	*	50%	*	*	25%	43%
Hispanic	87	713	722	724	*	*	*	*	*	*	17%
Black or African American	15	707	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	46	730	755	762	*	39%	41%	*	*	17%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	69	725	*	738	*	36%	39%	*	*	12%	36%
Male	104	717	*	736	*	38%	28%	*	*	10%	34%
Economically Disadvantaged Students	98	722	732	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	75	718	733	743	*	*	*	*	*	*	43%
Students with Disabilities	41	701	699	712	*	*	*	*	*	*	*
Students without Disabilities	132	726	742	741	*	*	*	*	*	*	*
English Learners	15	715	704	708	*	*	*	*	*	*	*
Non-English Learners	158	721	734	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	732	760	755	*	*	42%	25%	0%	25%	58%
White	*	*	770	758	*	*	*	*	*	*	62%
Hispanic	21	726	741	731	*	*	48%	*	*	14%	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	19	744	775	777	0%	*	*	*	*	37%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	17	729	757	752	*	*	*	*	*	*	55%
Male	35	734	763	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	21	728	753	729	*	*	48%	*	*	14%	32%
Non-Economically Disadvantaged Students	31	735	767	761	*	*	39%	*	*	32%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	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	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	23.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	135	*	*
3-4	108	*	*
5 or more	65	*	*

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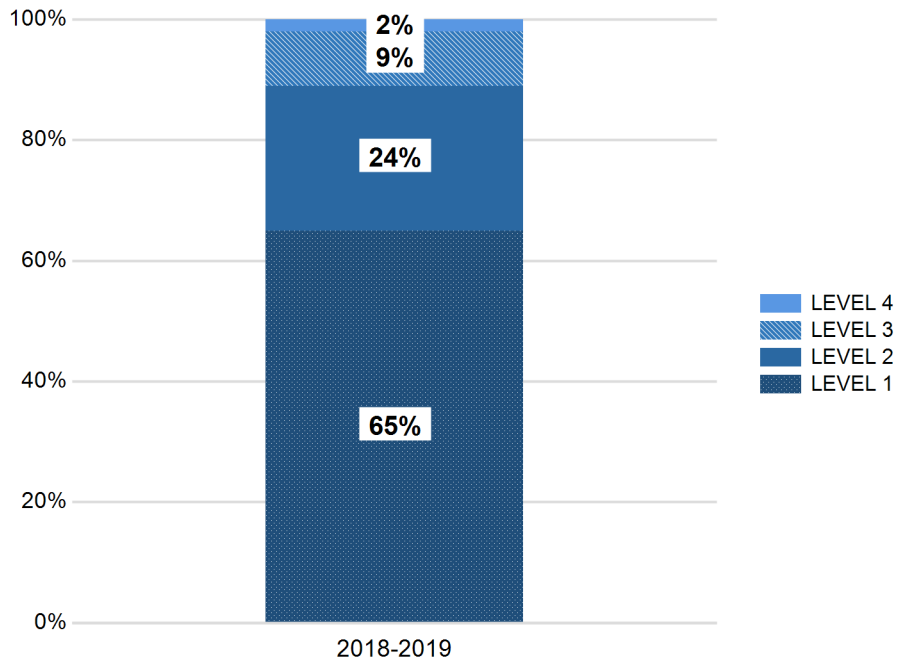
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	24	9	2
White	67	20	9	4
Hispanic	70	24	6	0
Black or African American	66	20	9	5
Asian, Native Hawaiian, or Pacific Islander	56	28	14	2
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	70	23	6	1
Male	61	24	12	3
Economically Disadvantaged Students	66	25	8	2
Non-Economically Disadvantaged Students	63	22	12	2
Students with Disabilities	84	13	3	0
Students without Disabilities	63	25	10	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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 Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	90.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	407	476	Grade 10: 430 Grade 11: 460	31%	61%
PSAT 10/NMSQT - Math	418	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	448	539	480	35%	70%
SAT - Math	449	541	530	20%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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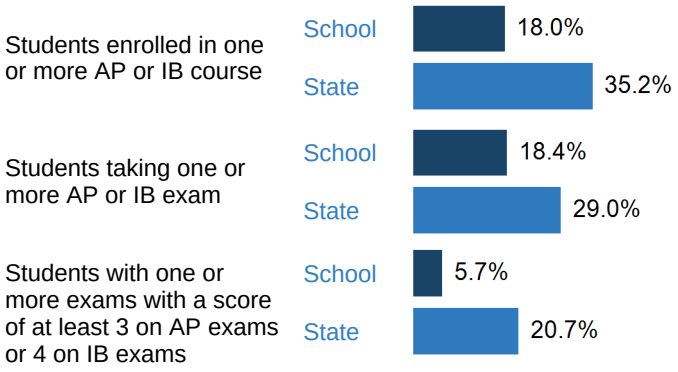
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

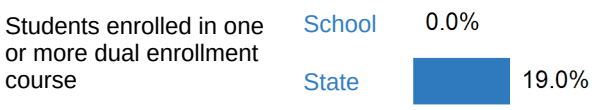
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	10	10
AP Chemistry	5	5
AP Computer Science A	0	7
AP English Language and Composition	33	34
AP English Literature and Composition	64	61
AP Human Geography	20	18
AP Physics 1	6	6
AP Spanish Language	21	21
AP Statistics	2	2
AP Studio Art—Two-Demensional	0	2
AP U.S. History	0	16
AP World History	23	8
Total Exams taken		190
Exams with scores of at least 3 on AP exams or 4 on IB exams		50

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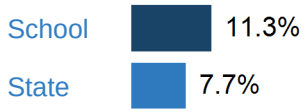
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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)

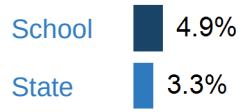


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	11.3%	15.2%	7.7%	10.3%
White	8.9%	12.6%	6.1%	9.6%
Hispanic	10.9%	12.5%	10.3%	11.3%
Black or African American	10.5%	15.9%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	14.0%	22.4%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	7.1%	7.8%	7.3%	10.6%
Male	14.5%	20.8%	8.0%	10.1%
Economically Disadvantaged Students	11.4%	14.1%	10.4%	11.8%
Students with Disabilities	15.0%	7.7%	6.6%	9.2%
English Learners	11.2%	6.4%	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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 Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	260		
Hospitality & Tourism	*		
Information Technology	*		
Total (All Clusters)	465	0	0

NJ SCHOOL PERFORMANCE REPORT

William L Dickinson High School
(17-2390-080)
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.

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	400	119	0	0	0	0	2
10	19	322	2	8	0	0	58
11	5	94	24	30	0	2	204
12	1	8	4	34	10	29	191
Total	425	543	30	72	10	31	455
Enrolled in AP/IB Course					10	2	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	327	39	0	50	9	84
10	25	253	0	7	32	32
11	18	38	0	13	251	3
12	2	13	0	22	60	38
Total	372	343	0	92	352	157
Enrolled in AP/IB Course	0	5		0	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	26	469	0	0	0	17
10	30	234	0	0	0	109
11	180	73	0	0	0	13
12	70	33	0	0	0	83
Total	306	809	0	0	0	222
Enrolled in AP/IB Course	23	0	0	0		20
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	34	19	0	0	0	42	0
10	83	41	0	0	0	29	0
11	225	34	0	0	0	9	0
12	131	21	0	0	0	5	0
Total	473	115	0	0	0	85	0
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	7	0	0	0	0	8	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	14	0	0	0	0	0
11	0	0	5	0	0	0
12	2	0	10	0	0	0
Total	16	0	15	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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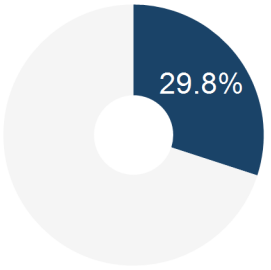
Visual and Performing Arts – Course Participation

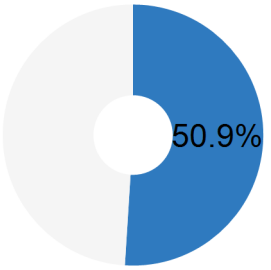
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

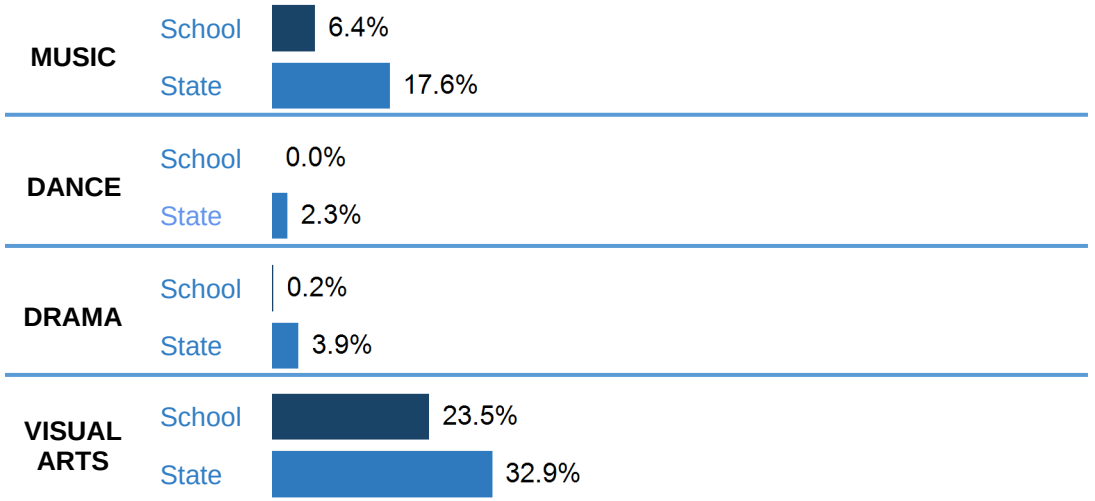


School



State

Students enrolled in one or more classes by discipline:



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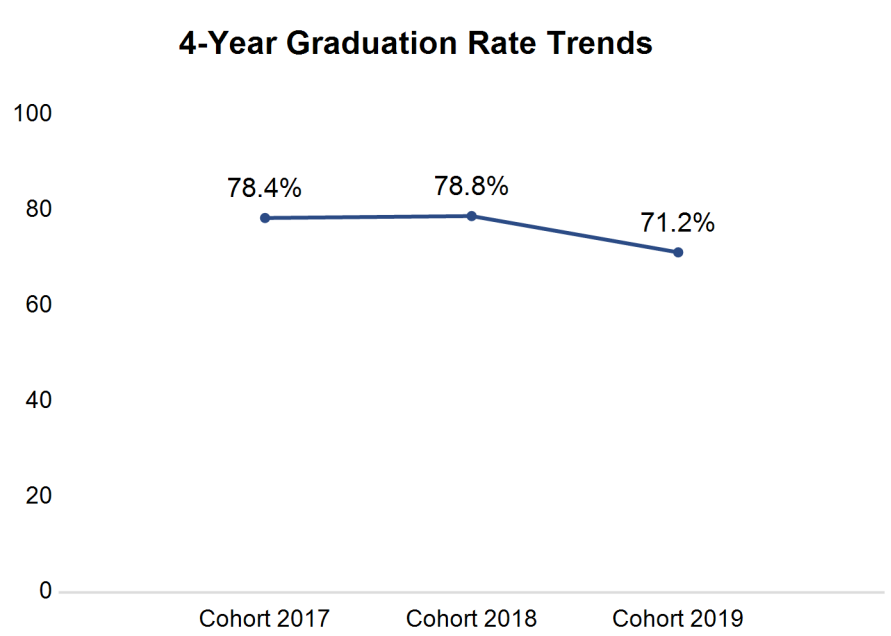
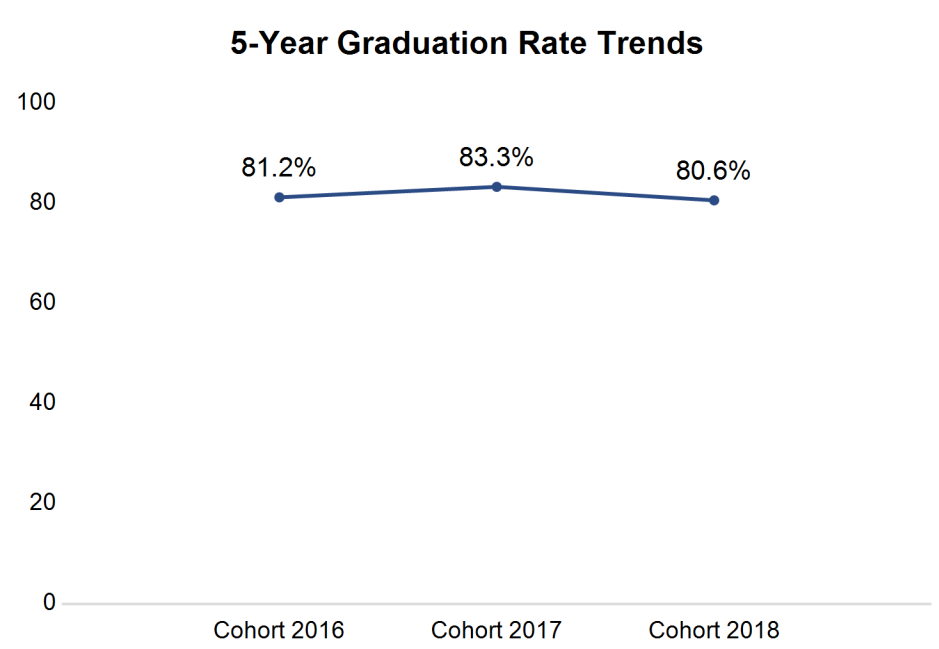
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	78.4%	78.8%	71.2%	81.2%	83.3%	80.6%
Annual Target	78.8%	79.7%		79.7%	80.6%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	71.2%	90.6%	80.6%	92.5%	78.8%	79.7%	Not Met	83.3%	80.6%	Met Target
White	71.6%	94.9%	84.6%	95.9%	80.6%	82.9%	Not Met	81.0%	84.8%	Not Met
Hispanic	72.1%	84.5%	74.1%	87.3%	71.4%	73.3%	Not Met	81.8%	75.1%	Met Target
Black or African American	58.2%	83.3%	81.0%	87.1%	79.7%	75.8%	Met Target	80.5%	77.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	80.2%	96.9%	91.2%	97.8%	92.0%	93.8%	Not Met	89.3%	92.9%	Not Met
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	74.6%	92.8%	86.0%	94.4%	84.7%			84.1%		
Male	68.1%	88.5%	76.2%	90.8%	74.0%			82.6%		
Economically Disadvantaged Students	72.6%	84.0%	82.3%	87.3%	80.1%	80.5%	Not Met	84.7%	81.8%	Met Target
Students with Disabilities	49.4%	79.2%	67.8%	83.8%	65.9%	58.4%	Met Target	67.9%	66.0%	Met Target
English Learners	69.5%	75.4%	82.7%	80.1%	79.5%	78.3%	Met Target	88.3%	78.3%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.5%	45.8%
Substitute Competency Test	10.1%	31.0%
Portfolio Appeals Process	10.4%	14.5%
Alternate Requirements specified in IEP	4.9%	8.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.4%	1.2%
2017-2018	3.0%	1.2%
2016-2017	2.0%	1.1%

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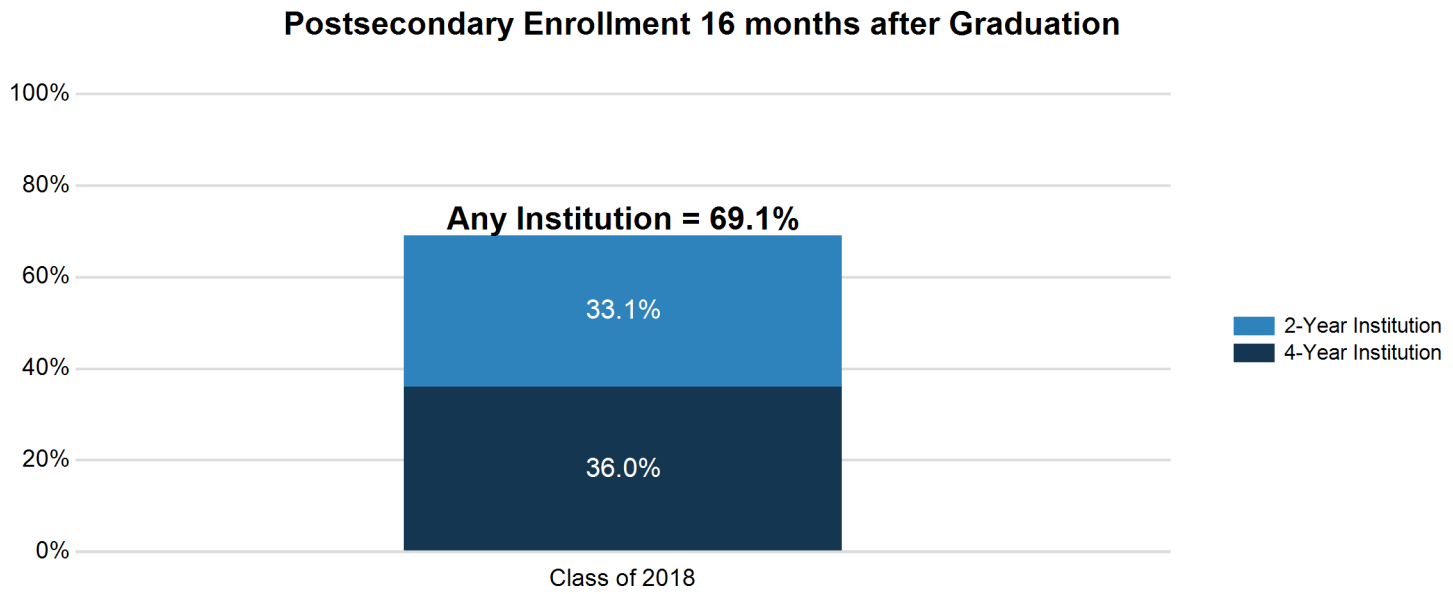
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.1%
% Enrolled in 4-Year Institution	36.0%
% Enrolled in Any Postsecondary Institution	69.1%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.4%	47.6%	52.4%
White	*	*	*
Hispanic	58.4%	55%	45%
Black or African American	69.6%	56.4%	43.6%
Asian, Native Hawaiian, or Pacific Islander	71.1%	28.8%	71.2%
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	71.1%	49.3%	50.7%
Students with Disabilities	48.8%	71.4%	28.6%
English Learners	46.5%	45%	55%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	69.1%	47.9%	52.1%	91.1%	8.9%	95.4%	4.6%
White	81%	34%	66%	95.7%	4.3%	95.7%	4.3%
Hispanic	61.7%	62.8%	37.2%	91.2%	8.8%	94.7%	5.3%
Black or African American	62.7%	53.1%	46.9%	93.8%	6.3%	93.8%	6.3%
Asian, Native Hawaiian, or Pacific Islander	78%	34.1%	65.9%	87.1%	12.9%	96.5%	3.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	67.1%	46.5%	53.5%	92.3%	7.7%	94.2%	5.8%
Students with Disabilities	49.2%	77.4%	22.6%	100%	0%	93.5%	6.5%
English Learners	62%	71%	29%	90.3%	9.7%	90.3%	9.7%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

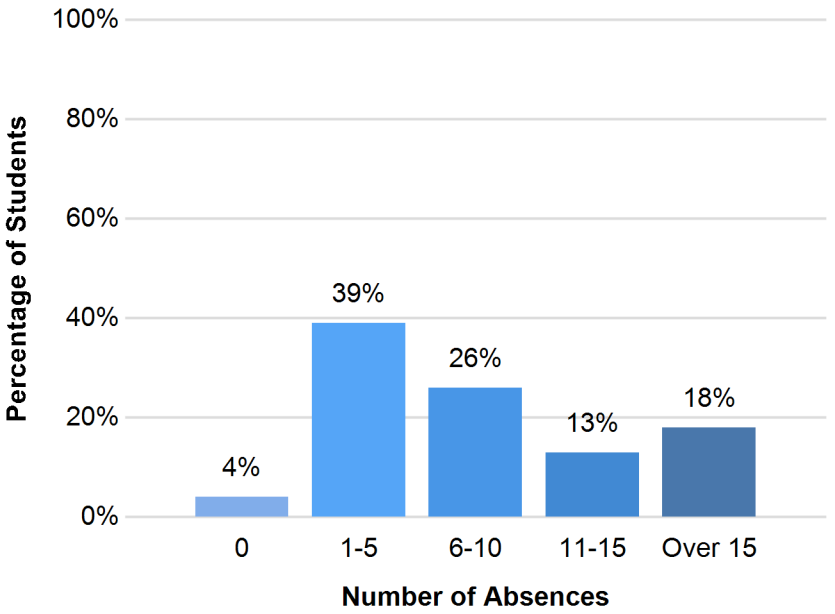
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	266	14.4	14.2	Not Met
White	41	14.9	14.2	Not Met
Hispanic	149	16.5	14.2	Not Met
Black or African American	47	18.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	29	7.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	115	14.3		
Male	151	14.4		
Economically Disadvantaged Students	166	15.3	14.2	Not Met
Students with Disabilities	62	18.8	14.2	Not Met
English Learners	58	15.1	14.2	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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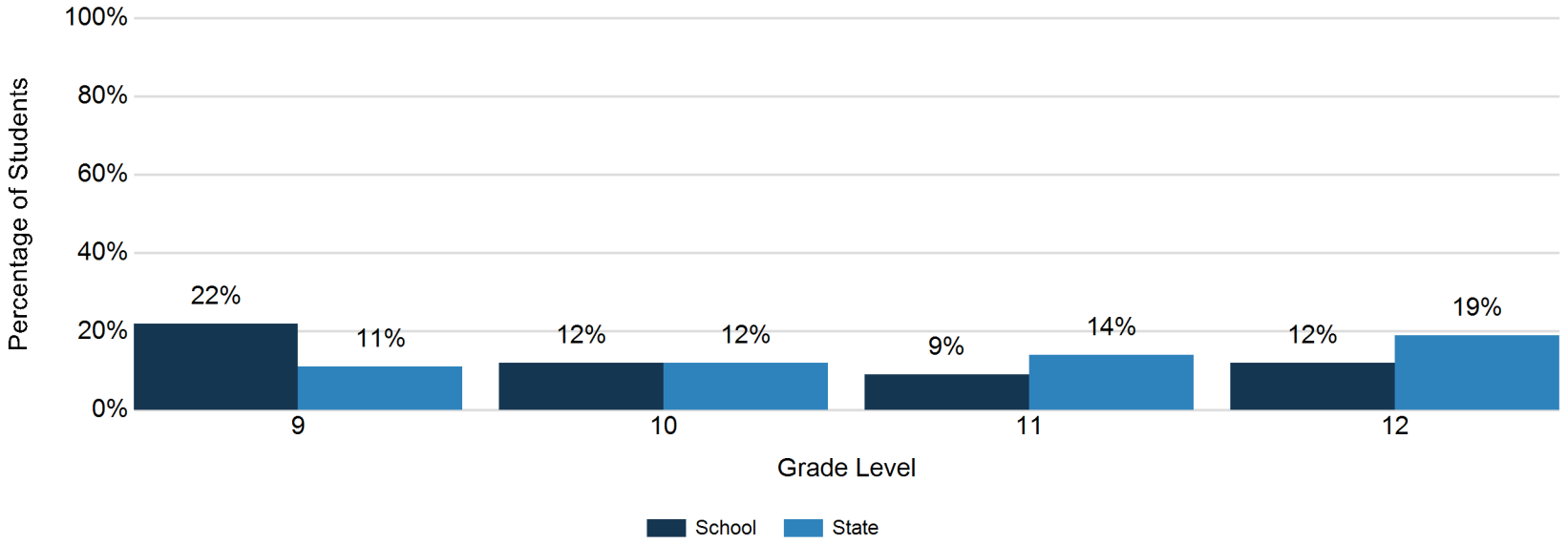
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	3
Vandalism	3
Substances	39
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	53
Incidents Per 100 Students Enrolled	3.01

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	6
Weapons	3
Vandalism	3
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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 Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		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 Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	51	2.9%
Any Suspension	53	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	14	0.8%

School Days Missed due to Out-of-School Suspensions
175

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William L Dickinson High School
(17-2390-080)
Grades Offered: 09-12
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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	142	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	15.6	10.8
Percentage of Teachers with 4 or more years experience in the district	95.1%	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 District	Admin. in State
Total Number of administrators	128	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	20.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.6%	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	293:1	226:1
Teachers to Administrators	24:1	19:1
Students to Librarians/Media Specialists		2630:1
Students to Nurses		526:1
Students to Counselors		438:1
Students to Child Study Team Members		198:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.5%	55.6%	50.0%	48.4%	77.1%	54.9%
Male	56.5%	44.4%	50.0%	51.6%	22.9%	45.1%
White	15.3%	42.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	47.0%	19.0%	33.3%	29.9%	7.3%	7.2%
Black or African American	14.7%	28.2%	16.7%	15.0%	6.6%	13.9%
Asian	21.4%	10.6%	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	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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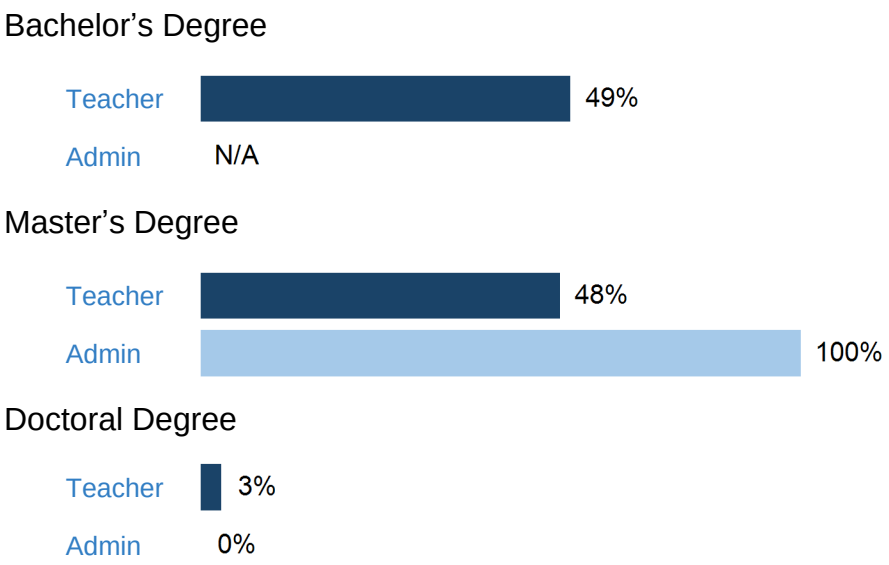
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	82.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.0%	35.7%	32.6%
Math Proficiency	12.5%	11.6%	10.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	78.4%	78.8%	71.2%
5-Year Graduation Rate†	81.2%	83.3%	80.6%
Progress toward English Language Proficiency		33.0%	23.4%
Chronic Absenteeism	12.6%	14.2%	14.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Target	Met Target†	Not Met	No
White	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Project LEAP Plus: Program is in conjunction with Hudson County Community College. Students will have the opportunity to obtain an Associate's Degree in Environmental Studies • NATEF Certification: Upon completion of the curriculum, students are prepared for entry-level positions in various areas of the automotive industry. • Green Construction/House Renovation: In the Sustainable Design and Architecture Module students receive a basic overview of 'green buildings' from the design perspective.
Mission, Vision, Theme:	William L. Dickinson High School's mission is to provide an education that empowers students toward academic, social, and personal accountability and achievement, fostering a community of life-long learners who adapt and contribute to an ever-changing society. The school's main tenets of the mission are Diversity, Honor and Success. Dickinson High School's vision is that all students will be able to develop intellectual curiosity, aesthetic sensitivity, sound moral character, and technical competence in preparation for meeting the challenges of the 21st century in an ever changing global community. Students will be provided with a safe, healthy, and nurturing environment in which to learn and grow.
Awards, Recognition, Accomplishments:	Dickinson students continue to be recognized for a broad array of achievement in academic, athletic and community based areas. They include NJ Star Scholars, The Kenneth J. Harbace Memorial, The Ann Fasciano Memorial Scholarship, The Migdalia Mojica English Award, Marco Santa-Maria Science Award, Jersey City Education Awards, and local and state athletic awards. Our students participate in various competitions associated with their respective SLC's. The JROTC program has won numerous drill competitions throughout the Northeast Coast. Our Robotics Team has earned honorable mentions the last two years at a state-wide robotic competition. These accomplishments reflect the hard work of our students and teachers.

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Courses, Curriculum, Instruction:	Small Learning Communities include: Applied, Physical and Biological Sciences, Project LEAP Plus, Applied and Information Technology Health and Medical Services, Green Construction/House Renovation, United States Air Force JROTC, and Automotive Technology. Advanced Course Offerings: AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science, AP English Language & Composition, AP English Literature & Composition, AP Statistics, AP Environmental Science, AP Physics, AP Psychology, AP Spanish Language, AP World History, AP United States History
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	African American Club, AJFROTC Drill Team, Aries Literary Magazine, Fencing, Aspira, Badminton, B Bold B Yourself, Book Club, Peer Mediation, N.H.Society, Chess, Christian Teen, Ham Radio, DHS Helping Hands, DHS PEP/School Spirit Club, DHS Ram Squad, Newspaper, DJ Club, School Treasurer, Key Club, Future Business Leaders of America (FBLA), Gnome/ Yearbook Staff, Math Club, Model UN Club, Positive Ramifications, Road To College, Robotics Club, Student Council, World Language Club, Kismet of Kings, and The Girls in Pearls Club, Student Advisory

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Staff and Professional Learning:	Focusing on Facilitation and Cooperative Learning, Data Analysis and Creating Assessments, Teaching Art Across Curricula, Universal Design for Learning (L.I.N.K Lead Teachers), Effective Questioning Techniques, More Effective vs Less Effective Cooperative Learning Strategies, Probing Questions. PLC's team's focus is to develop and pursue measurable improvement goals that are aligned to our school and district goals for learning. Our PLC teams work collaboratively on an ongoing basis to engage in collective inquiry into both best practices in teaching and best practices in learning in order to help all students learn.
Postsecondary Information:	Support provided to aid in College and Career Readiness Success includes the use of Naviance. With the use of Naviance, educators have the ability to track and report college data. Students have the opportunity to utilize the resources provided through a variety of career paths in collaboration with "Roadtrip Nation" developed within the Naviance Curriculum. Through Naviance, each student receives specific steps required to reach their ultimate goals. Students are given targets to be met, measured and obtained. Colleges Students have attended include: New Jersey City University, Art Institute of New York, New Jersey Institute of Technology, Art Institute of Philadelphia, Pennsylvania State University, Bergen Community College, Ramapo College, Rowan University, Rutgers University, Fairleigh Dickinson, St. John's University, Steven's Institute of Technology, Hudson County Community College, Johnson and Wales University and Lincoln Tech.

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Student Supports and Services:	Special education services offered include: T.E.A.C.H. Teaching and Education of Autistic Children through Collaboration and Harmony, C.H.A.M.P.S. Severe Learning Disabilities Program, Adapted Physical Education, ILIT: blends print and digital learning experiences, The Assistive Technology Program: assess the utilization of Assistive Technology (A.T.) to compensate for the disabilities of students, Collaborative Consultation Teacher Program: affords the opportunity for students with an IEP to be educated with their non-disabled peers, SAC's: highly trained SAC and Character Education Coordinators, Service Broker: assists families with outside services and agency's for families or students living on their own, ELL students are closely monitored: WIDA levels highlight different stages of language development , online tools accessed through Edge are available to all ELL students, Finish Line for ELL's 2.0 English Proficiency Practice is a pilot program
Student Health and Wellness:	Grab 'N' Go serving carts located near the school entrance provides a quick and nutritious meal for students. With disposable packaging and strategically-placed trash cans, Grab 'N' Go breakfasts are a practical and appealing way to reach hungry kids in a hurry, boost participation on your school breakfast program, and ensure the school food service department receives funds for a successful program.
Parent and Community Involvement:	The Parent Involvement Committee encourages and enhances meaningful parental involvement

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School Narrative

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Facilities:	Indoor Swimming Pool Facilities, Redesigned Media Center and Cafeteria, Virtual Reality Technology Room, 7 computer labs, 2 gyms, weight room and beautiful grounds with picnic tables

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Technology and STEM:	GSuite and Google Classroom, Smartboards, Chromebooks, Virtually Reality room, Live Video Online Science Lessons; STEM Small Learning Communities include: Applied, Physical and Biological Sciences, Applied and Information Technology, Health and Medical Services, Green Construction/House Renovation, and Automotive Technology