

**Bradford Elementary School**

(13-3310-100)

Grades Offered: PK-05

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Mrs. Naomi Kirkman
Address	87 MT HEBRON RD UPPER MONTCLAIR, NJ 07042
Phone Number	973-509-4155
Email Address	nkirkman@montclair.k12.nj.us
Website	https://bradford.montclair.k12.nj.us/
Twitter	https://twitter.com/@BradfordSchool



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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	6	6	0
KG	66	70	71
1	66	67	74
2	71	67	67
3	76	76	69
4	75	76	73
5	75	74	71
Total	435	436	425

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.4%	43.6%	40.5%
Male	55.6%	56.4%	59.5%
Economically Disadvantaged Students	12.4%	10.3%	8.7%
Students with Disabilities	19.1%	20.2%	22.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.7%	0.2%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.2%	0.5%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	61.1%	60.1%	59.5%
Hispanic	9.2%	9.4%	8.7%
Black or African American	15.9%	13.8%	12.5%
Asian	7.6%	8.9%	10.8%
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	6.2%	7.8%	8.5%

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	6	6	0
KG - Half Day	0	0	0
KG - Full Day	66	70	71

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	94.8%
Other Languages	5.2%



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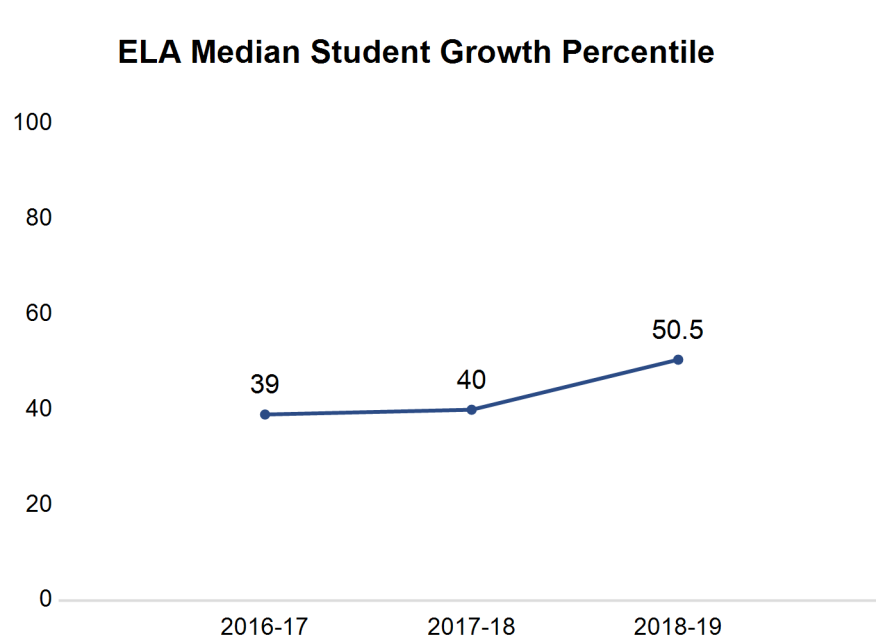
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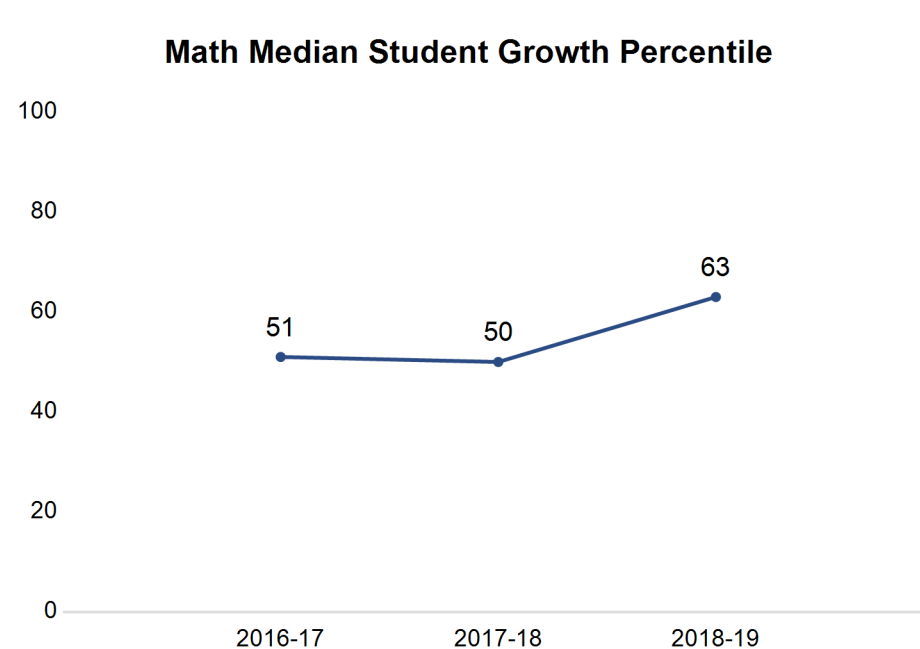
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	40	50.5	51	50	63
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met 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	50.5	48	50	Met Standard	63	53	50	Exceeds Standard
White	52.5	50	50	Met Standard	63	55	52	Exceeds Standard
Hispanic	*	53	49	**	*	58.5	47	**
Black or African American	24	40	45	**	64	43	43	**
Asian, Native Hawaiian, or Pacific Islander	46	47	59	**	78	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	50	52	**
Female	51	51	53	N	65.5	52	50	N
Male	50.5	44	47	N	57.5	54	51	N
Economically Disadvantaged Students	35.5	35	48	**	64	40	46	**
Students with Disabilities	52.5	47	43	Met Standard	55	46	45	Met Standard
English Learners	N	54	52	**	N	66	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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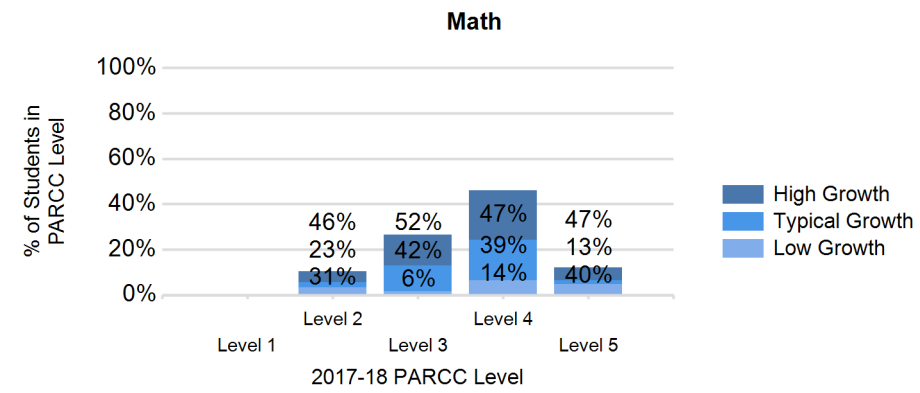
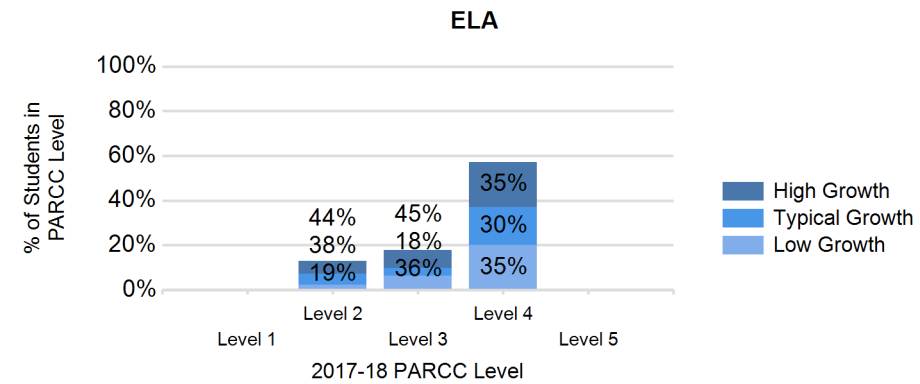
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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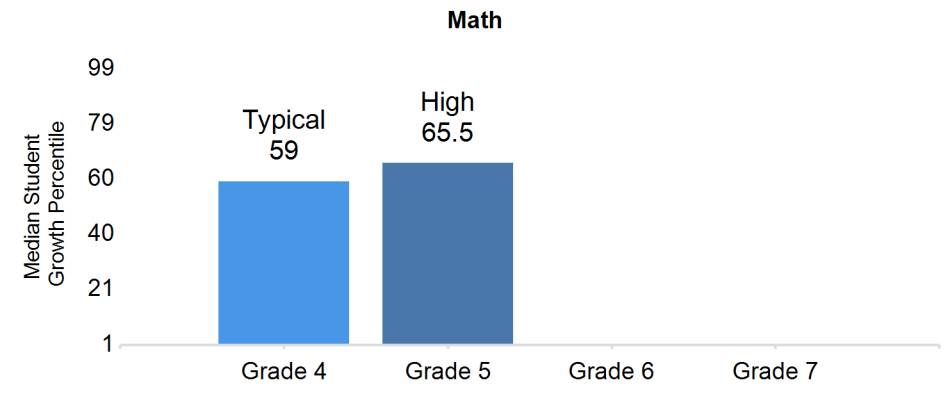
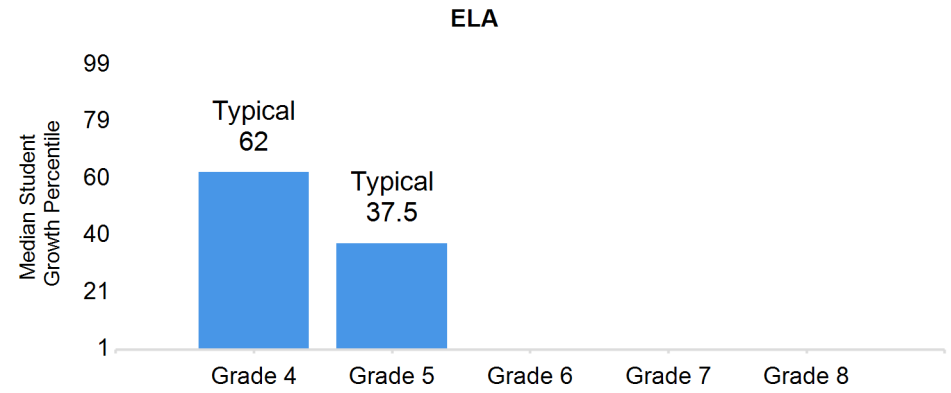
Student Growth by Performance Level

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



Student Growth by Grade

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





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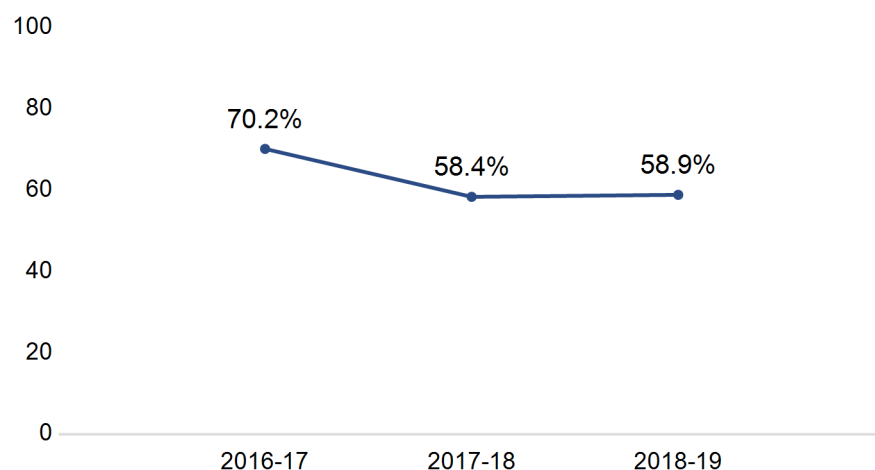
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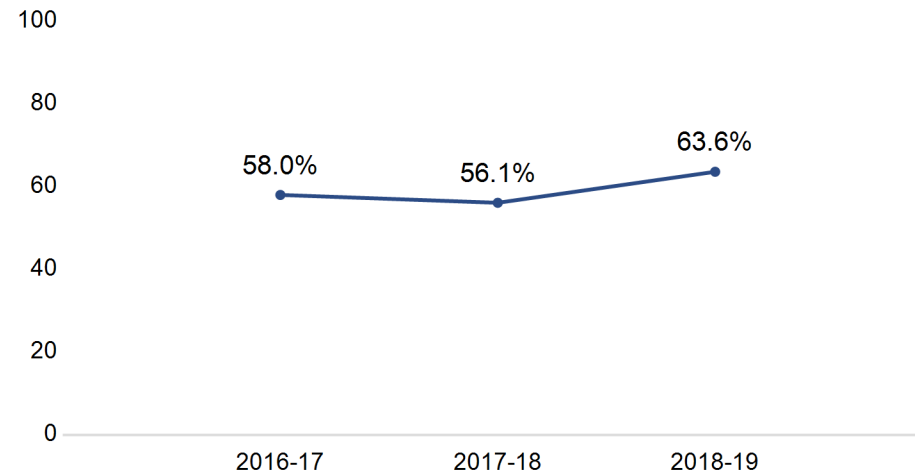
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.5%	92.1%	95.9%	92.5%	92.1%	95.9%
Proficiency Rate for Federal Accountability	70.2%	58.4%	58.9%	58.0%	56.1%	63.6%
Annual Target	65.7%	66.5%	67.3%	59.2%	60.3%	61.4%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	209	95.9	58.9	67.8	57.9	58.9	67.3	Not Met
White	121	94.5	71.1	79.2	66.9	70.7	75.4	Met Target†
Hispanic	21	95.5	33.3	58.2	43.9	33.3	54.9	Not Met
Black or African American	32	97.0	21.9	44.3	38.5	21.9	39.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	*	82.9	77.3	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	46.2	74.4	64.4	46.2	**	**
Female	88	95.7	78.4	77.9	64.8	78.4		
Male	121	96.0	44.6	58.3	51.3	44.6		
Economically Disadvantaged Students	22	100.0	22.7	34.1	40.0	22.7	29.1	Met Target†
Non-Economically Disadvantaged Students	187	95.4	63.1	73.5	67.9	63.1		
Students with Disabilities	53	93.0	28.3	32.4	22.7	27.7	36.1	Met Target†
Students without Disabilities	156	96.9	69.2	75.3	65.1	69.2		
English Learners	N	N	N	39.5	29.3	N	**	**
Non-English Learners	209	95.9	58.9	68.2	60.6	58.9		
Homeless Students	N	N	N	13.3	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



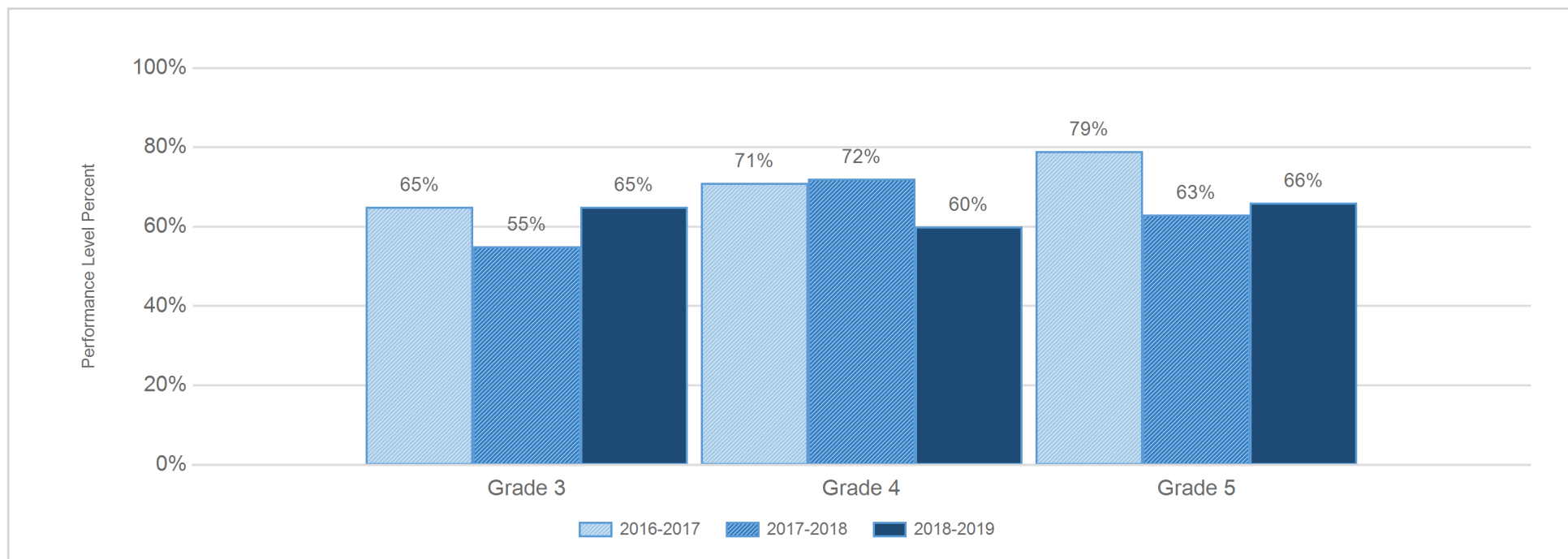
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English Language Arts Assessment - Performance Trends

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	62	762	759	748	*	*	23%	*	*	65%	50%
White	32	766	769	757	0%	*	*	*	*	75%	60%
Hispanic	*	*	748	734	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	29	772	766	753	*	*	*	*	*	79%	55%
Male	33	753	753	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	765	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	725	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	62	762	*	751	*	*	23%	*	*	65%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	757	763	755	*	*	25%	44%	16%	60%	57%
White	47	766	774	763	0%	*	21%	*	*	74%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	27	767	770	760	*	*	*	*	*	74%	62%
Male	41	751	757	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	765	*	*	*	*	*	*	69%
Students with Disabilities	19	727	731	725	*	*	*	*	*	26%	25%
Students without Disabilities	49	768	770	761	*	*	*	*	*	73%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	68	757	*	758	*	*	25%	44%	16%	60%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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	64	759	765	756	*	*	25%	*	*	66%	58%
White	39	761	772	764	0%	*	26%	*	*	69%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	11	742	750	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	10	776	765	781	0%	*	0%	*	*	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	772	771	761	*	*	*	*	*	90%	64%
Male	35	749	759	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	12	750	739	724	*	*	*	*	*	67%	23%
Students without Disabilities	52	761	771	762	*	*	*	*	*	65%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	64	759	*	758	*	*	25%	*	*	66%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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	209	95.9	63.6	55.1	44.5	63.6	61.4	Met Target
White	121	94.5	76.0	68.0	54.1	75.7	68.8	Met Target
Hispanic	21	95.5	33.3	46.8	28.8	33.3	54.9	Not Met
Black or African American	32	97.0	28.1	*	23.0	28.1	29.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	*	76.5	77.3	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	61.5	59.7	53.3	61.5	**	**
Female	88	95.7	70.5	56.8	44.9	70.5		
Male	121	96.0	58.7	53.5	44.2	58.7		
Economically Disadvantaged Students	22	100.0	22.7	21.9	26.3	22.7	24.8	Met Target†
Non-Economically Disadvantaged Students	187	95.4	68.4	61.1	54.9	68.4		
Students with Disabilities	53	93.0	26.4	*	17.4	25.8	36.1	Not Met
Students without Disabilities	156	96.9	76.3	*	50.0	76.3		
English Learners	N	N	N	40.8	25.0	N	**	**
Non-English Learners	209	95.9	63.6	55.3	46.5	63.6		
Homeless Students	N	N	N	13.3	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



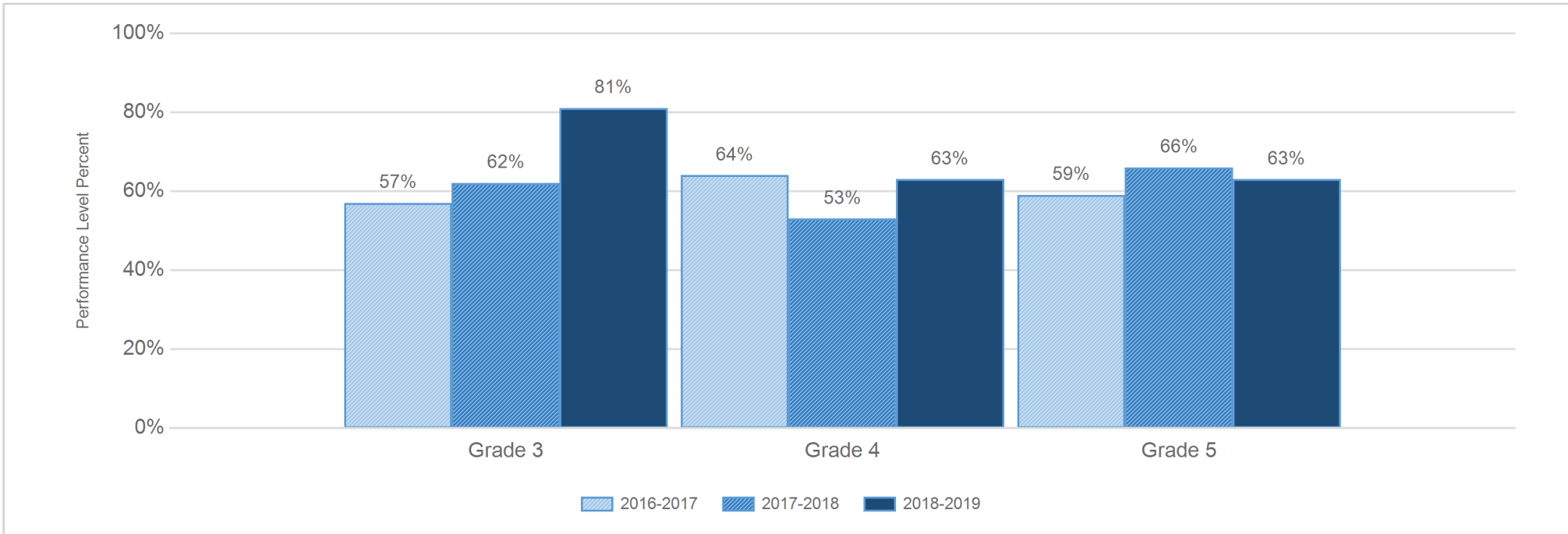
Bradford Elementary School
(13-3310-100)
Grades Offered: PK-05
2018-2019

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.



Bradford Elementary School
(13-3310-100)
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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	62	774	763	752	*	*	*	52%	29%	81%	55%
White	32	782	771	760	0%	0%	*	*	*	91%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	29	776	764	751	*	*	*	*	*	86%	54%
Male	33	772	763	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	769	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	739	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	62	774	*	754	*	*	*	52%	29%	81%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	756	756	749	*	*	19%	*	*	63%	51%
White	47	768	770	757	0%	*	*	*	*	79%	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	27	758	754	749	*	*	*	*	*	67%	50%
Male	41	754	757	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	63%
Students with Disabilities	19	727	725	726	*	*	*	*	*	21%	25%
Students without Disabilities	49	767	763	754	*	*	*	*	*	80%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	68	756	*	751	*	*	19%	*	*	63%	54%
Homeless Students	N	N	*	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	*	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	64	760	758	747	*	*	25%	45%	17%	63%	47%
White	39	762	765	755	0%	*	28%	*	*	67%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	11	737	740	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	10	788	770	775	*	0%	0%	*	*	90%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	768	756	747	*	*	*	*	*	66%	47%
Male	35	754	759	747	*	*	*	*	*	60%	47%
Economically Disadvantaged Students	*	*	731	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	12	740	732	725	*	*	*	*	*	42%	19%
Students without Disabilities	52	765	763	752	*	*	*	*	*	67%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	64	760	*	749	*	*	25%	45%	17%	63%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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	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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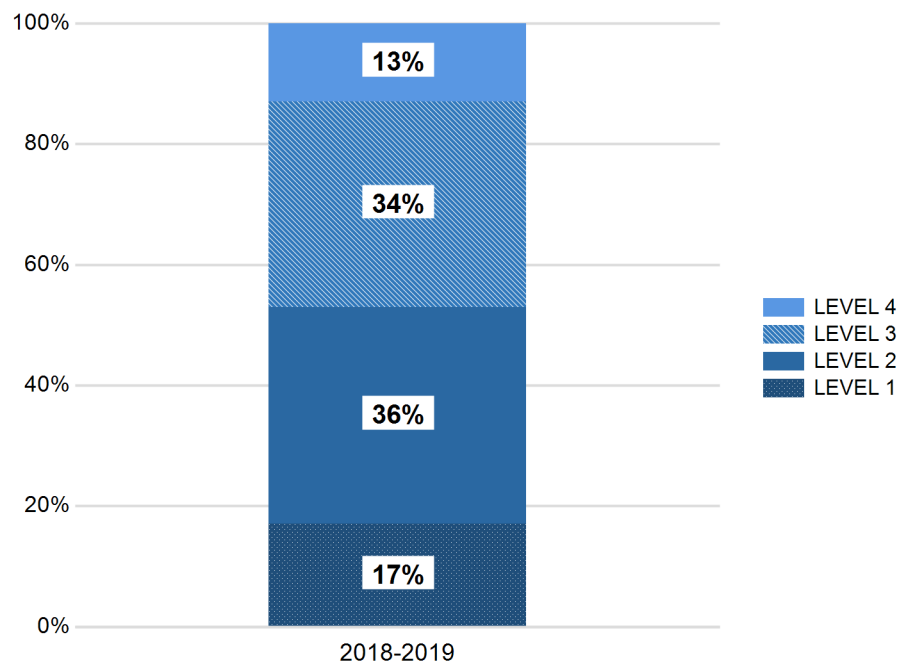
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	36	34	13
White	5	49	33	13
Hispanic	*	*	*	*
Black or African American	45	36	18	0
Asian, Native Hawaiian, or Pacific Islander	10	0	60	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	7	34	45	14
Male	26	37	26	11
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	33	50	17	0
Students without Disabilities	13	33	38	15
English Learners	N	N	N	N
Non-English Learners	17	36	34	13
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



Bradford Elementary 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.

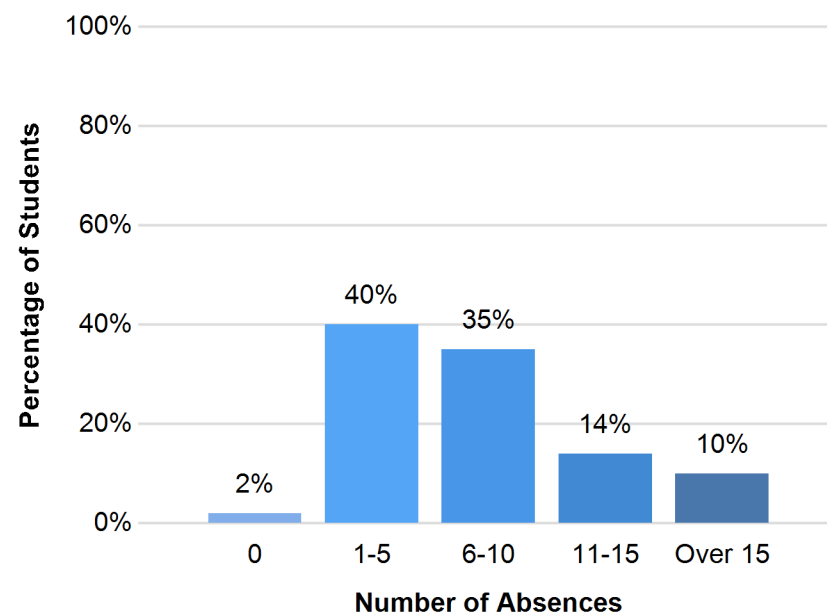
Chronic Absenteeism

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	24	5.6	8.9	Met
White	7	2.7	8.9	Met
Hispanic	8	21.1	8.9	Not Met
Black or African American	6	10.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	4.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.6	8.9	Met
Female	10	5.7		
Male	14	5.4		
Economically Disadvantaged Students	4	10.8	8.9	Not Met
Students with Disabilities	17	16.5	8.9	Not Met
English Learners	N	N	N	N
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.





Bradford Elementary School

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2018-2019

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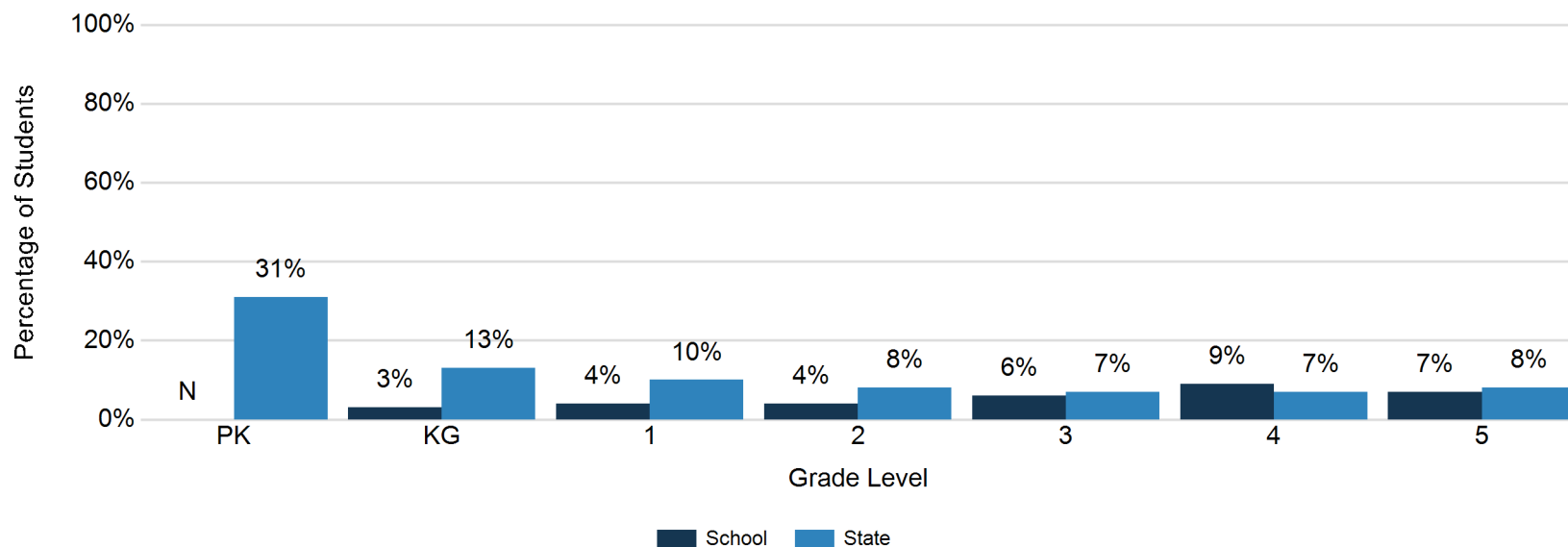
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Chronic Absenteeism by Grade

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





Bradford Elementary School

(13-3310-100)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.18

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	1.5:1



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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	36	118,214
Average years experience in public schools	18.3	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	425:1	201:1
Teachers to Administrators	36:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	40.5%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	59.5%	11.1%	0.0%	51.6%	22.9%	45.1%
White	59.5%	86.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.5%	11.1%	0.0%	15.0%	6.6%	13.9%
Asian	10.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Bradford Elementary School
(13-3310-100)
Grades Offered: PK-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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 39%

Admin N/A

Master's Degree

Teacher 58%

Admin 100%

Doctoral Degree

Teacher 3%

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	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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%



Bradford Elementary School
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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



Bradford Elementary School
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Grades Offered: PK-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.2%	58.4%	58.9%
Math Proficiency	58.0%	56.1%	63.6%
ELA Growth	39	40	50
Math Growth	51	50	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.8%	5.5%	5.6%

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



Bradford Elementary School

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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](#).

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	Met Target	Met Standard	Exceeds Standard	N	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Not Met	Not Met	**	**	n/a	Not Met	No
Black or African American	Not Met	Met Target†	**	**	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	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	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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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:

- Bradford School is the University Magnet; we have a dynamic partnership with Montclair State University.
- Parent and caregiver involvement in and out of the classrooms is welcomed.
- Character education is taught through the Responsive Classroom and the Bradford CARES program.



Mission, Vision, Theme:

Bradford is dedicated to cultivating confident, curious and kindhearted citizens capable of asking thoughtful questions, navigating complex challenges, and connecting with the world around them. Through our rigorous university-backed academic and social-emotional curriculum and our deeply invested faculty, we are committed to building a diverse and inclusive community of life-long learners.



Bradford Elementary School

(13-3310-100)

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Courses, Curriculum, Instruction:

English Language Arts, Math, Science, and Social studies, comprise the basic curriculum, which is based on the New Jersey Learning Standards. Art, music, physical education, library, and Spanish are also offered. Technology is integrated into all subject areas. Bradford students may participate in accelerated learning opportunities or RTI (Response to Intervention), which provides additional academic support for students in need.



Clubs and Activities:

We have an Art Club, Running Club, Technology Club, and Debate Club.



Bradford Elementary School

(13-3310-100)

Grades Offered: PK-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>The PTA runs a before school and after school enrichment program with a variety of course offerings. The YMCA also runs before and after school programs.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning opportunities are available for staff members via grade level professional learning communities and through school-wide faculty meetings. Our partnership with MSU also grants us professional development opportunities with university professors, such as work in the areas of diversity in children's literature and social justice education.</p>






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 <p>Student Supports and Services:</p>	<p>The Intervention & Referral Service Process or I&RS is a system designed to assist when a concern, either academic, behavioral or both, has been identified to be impacting a student's ability to succeed in the classroom. Students may be placed on a tier as part of the Response to Intervention (RTI) system, which provides increasing layers of support. The 504 process may also review a student's eligibility for a 504 plan, which can provide a variety of accommodations for students.</p>
 <p>Student Health and Wellness:</p>	<p>A Health and Wellness program is organized by parents and faculty, emphasizing nutrition and exercise. Bradford hosts monthly Walk-to-School days and healthy breakfasts for each grade.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and caregiver involvement in the classrooms is welcomed. Supported by an active and enthusiastic PTA, the extended Bradford community gathers for many occasions throughout the year, including a Family Movie Night, Pancake Breakfast, a STEAM Carnival, music concerts, book fairs, a Science Fair, a community service day, and food and toy drives.</p>



Bradford Elementary School

(13-3310-100)

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2018-2019

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School Narrative

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Facilities:

The current building was dedicated in 1925. A wing was added in 2002 to accommodate our growing student body. State of the art technology and art classrooms were added, in addition to a beautiful library. The building has a mix of central air and window units.



Buzz Aldrin Middle School
(13-3310-127)
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:



Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Dr. Jill Sack
Address	173 BELLEVUE AVE UPPER MONTCLAIR, NJ 07042
Phone Number	973-509-4220
Email Address	jsack@montclair.k12.nj.us
Website	https://buzz-aldrin.montclair.k12.nj.us/
Twitter	https://twitter.com/buzzaldrinms?lang=en



Buzz Aldrin Middle School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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	220	211	231
7	226	221	213
8	212	228	218
Total	658	660	662

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.7%	43.6%	45.3%
Male	55.3%	56.4%	54.7%
Economically Disadvantaged Students	18.1%	17.0%	13.6%
Students with Disabilities	20.5%	20.2%	18.3%
English Learners	1.2%	1.4%	1.5%
Homeless Students	0.3%	0.8%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.8%	0.6%
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	50.6%	51.1%	51.7%
Hispanic	12.6%	12.9%	14.4%
Black or African American	26.1%	24.2%	23.9%
Asian	5.6%	6.7%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	4.7%	4.7%	3.9%

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	98.0%
Other Languages	2.0%



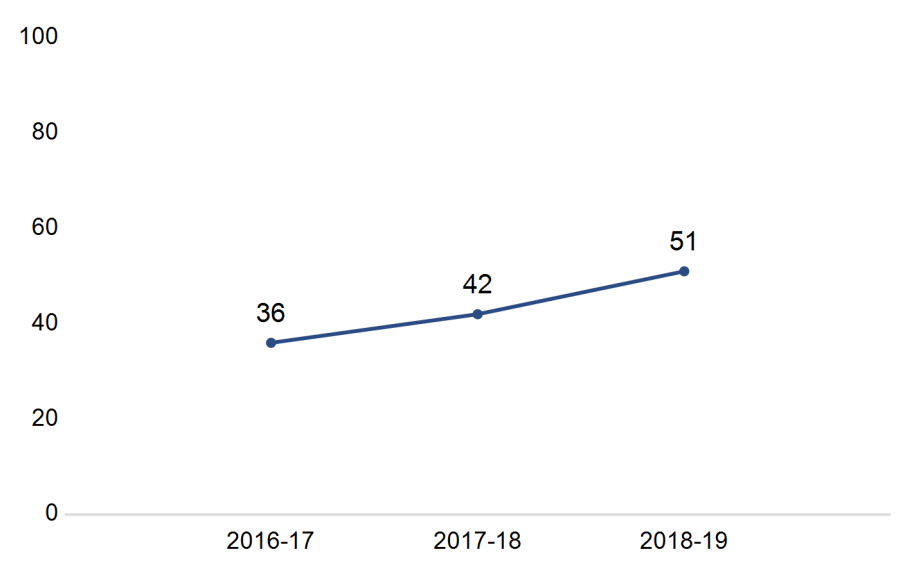
Buzz Aldrin Middle School
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 Grades Offered: 06-08
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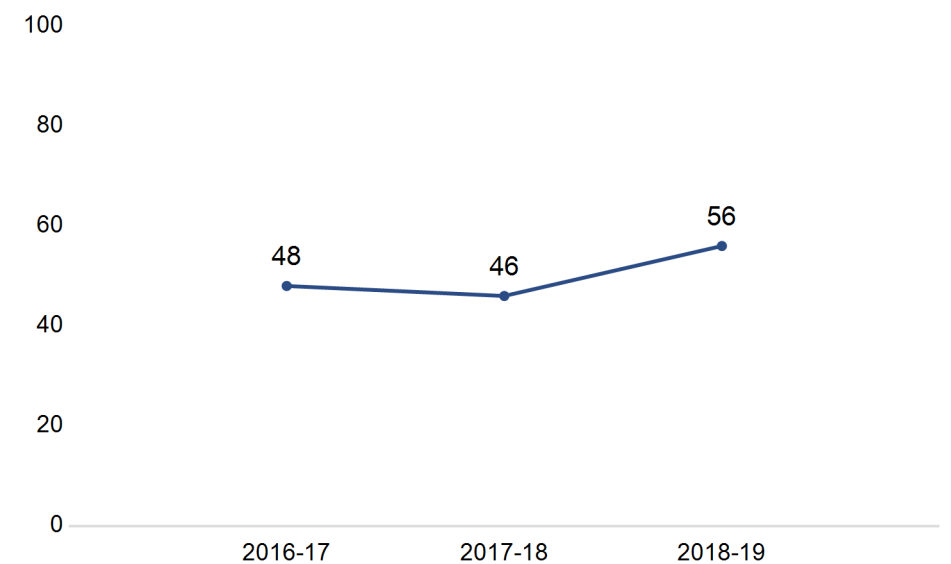
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	42	51	48	46	56
Met Standard (40-59.5)?	Not Met	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	51	48	50	Met Standard	56	53	50	Met Standard
White	52	50	50	Met Standard	57.5	55	52	Met Standard
Hispanic	48.5	53	49	Met Standard	46.5	58.5	47	Met Standard
Black or African American	42	40	45	Met Standard	49	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53	47	59	Met Standard	63	53	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	64.5	50	49	Exceeds Standard	72	50	52	**
Female	52	51	53	N	56	52	50	N
Male	49.5	44	47	N	56.5	54	51	N
Economically Disadvantaged Students	42	35	48	Met Standard	43	40	46	Met Standard
Students with Disabilities	59	47	43	Met Standard	50	46	45	Met Standard
English Learners	*	54	52	**	*	66	50	**
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Buzz Aldrin Middle School
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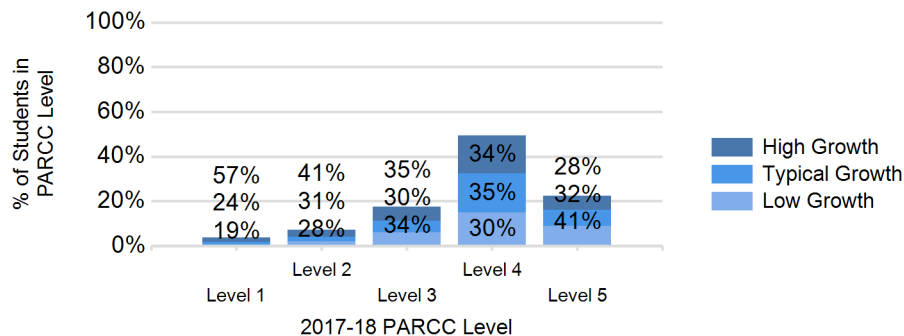
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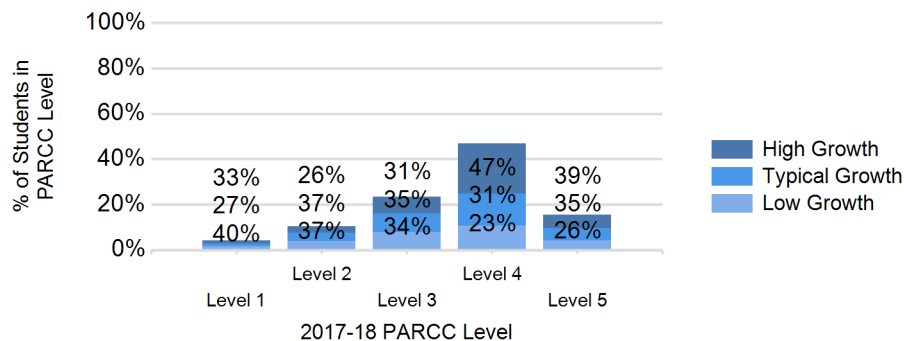
Student Growth by Performance Level

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

ELA



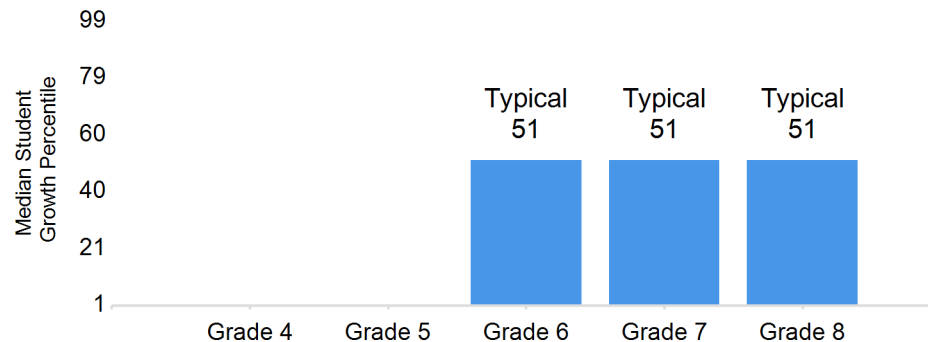
Math



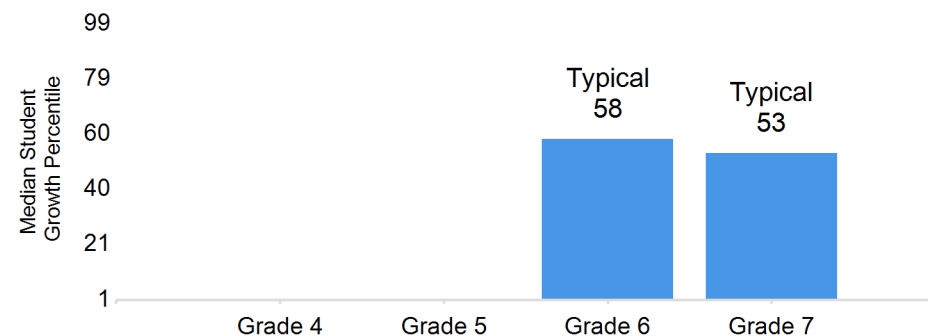
Student Growth by Grade

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

ELA



Math





Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
2018-2019

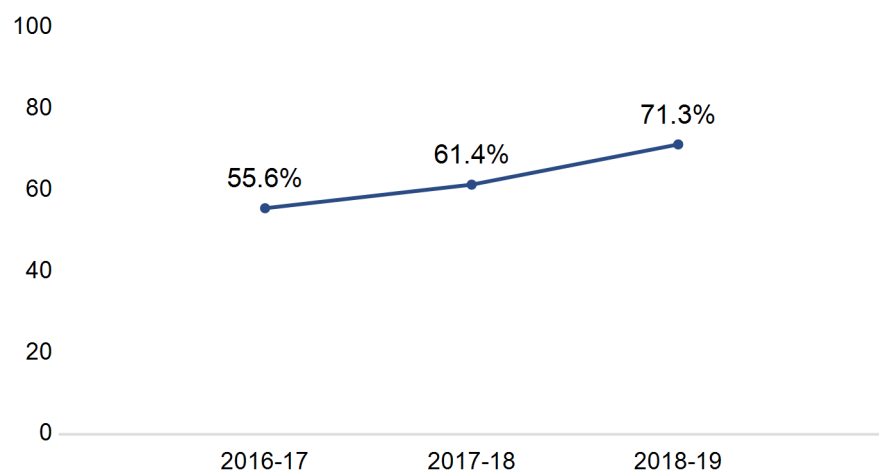
Report Key:

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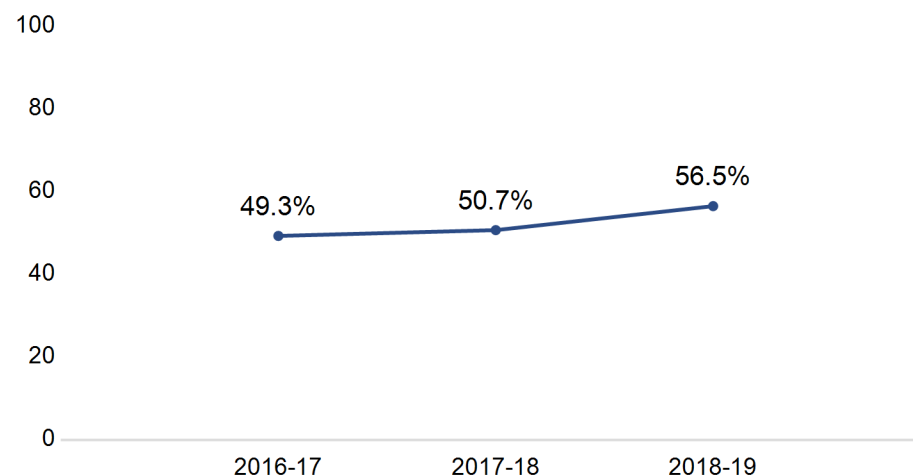
English Language Arts and Mathematics Performance Trends

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	73.9%	89.4%	96.2%	75.8%	89.5%	96.1%
Proficiency Rate for Federal Accountability	55.6%	61.4%	71.3%	49.3%	50.7%	56.5%
Annual Target	42.2%	44.2%	46.2%	36.8%	39.1%	41.3%
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.



Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
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	640	96.2	71.3	67.8	57.9	71.3	46.2	Met Target
White	329	95.9	82.1	79.2	66.9	82.1	57	Met Goal
Hispanic	92	97.9	58.7	58.2	43.9	58.7	35.9	Met Target
Black or African American	152	95.0	53.3	44.3	38.5	53.3	29.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.5	82.1	*	82.9	82.1	55.6	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.4	64.4	*	43.8	Met Target
Female	284	95.6	82.7	77.9	64.8	82.7		
Male	356	96.7	62.1	58.3	51.3	62.1		
Economically Disadvantaged Students	87	97.8	43.7	34.1	40.0	43.7	28.6	Met Target
Non-Economically Disadvantaged Students	553	96.0	75.6	73.5	67.9	75.6		
Students with Disabilities	125	96.9	40.8	32.4	22.7	40.8	34.4	Met Target
Students without Disabilities	515	96.1	78.6	75.3	65.1	78.6		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

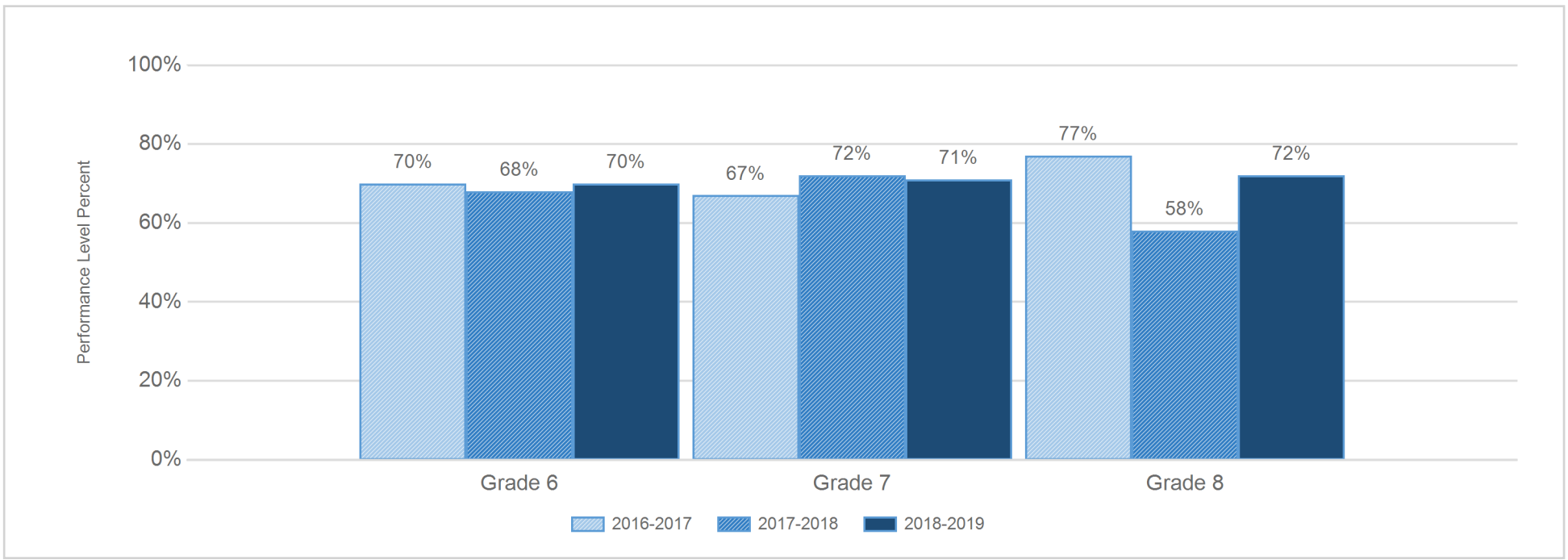


Buzz Aldrin Middle School
 (13-3310-127)
 Grades Offered: 06-08
 2018-2019

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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.





Buzz Aldrin Middle School
(13-3310-127)
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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	220	763	762	754	*	*	21%	56%	14%	70%	56%
White	124	769	769	762	*	*	18%	64%	15%	79%	65%
Hispanic	33	748	*	743	*	*	*	*	*	55%	43%
Black or African American	45	755	747	738	*	*	33%	*	*	56%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	770	760	*	*	*	*	*	*	64%
Female	100	768	770	762	*	*	12%	67%	15%	82%	64%
Male	120	759	754	748	*	*	29%	48%	13%	61%	48%
Economically Disadvantaged Students	23	736	732	740	*	*	48%	*	*	26%	39%
Non-Economically Disadvantaged Students	197	766	766	763	*	*	18%	*	*	76%	67%
Students with Disabilities	39	744	*	722	*	*	46%	*	*	38%	19%
Students without Disabilities	181	767	*	761	*	*	16%	*	*	77%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Buzz Aldrin Middle School
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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	187	770	763	761	5%	11%	13%	28%	43%	71%	63%
White	100	781	772	769	*	*	12%	33%	49%	82%	72%
Hispanic	22	758	754	747	*	*	*	*	*	59%	50%
Black or African American	43	743	737	741	*	*	*	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	12	767	*	790	*	*	*	*	*	75%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	10	811	*	768	0%	0%	*	*	*	90%	68%
Female	90	783	772	769	*	*	*	23%	58%	81%	71%
Male	97	758	754	753	*	*	*	33%	29%	62%	55%
Economically Disadvantaged Students	20	725	*	743	*	*	*	*	*	30%	45%
Non-Economically Disadvantaged Students	167	776	*	771	*	*	*	*	*	76%	73%
Students with Disabilities	20	725	*	720	*	*	*	*	*	20%	22%
Students without Disabilities	167	776	*	769	*	*	*	*	*	77%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	204	770	763	762	*	*	18%	49%	23%	72%	63%
White	101	784	774	770	0%	*	*	54%	34%	88%	72%
Hispanic	31	762	759	747	0%	*	35%	*	*	58%	49%
Black or African American	49	745	738	741	*	*	20%	*	*	49%	43%
Asian, Native Hawaiian, or Pacific Islander	13	775	778	794	0%	*	*	*	*	85%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	85	784	776	771	*	*	*	46%	38%	84%	71%
Male	119	759	751	753	*	*	*	51%	13%	64%	55%
Economically Disadvantaged Students	31	743	731	743	*	*	32%	*	*	42%	45%
Non-Economically Disadvantaged Students	173	774	769	772	*	*	15%	*	*	77%	72%
Students with Disabilities	37	737	727	721	*	*	27%	*	*	30%	22%
Students without Disabilities	167	777	771	770	*	*	16%	*	*	81%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	641	96.1	56.5	55.1	44.5	56.5	41.3	Met Target
White	330	95.7	67.6	68.0	54.1	67.6	50.3	Met Target
Hispanic	92	97.9	50.0	46.8	28.8	50.0	31.1	Met Target
Black or African American	152	95.0	32.2	*	23.0	32.2	27.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.5	71.8	*	76.5	71.8	46.9	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	59.7	53.3	*	43.8	Met Target
Female	285	95.3	61.4	56.8	44.9	61.4		
Male	356	96.7	52.5	53.5	44.2	52.5		
Economically Disadvantaged Students	87	97.8	27.6	21.9	26.3	27.6	26	Met Target
Non-Economically Disadvantaged Students	554	95.9	61.0	61.1	54.9	61.0		
Students with Disabilities	125	96.9	28.0	*	17.4	28.0	31	Met Target†
Students without Disabilities	516	95.9	63.4	*	50.0	63.4		
English Learners	11	100.0	36.4	40.8	25.0	36.4	**	**
Non-English Learners	630	96.0	56.8	55.3	46.5	56.8		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



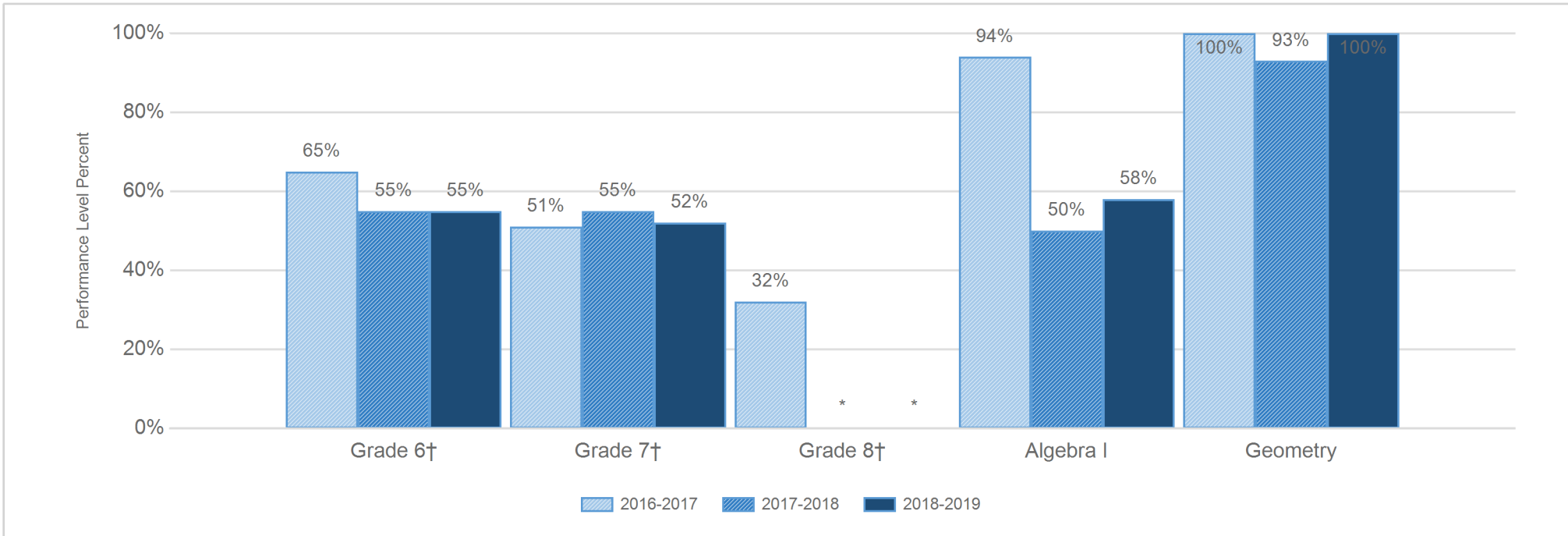
Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
2018-2019

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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.



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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	220	753	748	741	*	13%	27%	*	*	55%	41%
White	124	761	756	749	*	*	26%	52%	15%	67%	51%
Hispanic	33	742	*	729	*	*	*	*	*	39%	24%
Black or African American	45	739	731	722	*	31%	31%	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	752	747	*	*	*	*	*	*	48%
Female	100	753	751	742	*	*	24%	*	*	59%	42%
Male	120	753	746	740	*	*	30%	*	*	53%	40%
Economically Disadvantaged Students	23	720	716	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	197	757	753	750	*	*	*	*	*	*	53%
Students with Disabilities	39	733	*	716	*	*	36%	*	*	23%	12%
Students without Disabilities	181	758	*	746	*	*	25%	*	*	62%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	747	744	744	*	19%	23%	*	*	52%	42%
White	83	756	753	751	*	*	22%	47%	16%	63%	53%
Hispanic	20	741	*	733	0%	*	*	*	*	45%	26%
Black or African American	42	729	725	727	*	26%	29%	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	751	749	*	*	*	*	*	*	51%
Female	77	749	746	744	*	17%	25%	*	*	55%	42%
Male	82	745	741	743	*	22%	22%	*	*	49%	42%
Economically Disadvantaged Students	20	723	*	731	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	139	751	*	751	*	*	*	*	*	56%	53%
Students with Disabilities	20	722	*	718	*	50%	*	*	*	15%	13%
Students without Disabilities	139	751	*	749	*	15%	*	*	*	57%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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	211	757	746	744	5%	16%	21%	50%	8%	58%	42%
White	103	770	760	752	*	*	23%	56%	13%	69%	53%
Hispanic	33	753	738	728	0%	*	*	*	*	61%	24%
Black or African American	48	733	721	725	*	40%	*	29%	0%	29%	20%
Asian, Native Hawaiian, or Pacific Islander	14	757	760	775	*	*	*	*	*	64%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	91	764	748	745	0%	13%	21%	*	*	66%	44%
Male	120	752	744	743	8%	18%	21%	*	*	53%	41%
Economically Disadvantaged Students	30	737	720	727	0%	47%	*	*	*	33%	23%
Non-Economically Disadvantaged Students	181	761	752	752	6%	11%	*	*	*	62%	52%
Students with Disabilities	35	725	716	717	*	46%	*	*	*	17%	12%
Students without Disabilities	176	764	753	748	*	10%	*	*	*	66%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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	20	778	764	737	0%	0%	0%	*	*	100%	35%
White	16	779	*	743	0%	0%	0%	*	*	100%	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	773	738	*	*	*	*	*	*	36%
Male	*	*	760	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	20	778	*	743	0%	0%	0%	*	*	100%	43%
Students with Disabilities	*	*	733	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	20	778	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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	13	13
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	N	N	N



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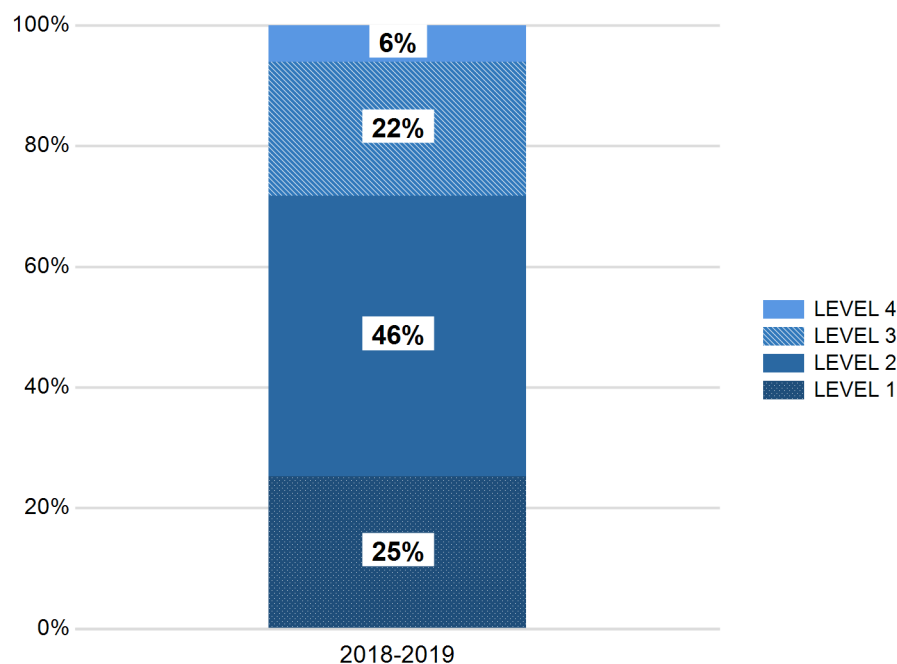
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	25	46	22	6
White	9	48	31	13
Hispanic	16	61	23	0
Black or African American	60	33	6	0
Asian, Native Hawaiian, or Pacific Islander	23	46	31	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	22	43	29	7
Male	27	49	18	6
Economically Disadvantaged Students	55	26	19	0
Non-Economically Disadvantaged Students	20	50	23	7
Students with Disabilities	61	28	6	6
Students without Disabilities	17	50	26	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	232
7	32	0	186
8	198	22	36
Total	230	22	454

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	116	61	0	0	0	0	0
7	117	53	0	0	0	0	0
8	103	59	0	0	0	0	0
Total	336	173	0	0	0	0	0



Buzz Aldrin Middle School
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 2018-2019

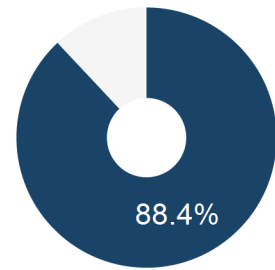
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Visual and Performing Arts – Course Participation

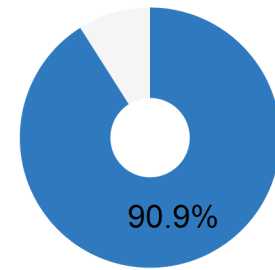
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

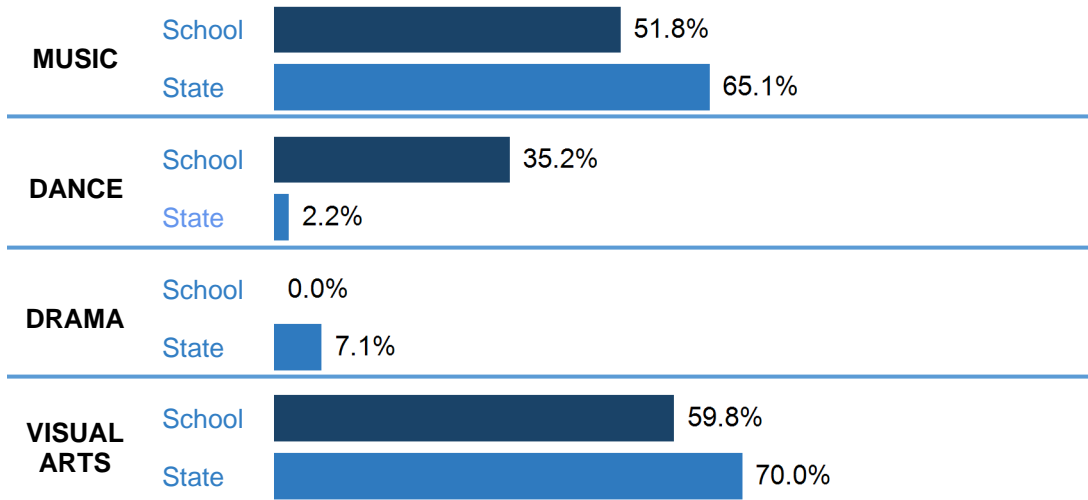


School



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.

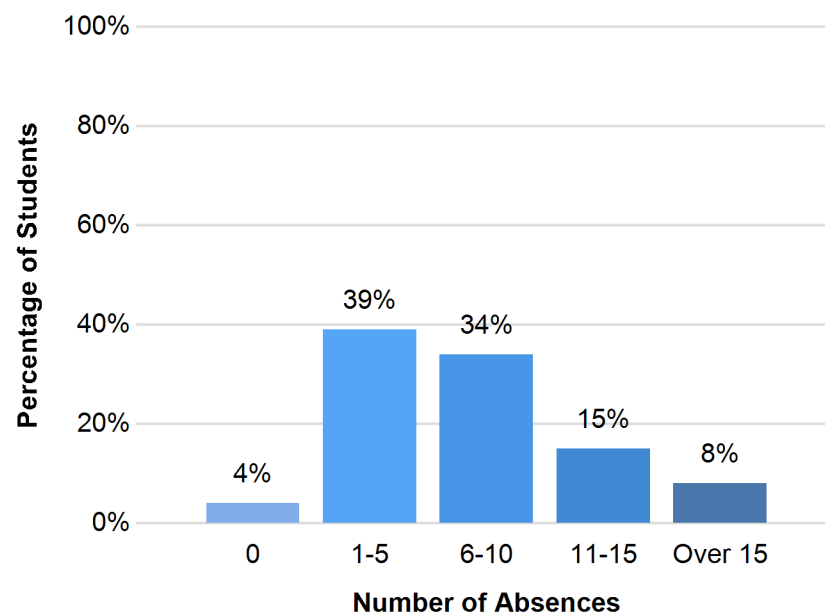
Chronic Absenteeism

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	28	4.2	9.1	Met
White	10	2.9	9.1	Met
Hispanic	9	9.5	9.1	Not Met
Black or African American	9	5.6	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	7	2.3		
Male	21	5.7		
Economically Disadvantaged Students	14	15.7	9.1	Not Met
Students with Disabilities	14	11.1	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





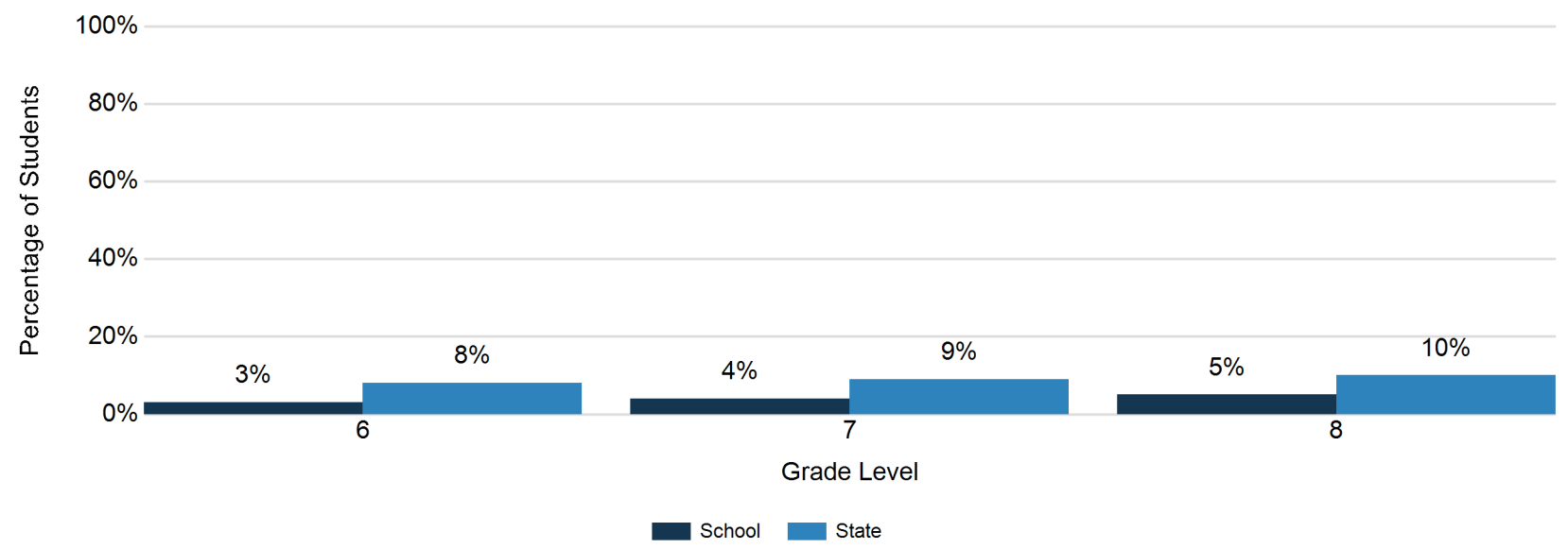
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Chronic Absenteeism by Grade

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





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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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.51

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)	4
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	3	3
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	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
12



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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 32 Mins
Shared Time - Instructional Time	5 Hrs. 32 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	63	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	85.5%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	331:1	201:1
Teachers to Administrators	32:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	45.3%	63.5%	50.0%	48.4%	77.1%	54.9%
Male	54.7%	36.5%	50.0%	51.6%	22.9%	45.1%
White	51.7%	65.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	14.4%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.9%	20.6%	50.0%	15.0%	6.6%	13.9%
Asian	6.0%	7.9%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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.



Buzz Aldrin Middle School
(13-3310-127)
Grades Offered: 06-08
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.6%	61.4%	71.3%
Math Proficiency	49.3%	50.7%	56.5%
ELA Growth	36	42	51
Math Growth	48	46	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.6%	7.1%	4.2%

† 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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Met 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	Met Standard	Met Standard	n/a	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	Met Target	Met Target	Exceeds Standard	**	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	Met Target†	Met Standard	Met Standard	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:

- Buzz Aldrin is a STEM Magnet School equipped with several technology learning centers.
- We offer many exciting elective courses, including Broadcast Studio, Architecture, Studio Art, Game Creation, Dance and Digital Photography.
- Collaborative learning, technological integration, and strong parental support are at the heart of the school's success.



Mission, Vision, Theme:

Our Buzz Aldrin Mission Statement: We believe that all students can learn, achieve, and grow in a safe and secure environment. We are a STEM Magnet School with a focus on Science, Technology, Engineering, and Mathematics. We are also focused on applying the Arts into STEM, what is often referred to as STEAM.



Awards, Recognition, Accomplishments:

Sustainable NJ Grant Recipient; Superior Rating each year at High Note Music Festival; School Action Team was selected as the Academics & Enrichment winner in PTO Today's 2016 National Parent Group of the Year contest; Multiple grants awarded from Montclair Fund for Educational Excellence. Project CS Girls award finalists for the past 5 years, FLL Robotics Regional Championships 2017 and 2018, Robot Innovation and Design Award 2018, Science Olympiad 2018 finished 2nd in Region.



Buzz Aldrin Middle School
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Courses, Curriculum, Instruction:

A student's daily schedule is comprised of courses in the areas of ELA, Math, Social Studies, Science, World Languages (French and Spanish), Technology, and PE. The related arts department includes many elective courses, such as Band, Chorus, Art, Architecture, Broadcast Studio, and Dance. Project Lead the Way is an important part of our program. PLTW teaches pre-engineering concepts at the middle school level. Block scheduling allows for in-depth study of both core and elective courses.



Clubs and Activities:

Buzz Aldrin provides many extra-curricular activities, including, but not limited to: Model UN, Model Congress, Science Olympiad, Robotics, National Junior Honor Society, Poetry Café, Yearbook, Stage Crew, Theatre Productions, Counselor-directed Peer Mentoring, Start with Hello, and more.





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 <p>Before and After School Programs:</p>	<p>At Buzz Aldrin, there is a Title 1-funded extended day program called the After School Achievement Program. The program meets twice per week, after school, to provide extra support to students in the areas of Math and ELA. See Clubs and Activities section as well.</p>
 <p>Staff and Professional Learning:</p>	<p>Buzz Aldrin is a community of administrators, teachers, and support staff who trust, encourage and respect each other. Teachers frequently meet in House and department meetings to collaborate and to support the needs of their students. Our teachers and support staff participate in both school and district-level professional development, such as Renaissance Learning, Mindfulness training, Reading IEP's, Google Apps for Education (GAFE), and more.</p>






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 <p>Student Supports and Services:</p>	<p>Buzz Aldrin is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS, and Response to Intervention, RTI.</p>
 <p>Student Health and Wellness:</p>	<p>Our school lunch program has a village fresh promotional program using fresh produce and an alternative healthy menu. We follow USDA Guidelines for Smart Snacks in our school. Our PE and Health classes are taught under the supervision of certified teaching staff and at BAMS, students have PE for 80 min., every other day, plus a 20 minute recess each day.</p>
 <p>Parent and Community Involvement:</p>	<p>Buzz Aldrin Middle School has an active parent community and there are many opportunities for parents and caregivers to become involved. Our 2019-20 PTA Goals include: Enhance community development, Create more fun times for students and their families, Broaden enrichment opportunities, Engage more Buzz Aldrin guardians, students, and parents.</p>



Buzz Aldrin Middle School

(13-3310-127)

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Facilities:

Buzz Aldrin Middle School is proud of our beautiful facility, which includes a green house, engineering labs, a broadcast studio, and several technology labs. Our school auditorium is home to many performances and holds over 650 people.



Buzz Aldrin Middle School

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2018-2019

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Other Information

Buzz Aldrin Middle School provides a thorough and vigorous academic education for all of our students. Our program offers students an opportunity for exploration, using guided and self-directed methods, to ensure skill mastery and a lifelong love of learning. At Buzz Aldrin Middle School, students learn to think critically while also learning to respect themselves, each other, and the world around them. Part of the excitement of being a STEM magnet school is the ability to partner with institutions and organizations, such as science centers and hospitals. BAMS has formed partnerships with Montclair State University, Liberty Science Center, Hackensack Mountainside Hospital, We Care Solar, and more. In order to provide students with an intimate learning experience, BAMS is divided into five "houses" of approximately 130 students each. Students stay in the same house for their three years of middle school, with many of the same teachers. We believe this provides a unique support system for academic as well as social-emotional growth. Block scheduling (or double periods) allows for in-depth study of core subjects. Dance, band, chorus, world languages, art, and a rich array of elective courses are taken according to a student's interests and needs.



Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Ms. Nami Kuwabara
Address	55 Washington Street MONTCLAIR, NJ 07042
Phone Number	973-509-4255
Email Address	nkuwabara@montclair.k12.nj.us
Website	https://chb.montclair.k12.nj.us/



Charles H. Bullock 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
KG	67	68	71
1	64	66	70
2	88	67	69
3	74	90	69
4	75	76	96
5	72	76	76
Total	440	443	451

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%	43.6%	47.2%
Male	54.5%	56.4%	52.8%
Economically Disadvantaged Students	22.3%	22.6%	20.2%
Students with Disabilities	22.7%	22.6%	20.6%
English Learners	0.2%	0.0%	0.0%
Homeless Students	0.9%	0.5%	0.9%
Students in Foster Care	1.4%	0.0%	0.4%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.5%	51.0%	53.7%
Hispanic	12.5%	12.6%	12.9%
Black or African American	26.4%	23.9%	20.8%
Asian	3.6%	3.8%	3.8%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.5%	0.5%	0.2%
Two or More Races	6.1%	7.7%	8.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	67	68	71

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	95.1%
Spanish	2.7%
Other Languages	2.2%



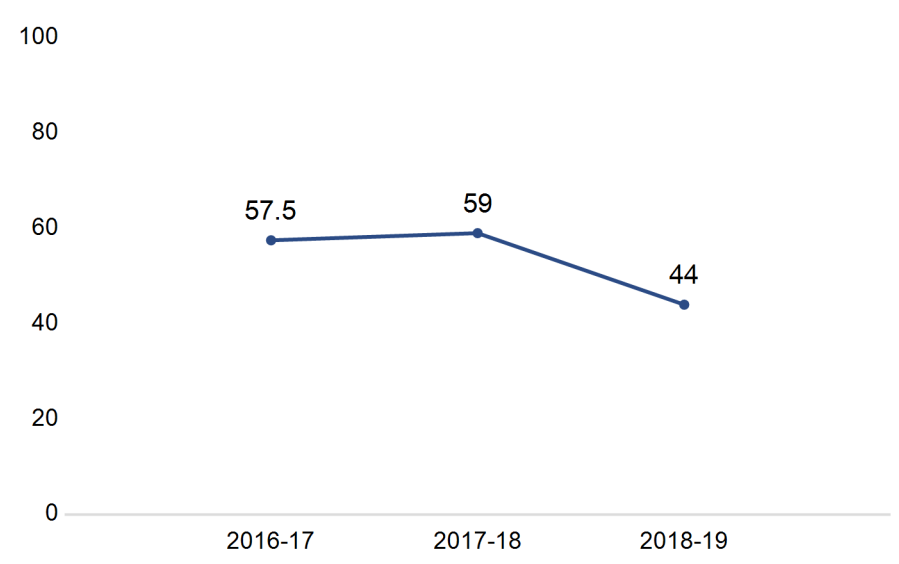
Charles H. Bullock School
 (13-3310-060)
 Grades Offered: KG-05
 2018-2019

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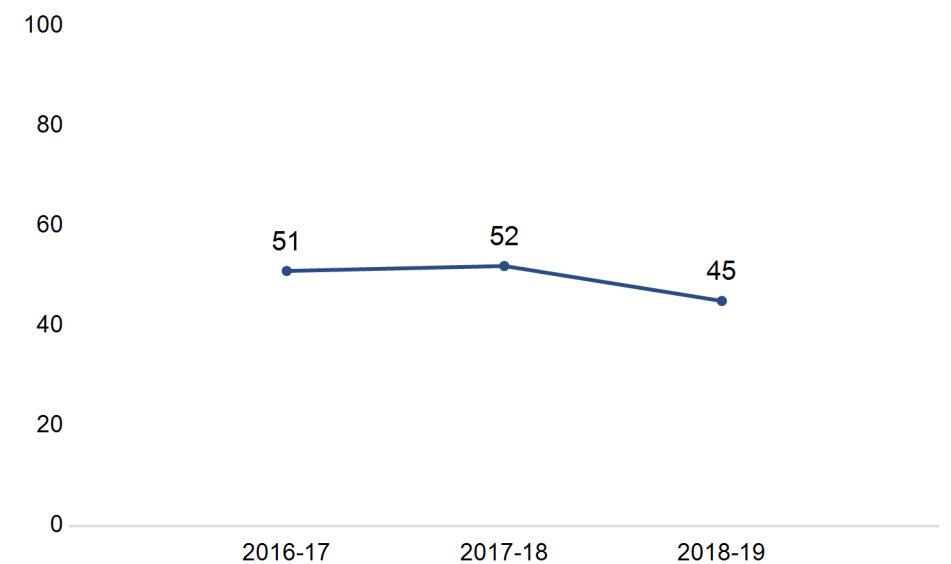
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57.5	59	44	51	52	45
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	44	48	50	Met Standard	45	53	50	Met Standard
White	58.5	50	50	Met Standard	50	55	52	Met Standard
Hispanic	25	53	49	**	39	58.5	47	**
Black or African American	27	40	45	Not Met	32	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	50	49	**	*	50	52	**
Female	52.5	51	53	N	39.5	52	50	N
Male	39	44	47	N	51	54	51	N
Economically Disadvantaged Students	26.5	35	48	Not Met	34.5	40	46	Not Met
Students with Disabilities	28	47	43	Not Met	34	46	45	Not Met
English Learners	N	54	52	**	N	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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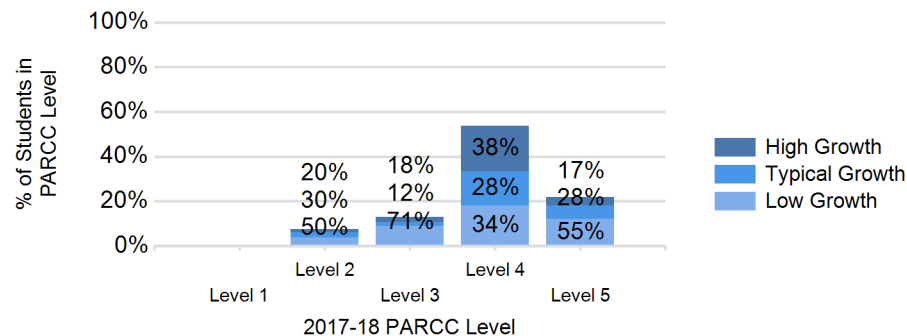
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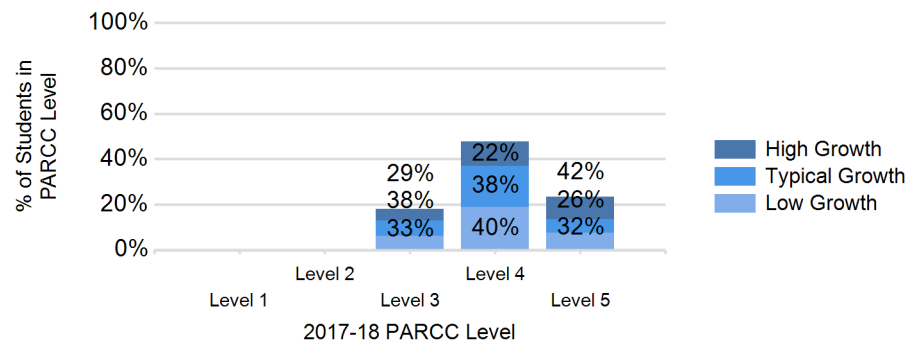
Student Growth by Performance Level

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

ELA



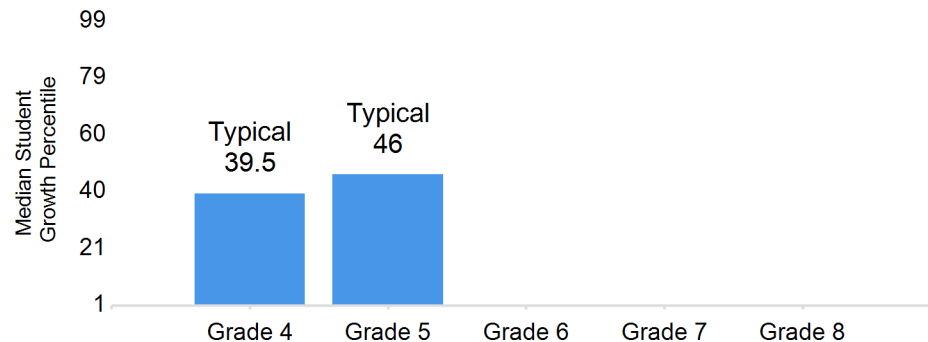
Math



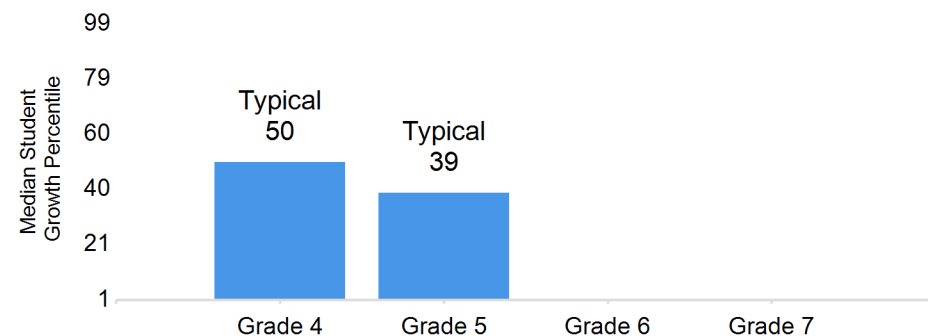
Student Growth by Grade

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

ELA



Math





Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

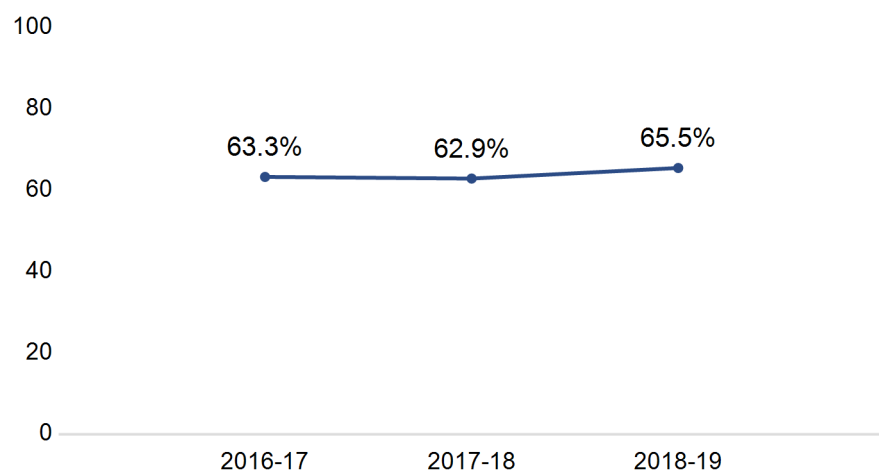
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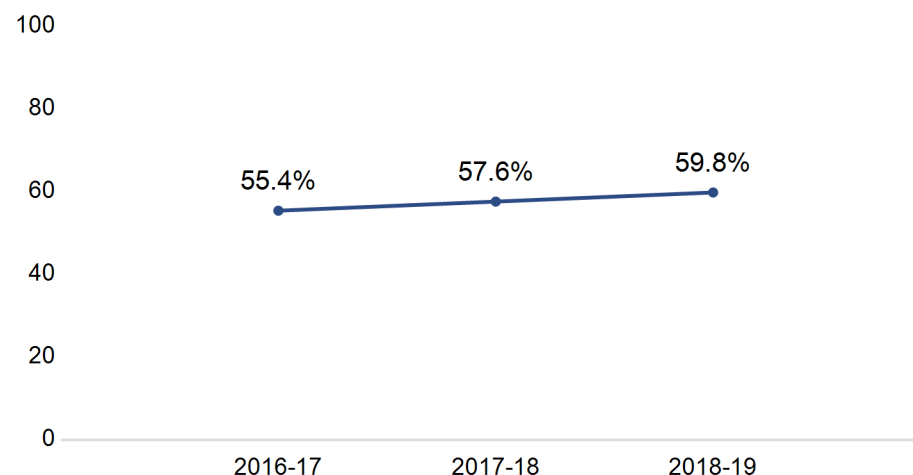
English Language Arts and Mathematics Performance Trends

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

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	83.8%	83.9%	90.9%	83.8%	83.9%	90.9%
Proficiency Rate for Federal Accountability	63.3%	62.9%	65.5%	55.4%	57.6%	59.8%
Annual Target	49.6%	51.2%	52.8%	45.8%	47.6%	49.4%
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.



Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

Report Key:

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

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	216	90.9	68.5	67.8	57.9	65.5	52.8	Met Target
White	114	90.5	87.7	79.2	66.9	83.5	68.3	Met Goal
Hispanic	31	93.9	41.9	58.2	43.9	41.4	36.4	Met Target
Black or African American	49	87.9	38.8	44.3	38.5	35.7	38.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	11	92.9	72.7	74.4	64.4	70.2	**	**
Female	104	92.2	78.8	77.9	64.8	76.4		
Male	112	89.8	58.9	58.3	51.3	55.6		
Economically Disadvantaged Students	48	86.0	33.3	34.1	40.0	*	31.7	Met Target†
Non-Economically Disadvantaged Students	168	92.4	78.6	73.5	67.9	*		
Students with Disabilities	48	79.0	27.1	32.4	22.7	22.4	27.4	Met Target†
Students without Disabilities	168	95.0	80.4	75.3	65.1	80.4		
English Learners	N	N	N	39.5	29.3	N	**	**
Non-English Learners	216	91.3	68.5	68.2	60.6	65.7		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



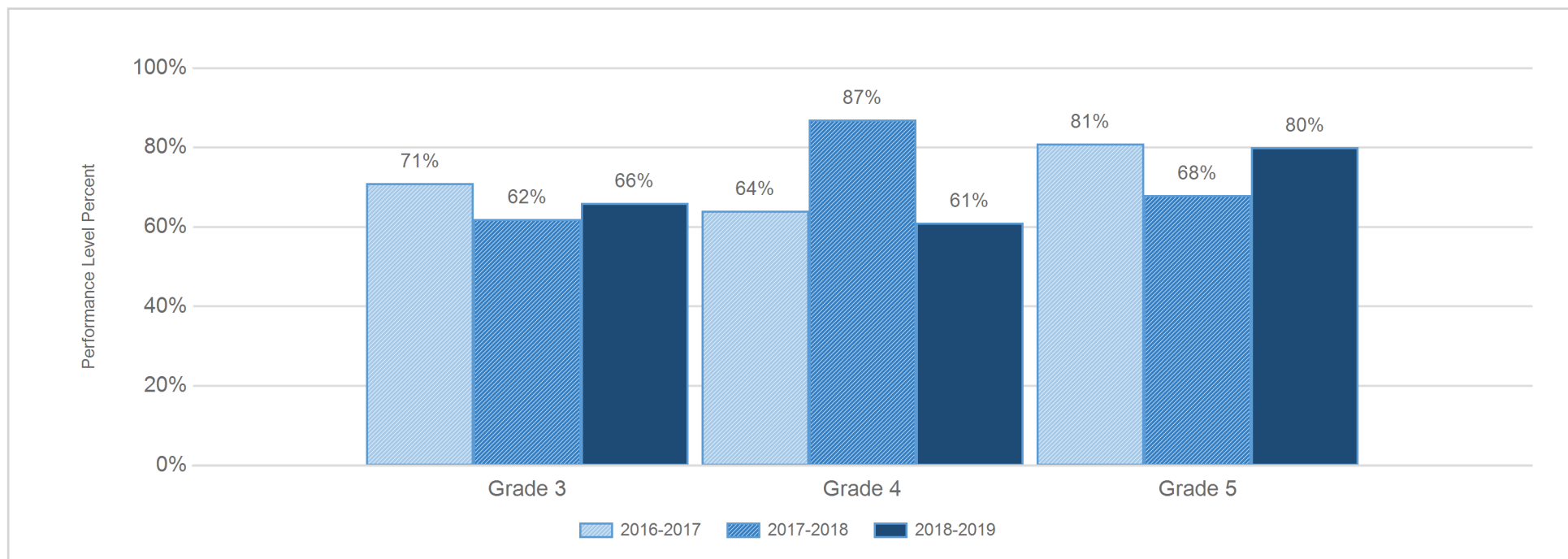
Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

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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.





Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	766	759	748	*	*	23%	49%	16%	66%	50%
White	33	784	769	757	0%	0%	*	*	*	91%	60%
Hispanic	11	740	748	734	*	*	*	*	*	27%	36%
Black or African American	11	724	735	731	*	*	*	*	*	27%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	33	774	766	753	*	*	*	*	*	70%	55%
Male	28	757	753	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	765	759	*	*	*	*	*	*	61%
Students with Disabilities	14	731	725	719	*	*	*	*	*	29%	24%
Students without Disabilities	47	777	766	754	*	*	*	*	*	77%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	61	766	*	751	*	*	23%	49%	16%	66%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	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%



Charles H. Bullock School
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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	90	757	763	755	*	*	17%	41%	20%	61%	57%
White	44	777	774	763	0%	*	*	43%	36%	80%	67%
Hispanic	11	737	755	743	*	*	*	*	*	36%	44%
Black or African American	25	731	743	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	36	768	770	760	*	*	*	*	*	75%	62%
Male	54	750	757	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	24	729	731	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	66	767	769	765	*	*	*	*	*	71%	69%
Students with Disabilities	19	719	731	725	*	*	*	*	*	11%	25%
Students without Disabilities	71	767	770	761	*	*	*	*	*	75%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	90	757	*	758	*	*	17%	41%	20%	61%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	69	766	765	756	*	*	*	*	*	80%	58%
White	37	779	772	764	0%	*	*	*	*	95%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	15	741	750	739	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	37	773	771	761	*	*	*	*	*	89%	64%
Male	32	758	759	750	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	16	736	738	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	53	775	769	766	*	*	*	*	*	91%	69%
Students with Disabilities	16	737	739	724	*	*	*	*	*	44%	23%
Students without Disabilities	53	775	771	762	*	*	*	*	*	91%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	69	766	*	758	*	*	*	*	*	80%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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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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	216	90.9	62.5	55.1	44.5	59.8	49.4	Met Target
White	114	90.5	80.7	68.0	54.1	76.8	61.4	Met Target
Hispanic	31	93.9	38.7	46.8	28.8	38.2	33.7	Met Target
Black or African American	49	87.9	32.7	*	23.0	30.1	37.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	11	92.9	63.6	59.7	53.3	61.4	**	**
Female	104	92.2	58.7	56.8	44.9	56.8		
Male	112	89.8	66.1	53.5	44.2	62.3		
Economically Disadvantaged Students	48	86.0	25.0	21.9	26.3	*	28.7	Met Target†
Non-Economically Disadvantaged Students	168	92.4	73.2	61.1	54.9	*		
Students with Disabilities	48	79.0	35.4	*	17.4	29.3	27.4	Met Target
Students without Disabilities	168	95.0	70.2	*	50.0	70.2		
English Learners	N	N	N	40.8	25.0	N	**	**
Non-English Learners	216	91.3	62.5	55.3	46.5	60.0		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



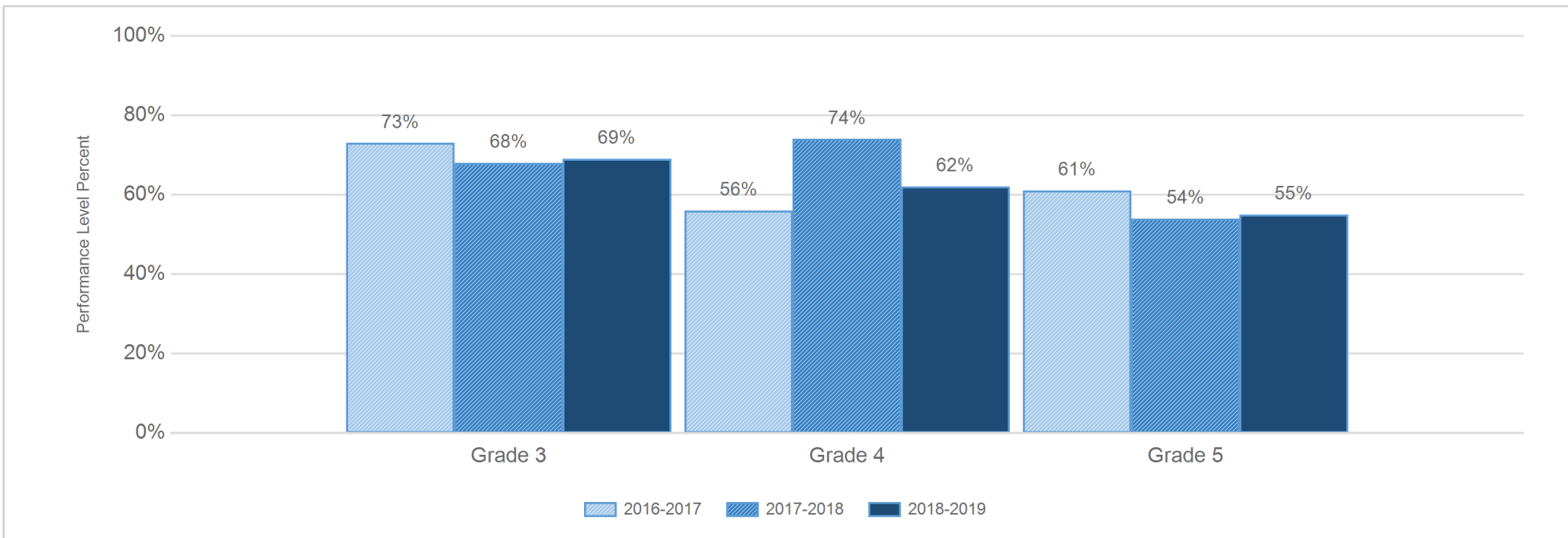
Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	61	761	763	752	*	*	20%	48%	21%	69%	55%
White	33	775	771	760	0%	0%	*	*	*	82%	66%
Hispanic	11	752	755	739	*	*	*	*	*	55%	40%
Black or African American	11	722	742	735	*	0%	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	33	762	764	751	*	*	*	*	*	61%	54%
Male	28	759	763	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	769	761	*	*	*	*	*	*	67%
Students with Disabilities	14	736	739	731	*	*	*	*	*	50%	31%
Students without Disabilities	47	768	768	756	*	*	*	*	*	74%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	61	761	*	754	*	*	20%	48%	21%	69%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	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	90	756	756	749	*	*	20%	50%	12%	62%	51%
White	44	779	770	757	0%	0%	*	*	*	91%	62%
Hispanic	11	734	747	737	*	*	*	*	*	27%	36%
Black or African American	25	725	731	731	*	*	*	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	36	757	754	749	*	*	*	*	*	64%	50%
Male	54	756	757	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	24	725	726	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	66	768	762	759	*	*	*	*	*	76%	63%
Students with Disabilities	19	728	725	726	*	*	*	*	*	32%	25%
Students without Disabilities	71	764	763	754	*	*	*	*	*	70%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	90	756	*	751	*	*	20%	50%	12%	62%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	69	756	758	747	*	14%	26%	*	*	55%	47%
White	37	765	765	755	0%	*	27%	*	*	68%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	15	740	740	729	*	*	*	*	*	33%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	37	754	756	747	*	*	*	*	*	49%	47%
Male	32	758	759	747	*	*	*	*	*	63%	47%
Economically Disadvantaged Students	16	727	731	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	53	764	762	757	*	*	*	*	*	68%	59%
Students with Disabilities	16	727	732	725	*	*	*	*	*	25%	19%
Students without Disabilities	53	764	763	752	*	*	*	*	*	64%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	69	756	*	749	*	14%	26%	*	*	55%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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	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	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



Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

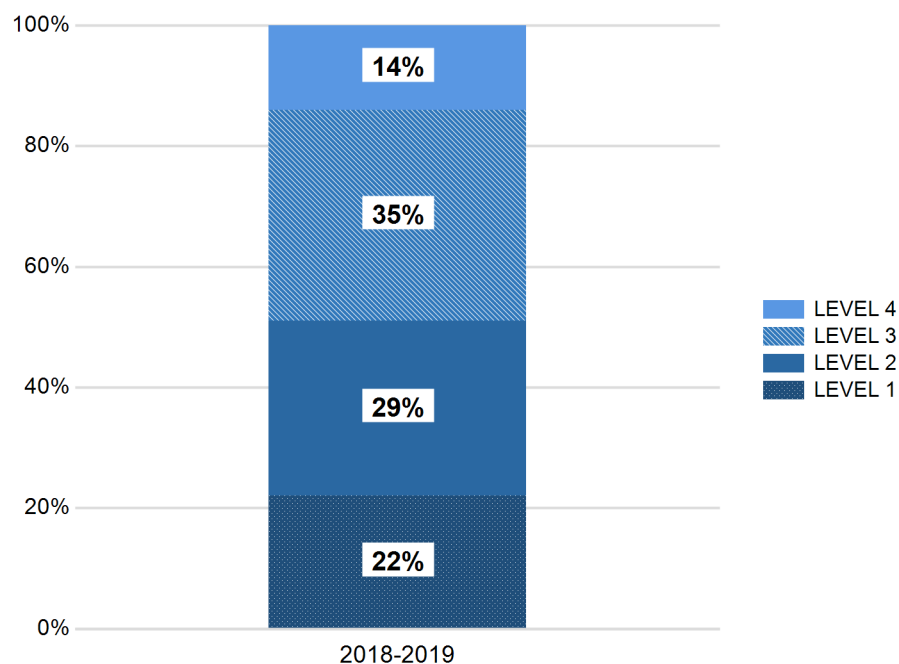
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	29	35	14
White	11	24	51	14
Hispanic	*	*	*	*
Black or African American	33	53	0	13
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	32	32	14
Male	22	25	38	16
Economically Disadvantaged Students	53	33	7	7
Non-Economically Disadvantaged Students	13	28	43	17
Students with Disabilities	63	19	19	0
Students without Disabilities	9	32	40	19
English Learners	N	N	N	N
Non-English Learners	22	29	35	14
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



Charles H. Bullock 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.

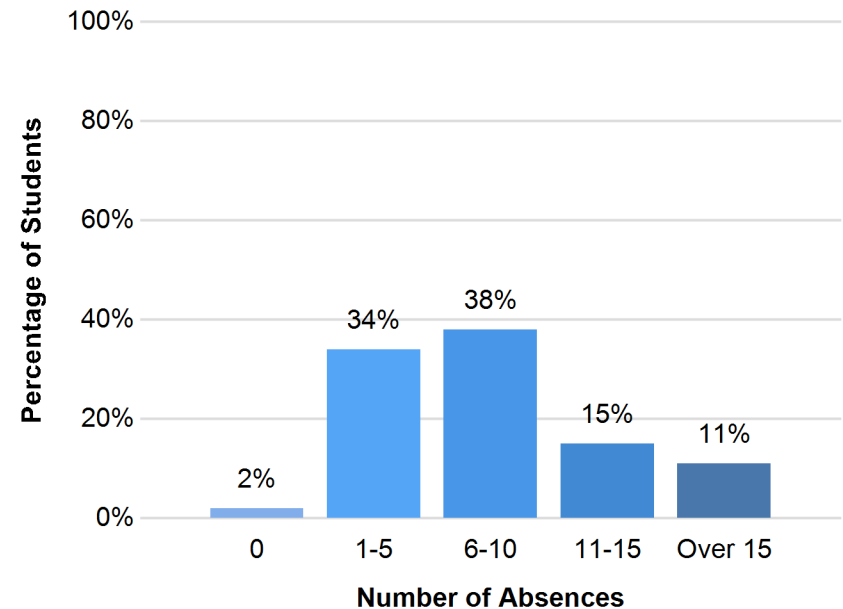
Chronic Absenteeism

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	36	8.0	8.9	Met
White	7	2.9	8.9	Met
Hispanic	9	15.5	8.9	Not Met
Black or African American	16	17.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	8.1	8.9	Met
Female	18	8.5		
Male	18	7.6		
Economically Disadvantaged Students	21	23.1	8.9	Not Met
Students with Disabilities	10	10.8	8.9	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Charles H. Bullock School
 (13-3310-060)
 Grades Offered: KG-05
 2018-2019

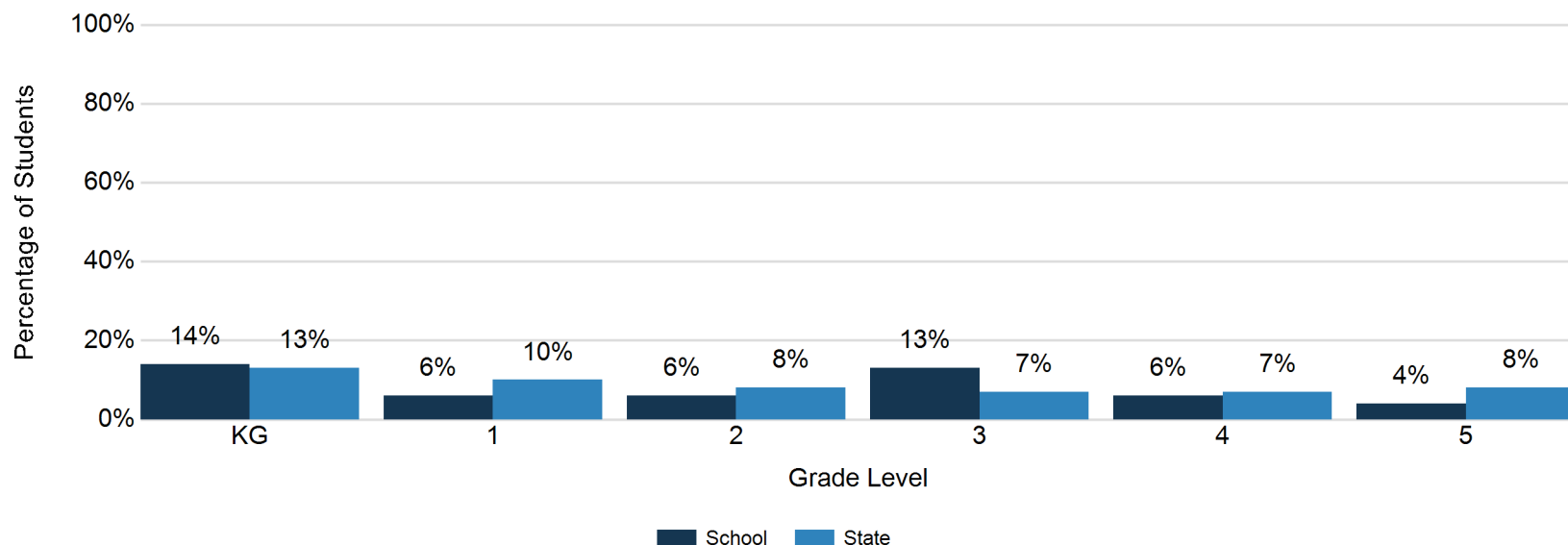
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Chronic Absenteeism by Grade

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	0.89

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of 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	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	39	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	89.7%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	451:1	201:1
Teachers to Administrators	39:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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%	87.2%	100.0%	48.4%	77.1%	54.9%
Male	52.8%	12.8%	0.0%	51.6%	22.9%	45.1%
White	53.7%	74.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	12.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.8%	10.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	2.6%	100.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	92.8%



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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.



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Charles H. Bullock School
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.3%	62.9%	65.5%
Math Proficiency	55.4%	57.6%	59.8%
ELA Growth	58	59	44
Math Growth	51	52	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	10.2%	9.2%	8.0%

† 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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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	Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	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	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	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:

- Environmental Science Magnet
- Sustainable Jersey for Schools - Bronze Certification
- Technology is part of each day - Interactive whiteboards in classrooms, Chromebooks, Tech lab



Mission, Vision, Theme:

Charles H. Bullock School is a vibrant, nurturing community of students, educators and families whose mission is to inspire children to be lifelong learners by connecting their learning meaningfully to the world around us. The school's integrated curriculum helps students recognize that learning is built upon connected experiences that link the classroom with the outside world. Our child-centered learning environment seeks to foster values of personal, social and environmental responsibility.



Awards, Recognition, Accomplishments:

Charles H. Bullock School met the rigorous requirements to achieve Sustainable Jersey for Schools Bronze certification in 2015, the program's first year. To achieve the Bronze certification, CHB excelled in areas such as improving energy efficiency and health and wellness, integrating sustainability into student learning and reducing waste, which all align with CHB's magnet theme.



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Courses, Curriculum, Instruction:

Teachers establish rigorous academic expectations and maintain high standards. Recognizing students' diverse learning styles, teachers use developmentally appropriate practices, such as cooperative learning, individual instruction and group work. They tailor assignments to meet the needs of learners at various levels of ability through leveled libraries and differentiated math.



Clubs and Activities:

Our PTA offers Afterschool Enrichment classes from October to April. Little Brother to Brother and Little Sister to Sister are mentoring programs for 4th and 5th graders. Some of our numerous service projects are the 5th Grade Hunger Walk, MLK, Jr. Day of Service, Pennies for Patients, food drives and a clothing drive.





Charles H. Bullock School
(13-3310-060)
Grades Offered: KG-05
2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>Montclair YMCA provides before and after care for students in grades K-5.</p>
 <p>Staff and Professional Learning:</p>	<p>All teachers participate in professional development for District programs such as Go Math and Foss Science. As a Teachers College Project School, we work with an experienced literacy coach from Columbia University who works directly with our teachers for ongoing professional development. Bullock teachers weave reading and writing skills into content areas, such as science, social studies and math to meet the rigors of the New Jersey Student Learning Standards (NJSLs).</p>






Charles H. Bullock School
(13-3310-060)
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School Narrative

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 <p>Student Supports and Services:</p>	<p>Charles H. Bullock School is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 <p>Student Health and Wellness:</p>	<p>Gym is twice a week in grades 1-5. Recess is twice a day for Kindergarten, once a day for other grades; outside every day, weather permitting; indoor recess is in the gym. Breakfast is available to students everyday.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA sponsors many community-building events and raises money for important projects. Within the PTA, there is a Fathers' Group, a Parent Resource Group, a liaison to our School Action Team, and more.</p>



Charles H. Bullock School
 (13-3310-060)
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Facilities:

Charles H. Bullock School, formerly Rand Elementary School, opened in 2010 in a newly built, fully air conditioned facility. The building houses a full gym, technology lab, art room with kiln, music room, library and state of the art kitchen. With our magnet theme in mind, the building was built with solar panels on the roof, geothermal pumps for heating and cooling, as well as automatic lights on sensors.



Charles H. Bullock School
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Other Information

Educating the "Whole Child": Research suggests that children learn best when they develop strong social/emotional skills, so our staff has embraced the Responsive Classroom approach to teaching. Children start the day with "Morning Meeting", a time to greet each other and join in activities that build a sense of belonging and community. Our curriculum emphasizes participation in the community, an awareness of the well-being of others, of cooperation, problem solving, and respect for the environment. Our C.A.R.E.S. principles (Cooperation, Achievement, Responsibility, Empathy, Self-Control) provide clear examples, in child-friendly language, of expected behaviors at school. Integrated Curriculum: Our art, music, technology, library and gym teachers collaborate with homeroom teachers in each grade to create opportunities for children to delve deeply into subject areas, including our magnet theme, environmental science. This helps our students make connections across subject areas and strengthen their understanding of what they are studying. For example, when kindergarteners study their community, they create books about their school, count the windows in their homes, build models of Montclair out of blocks, and observe and draw the trees in our neighborhood. The second grade grain study involves an in-depth study of different types of grain and its importance to many cultures. The unit culminates with a student run bakery where the students not only read recipes, measure ingredients and bake, but also spend a day demonstrating their knowledge by teaching others what they have learned. After researching various local organizations, they vote where to donate the proceeds of the bake sale.



Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Edgemont Elementary School
(13-3310-110)
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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	Essex
District	Montclair Public School District
Principal Name	Mr. Jeffrey Freeman
Address	20 EDGEMONT RD MONTCLAIR, NJ 07042-2305
Phone Number	973-509-4162
Email Address	jfreeman@montclair.k12.nj.us
Website	https://edgemont.montclair.k12.nj.us/
Twitter	https://twitter.com/edgemontessori



Edgemont Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	43	43	48
1	47	50	42
2	48	49	46
3	50	46	48
4	51	51	49
5	50	51	48
Total	289	290	281

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	48.8%	50.7%	52.0%
Male	51.2%	49.3%	48.0%
Economically Disadvantaged Students	20.8%	21.4%	19.2%
Students with Disabilities	8.3%	8.6%	8.5%
English Learners	3.1%	4.1%	4.3%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	1.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.7%	1.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	46.4%	44.1%	43.4%
Hispanic	18.3%	19.3%	17.1%
Black or African American	18.3%	16.6%	20.6%
Asian	8.7%	9.0%	7.1%
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	8.3%	11.0%	11.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	43	43	48

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	84.0%
Spanish	6.4%
Portuguese	1.8%
Hebrew	1.8%
Italian	1.1%
Other Languages	5.0%



Edgemont Elementary School
(13-3310-110)
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2018-2019

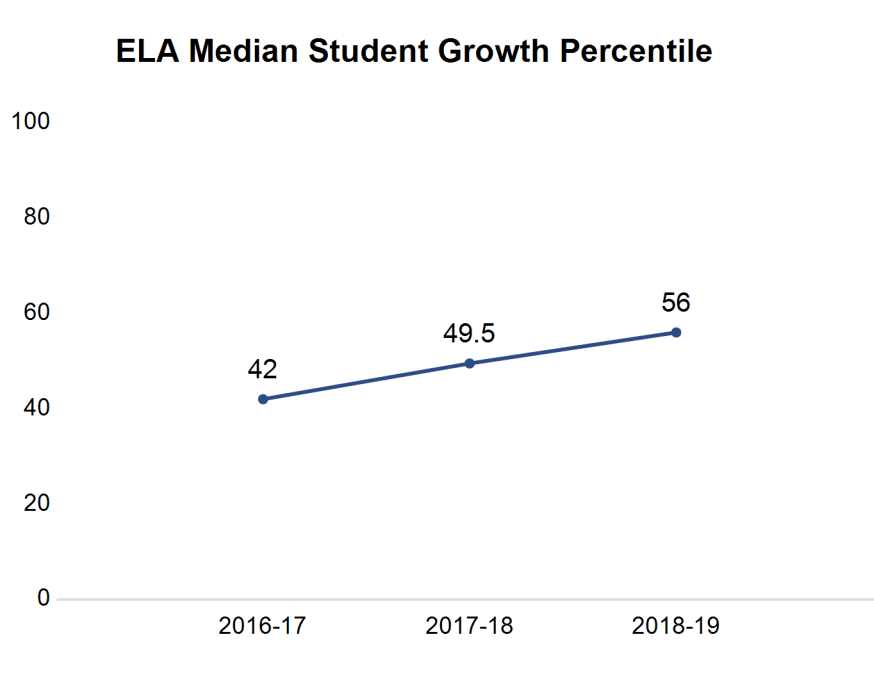
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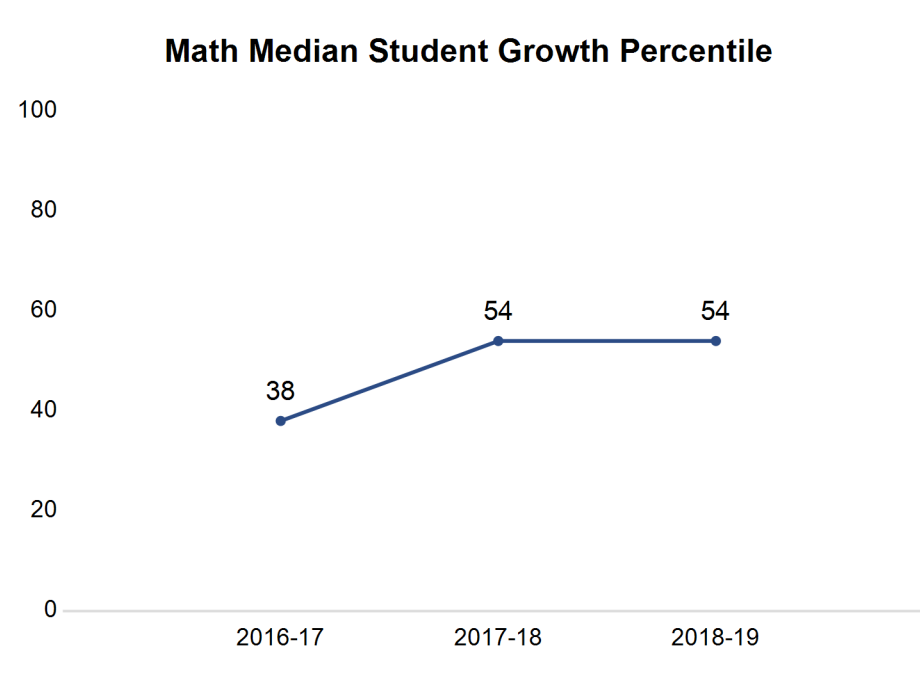
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	49.5	56	38	54	54
Met Standard (40-59.5)?	Met 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	56	48	50	Met Standard	54	53	50	Met Standard
White	62	50	50	Exceeds Standard	60	55	52	Exceeds Standard
Hispanic	71	53	49	**	68	58.5	47	**
Black or African American	55.5	40	45	**	47	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	50	52	**
Female	59	51	53	N	48.5	52	50	N
Male	50	44	47	N	61	54	51	N
Economically Disadvantaged Students	48	35	48	**	60	40	46	**
Students with Disabilities	*	47	43	**	*	46	45	**
English Learners	*	54	52	**	*	66	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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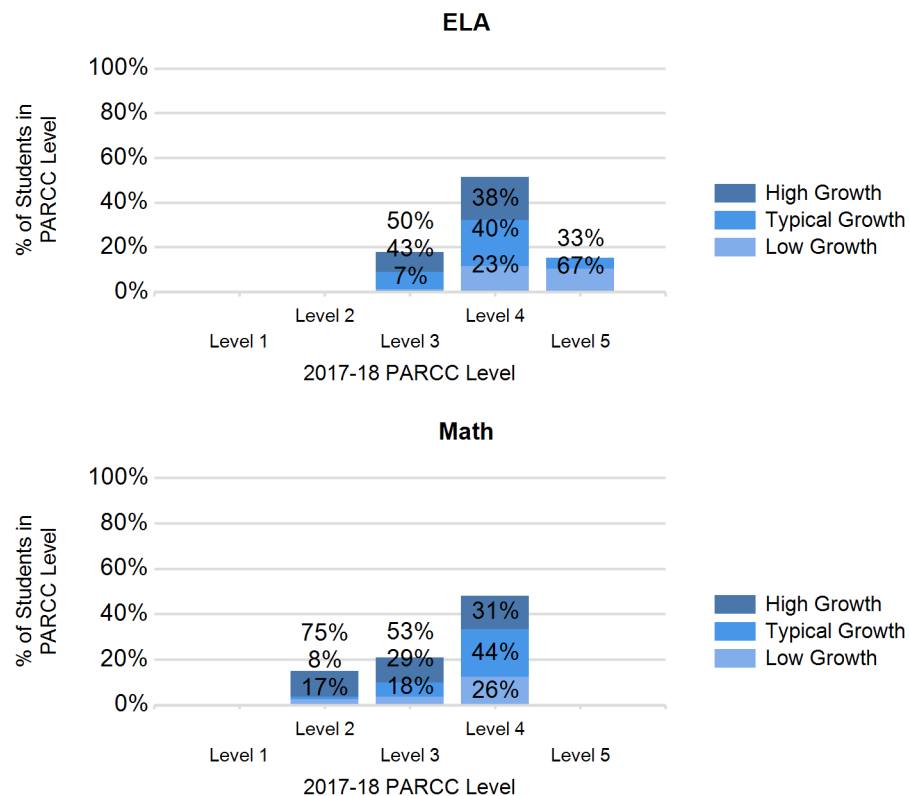
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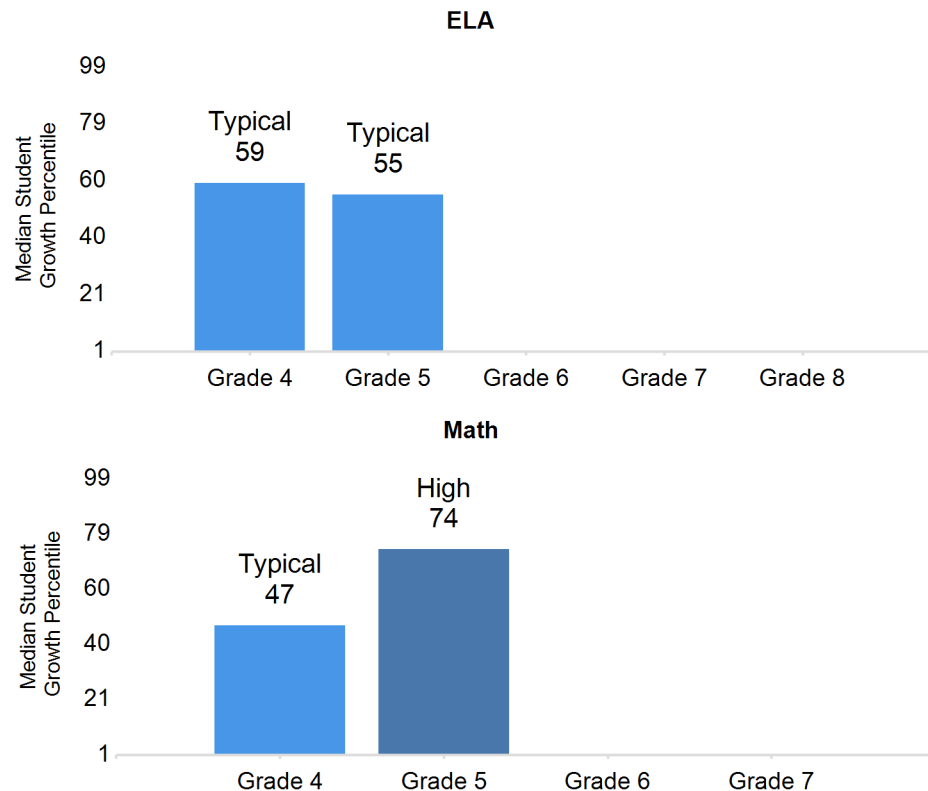
Student Growth by Performance Level

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



Student Growth by Grade

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





Edgemont Elementary School
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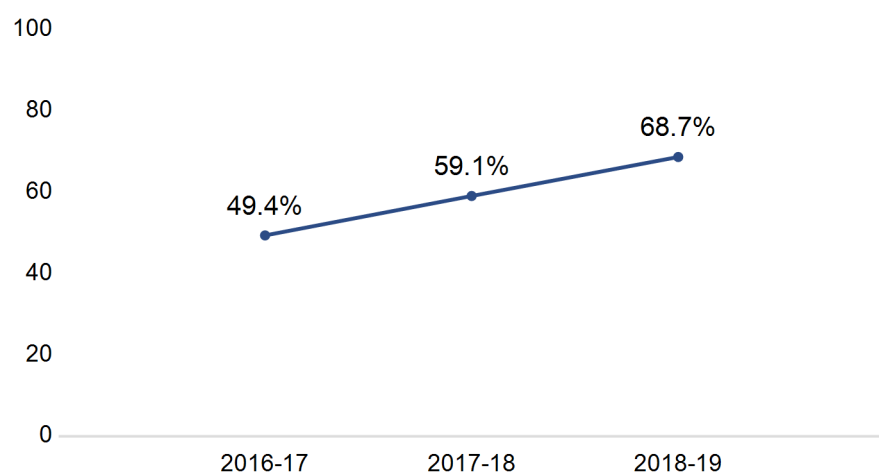
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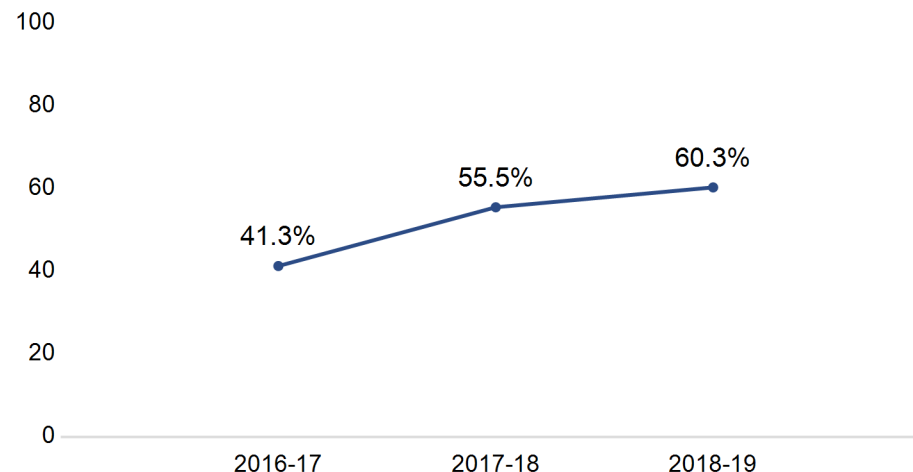
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	76.7%	82.2%	95.8%	76.8%	82.4%	95.9%
Proficiency Rate for Federal Accountability	49.4%	59.1%	68.7%	41.3%	55.5%	60.3%
Annual Target	40.5%	42.6%	44.6%	38.1%	40.3%	42.5%
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	134	95.8	68.7	67.8	57.9	68.7	44.6	Met Target
White	57	95.1	84.2	79.2	66.9	84.2	51.4	Met Goal
Hispanic	28	96.6	53.6	58.2	43.9	53.6	32.3	Met Target
Black or African American	26	93.3	46.2	44.3	38.5	45.1	25.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.4	64.4	*	**	**
Female	67	97.2	70.1	77.9	64.8	70.1		
Male	67	94.4	67.2	58.3	51.3	66.7		
Economically Disadvantaged Students	28	93.7	28.6	34.1	40.0	28.1	19.9	Met Target
Non-Economically Disadvantaged Students	106	96.4	79.2	73.5	67.9	79.2		
Students with Disabilities	11	91.7	36.4	32.4	22.7	35.1	**	**
Students without Disabilities	123	96.2	71.5	75.3	65.1	71.5		
English Learners	15	100.0	60.0	39.5	29.3	60.0	**	**
Non-English Learners	119	95.3	69.7	68.2	60.6	69.7		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



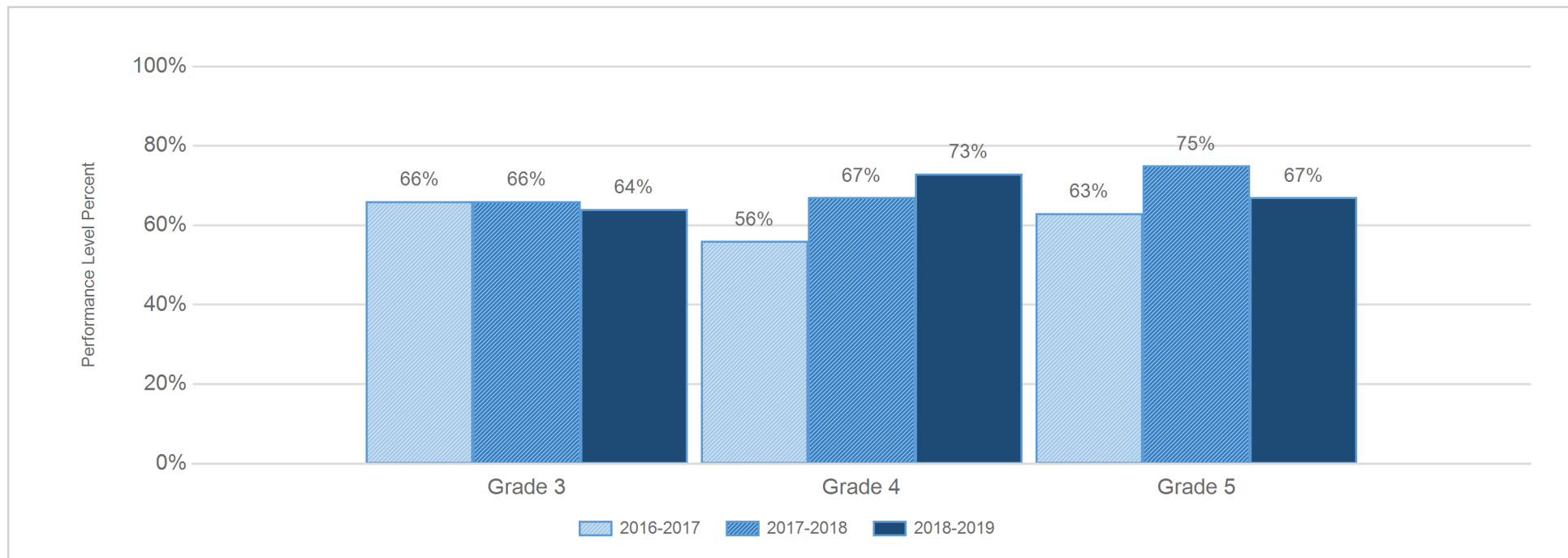
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	766	759	748	*	*	*	*	*	64%	50%
White	25	776	769	757	0%	*	*	*	*	72%	60%
Hispanic	*	*	748	734	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	24	774	766	753	*	*	*	*	*	71%	55%
Male	20	756	753	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	10	721	722	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	34	779	765	759	*	*	*	*	*	76%	61%
Students with Disabilities	*	*	725	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	766	763	755	*	*	*	50%	23%	73%	57%
White	14	777	774	763	0%	*	0%	*	*	93%	67%
Hispanic	12	749	755	743	*	*	*	*	*	50%	44%
Black or African American	12	766	743	739	0%	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	22	766	770	760	*	*	*	*	*	68%	62%
Male	26	766	757	750	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	761	765	756	*	*	22%	*	*	67%	58%
White	19	777	772	764	0%	0%	*	*	*	89%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	11	741	750	739	0%	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	24	762	771	761	*	*	*	*	*	67%	64%
Male	21	760	759	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	11	736	738	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	34	769	769	766	*	*	*	*	*	76%	69%
Students with Disabilities	*	*	739	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	771	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Edgemont Elementary School
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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	136	95.9	60.3	55.1	44.5	60.3	42.5	Met Target
White	58	95.2	70.7	68.0	54.1	70.7	48.6	Met Target
Hispanic	28	96.6	46.4	46.8	28.8	46.4	36.4	Met Target
Black or African American	27	93.5	40.7	*	23.0	39.9	32.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	59.7	53.3	*	**	**
Female	67	97.2	58.2	56.8	44.9	58.2		
Male	69	94.6	62.3	53.5	44.2	62.0		
Economically Disadvantaged Students	29	93.9	20.7	21.9	26.3	20.3	25.2	Met Target†
Non-Economically Disadvantaged Students	107	96.5	71.0	61.1	54.9	71.0		
Students with Disabilities	11	91.7	18.2	*	17.4	17.6	**	**
Students without Disabilities	125	96.3	64.0	*	50.0	64.0		
English Learners	17	100.0	41.2	40.8	25.0	41.2	**	**
Non-English Learners	119	95.3	63.0	55.3	46.5	63.0		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



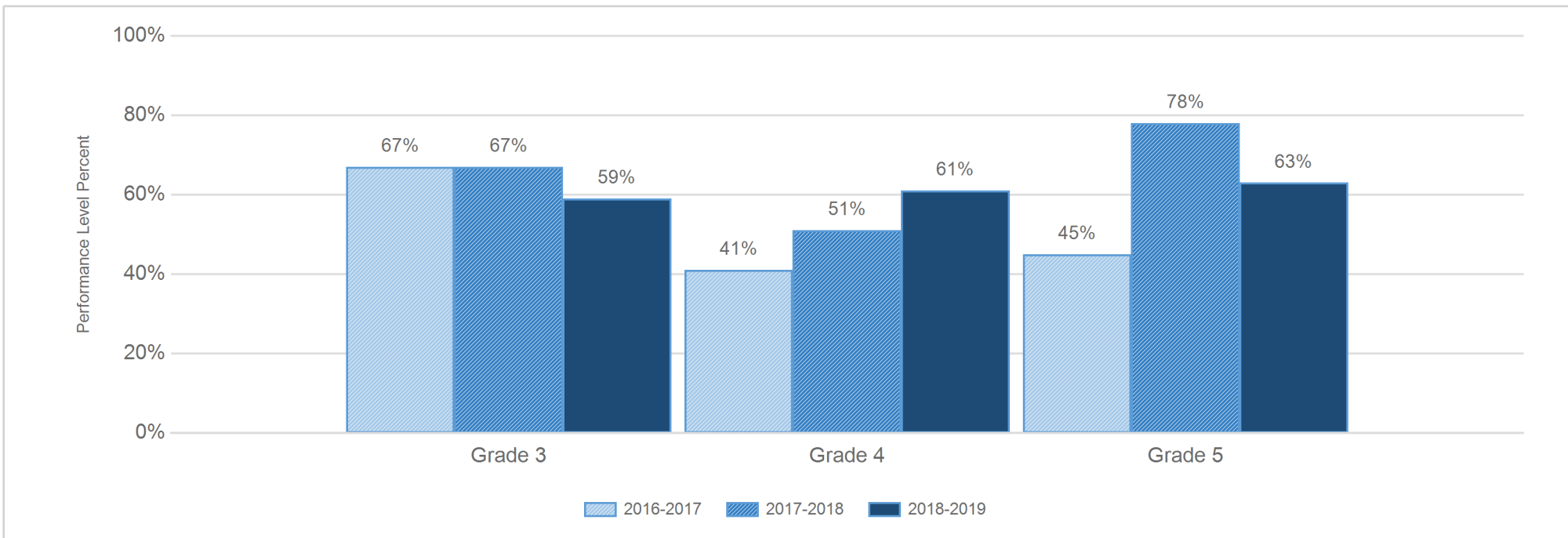
Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	754	763	752	*	*	*	*	*	59%	55%
White	25	760	771	760	*	*	*	*	*	64%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	24	759	764	751	*	*	*	*	*	67%	54%
Male	20	748	763	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	10	723	729	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	34	763	769	761	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	739	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	748	756	749	*	*	*	*	*	61%	51%
White	14	764	770	757	0%	*	*	*	*	71%	62%
Hispanic	12	734	747	737	*	*	*	*	*	33%	36%
Black or African American	13	738	731	731	*	0%	*	*	*	62%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	22	743	754	749	*	*	*	*	*	50%	50%
Male	27	752	757	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	10	710	726	734	*	*	*	*	*	10%	32%
Non-Economically Disadvantaged Students	39	757	762	759	*	*	*	*	*	74%	63%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	46	756	758	747	*	*	24%	*	*	63%	47%
White	20	769	765	755	0%	*	*	*	*	80%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	11	734	740	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	24	749	756	747	*	*	*	*	*	58%	47%
Male	22	763	759	747	*	*	*	*	*	68%	47%
Economically Disadvantaged Students	11	736	731	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	35	762	762	757	*	*	*	*	*	71%	59%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	70.0%	30.0%
3-4	*	*	*
5 or more	*	*	*



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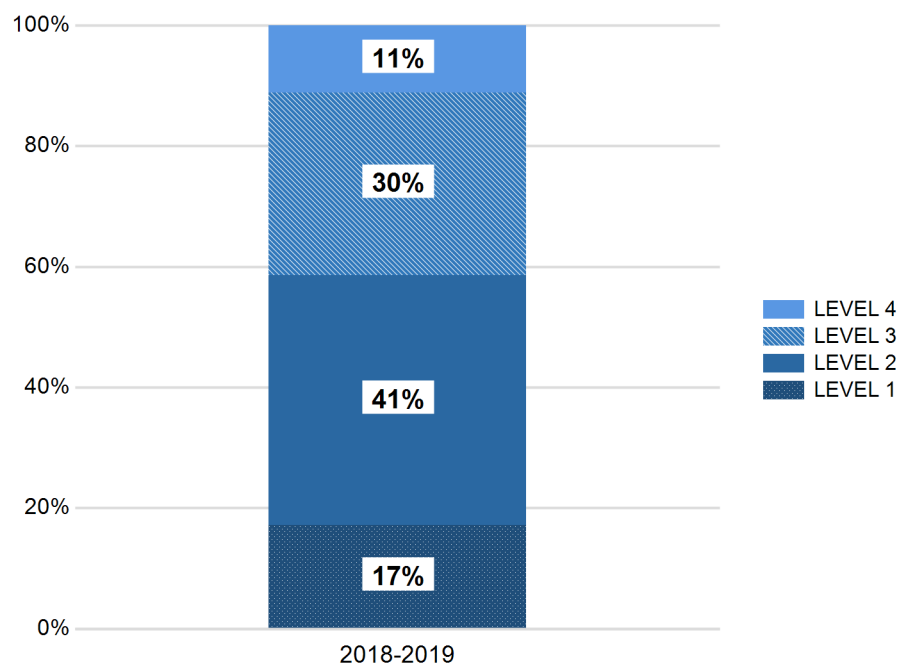
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	41	30	11
White	5	30	50	15
Hispanic	*	*	*	*
Black or African American	45	36	9	9
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	50	25	4
Male	14	32	36	18
Economically Disadvantaged Students	64	18	18	0
Non-Economically Disadvantaged Students	3	49	34	14
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	*	*	*	*
Migrant Students	N	N	N	N



Edgemont Elementary School

(13-3310-110)

Grades Offered: KG-05

2018-2019

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

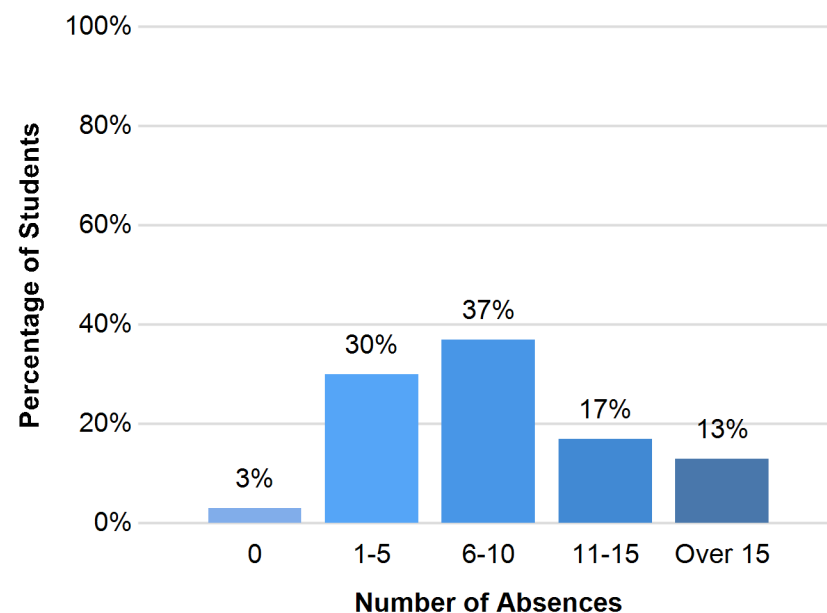
Chronic Absenteeism

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	25	8.9	8.9	Met
White	14	11.5	8.9	Not Met
Hispanic	4	8.3	8.9	Met
Black or African American	6	10.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	5.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	9	6.2		
Male	16	11.9		
Economically Disadvantaged Students	3	5.6	8.9	Met
Students with Disabilities	3	12.5	8.9	Not Met
English Learners	3	25.0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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(13-3310-110)

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2018-2019

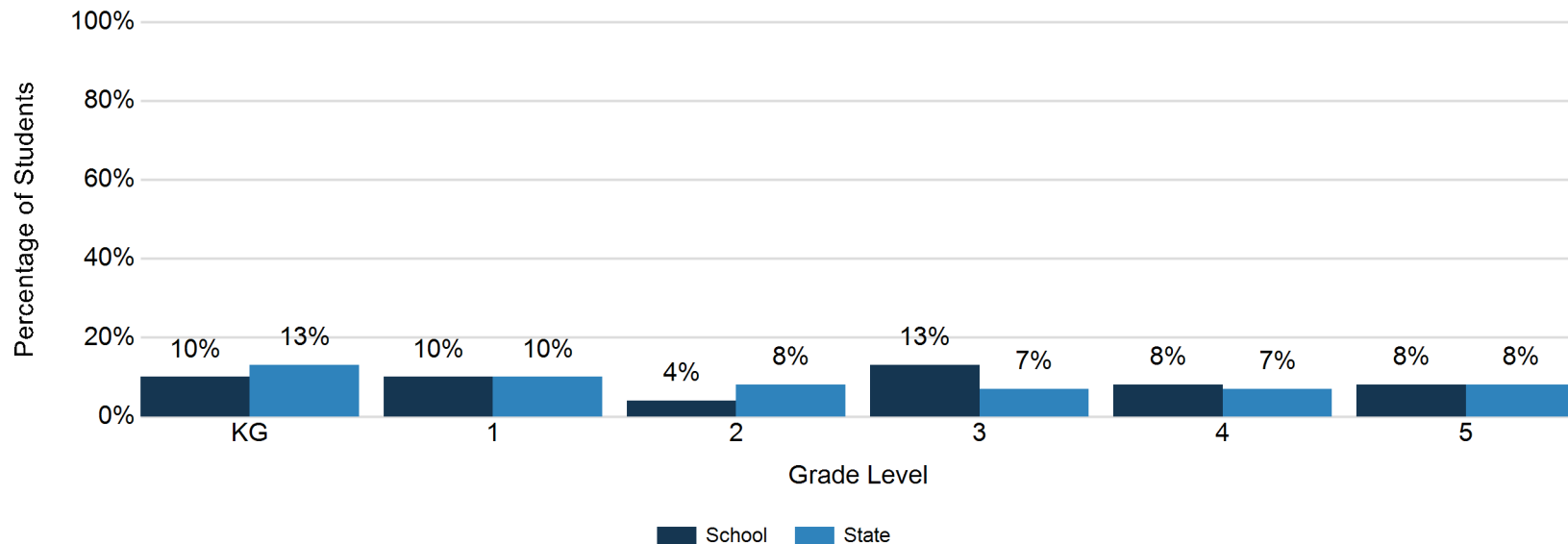
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.78

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of 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

*



Edgemont Elementary School

(13-3310-110)

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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	8:20 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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



Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	19.5	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	201:1
Teachers to Administrators	N	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
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 – 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	52.0%	91.7%	N	48.4%	77.1%	54.9%
Male	48.0%	8.3%	N	51.6%	22.9%	45.1%
White	43.4%	75.0%	N	42.4%	83.6%	77.4%
Hispanic	17.1%	4.2%	N	29.9%	7.3%	7.2%
Black or African American	20.6%	16.7%	N	15.0%	6.6%	13.9%
Asian	7.1%	4.2%	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	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	11.7%	0.0%	N	2.1%	0.2%	0.2%



Edgemont Elementary School
(13-3310-110)
Grades Offered: KG-05
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	96.0%



Edgemont Elementary School
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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



Edgemont Elementary School
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Edgemont Elementary School
(13-3310-110)
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2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.4%	59.1%	68.7%
Math Proficiency	41.3%	55.5%	60.3%
ELA Growth	42	50	56
Math Growth	38	54	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.7%	10.7%	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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2018-2019

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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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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	No
White	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	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	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Edgemont Elementary School
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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:

- A magnet school based on the philosophy and instructional practices of Dr. Maria Montessori
- An award-winning National Network for Partnership School
- A welcoming school climate and peaceful, family-like learning environment to support student success



Mission, Vision, Theme:

At Edgemont Montessori School, we believe in educating the whole child to the fullest potential through the Montessori principles of student-centered/learner-friendly practices in a peaceful academic environment that fosters the cognitive, social, physical, and emotional development of the child.



Awards, Recognition, Accomplishments:

An award-winning National Network for Partnership School, Edgemont strives to create a welcoming school climate and to support student success. This commitment engages families in our goal of educating each student to the fullest potential to be an active and natural life-long learner. Recipient of the Sustainable Jersey for Schools Bronze Award.



Edgemont Elementary School

(13-3310-110)

Grades Offered: KG-05

2018-2019

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Courses, Curriculum, Instruction:

Edgemont provides a comprehensive academic program that is aligned with NJSLS, and taught by highly qualified teachers with additional expertise in Montessori practices. Diverse teaching techniques, hands-on and inquiry-based explorations promote rigor, high expectations and academic success for all students. Edgemont students are taught to become thoughtful readers and writers, creative problem solvers, critical and logical thinkers, independent decision-makers, and lovers of learning.



Clubs and Activities:

Aesthetic and artistic experiences are provided through the related-arts specialists in art, music and physical education, and the school's partnership with a variety of arts-in-education venues. Fourth and Fifth Graders also have the option to participate in Band, Art Extravaganza, 3D Printing, and STEAM electives by audition, portfolio and/or interest. Student Leadership Team with school-wide representation.



Edgemont Elementary School

(13-3310-110)

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Before and After School Programs:

The PTA's after school Enrichment Program provides after-school classes designed to interest students and provide an introduction to special topics or skills not covered in school. Service learning is implemented within the framework of the Jane Goodall Institute's Roots & Shoots program. This program inspires students of all ages to make a difference by planning and implementing service learning projects that promote care and concern for animals, the environment, and the human community.



Staff and Professional Learning:

District-based PD on Renaissance Learning, Collaborative Classroom Literacy program, Foss Science Kits, and NGSS. School-based PD includes: inclusive practices, co-teaching, and collaborative planning and preparation for special education and general education teachers. Learning strategies for building academic vocabulary in the content areas to support ELLs in the general education classroom.



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(13-3310-110)

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2018-2019

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 <p>Student Supports and Services:</p>	<p>Developmentally appropriate and individualized educational programs for students identified with special needs are provided. Utilizing an interdisciplinary team within the school environment for implementation and progress monitoring of RtI plans, the team formulates coordinated services to address student learning, behavior, social, and health issues in the general education program. English as a Second Language for international students. After school tutoring program for students.</p>
 <p>Student Health and Wellness:</p>	<p>Health and Wellness Committee organize monthly walk, bike, bus to school days that include a chaperoned walk around Edgemont Park for all students before school begins. Daily recess includes structured activities such as Ultimate Frisbee, Soccer, Basketball, Kickball, a run/walk around the park, as well as free play in the playground. A healthy breakfast before the bell is offered daily.</p>
 <p>Parent and Community Involvement:</p>	<p>Edgemont's engagement with families aims to: • Create a welcoming school environment for families • Engage families and the community in ways that support student achievement and success Focused projects include: a family survey, school handbook, buddy-system for new families, and increasing collaboration and communication between the home and school setting.</p>



Edgemont Elementary School

(13-3310-110)

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2018-2019

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School Narrative

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Facilities:

Outdoor Learning Environment, Children's Garden, and Nature Trail • Newly renovated Learning Commons with integrated Makerspace • State-of-the-art Cosmic Studies Lab where students develop an understanding of the world around them through hands-on, project-based explorations and real-life applications aligned to the Next Generation Science Standards • Indoor Rock Climbing Wall



Edgemont Elementary School

(13-3310-110)

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Other Information

Edgemont Montessori's school-wide "Peaceable Schools Model" is a multi-step process designed to teach problem solving and conflict resolution skills to staff, teachers, and students. It is based both on the concepts of modeling and practicing skills, and on a commitment to cooperation and respect. The curriculum is an on-going part of every classroom. Cosmic Studies is how we do science in a Montessori School. The term Cosmic Studies is used to describe the rich interdisciplinary, inquiry-based, experiential connections between all the science, social, and cultural studies. In our state-of-the-art Cosmic Studies Lab, students develop an understanding of the world around them through hands-on, project-based explorations and real-life applications aligned to the Next Generation Science Standards. This approach to science, unique to Edgemont, is extended further into the Outdoor Learning Environment, the Children's Garden, and the newly completed Nature Trail in the woods behind our school. At Edgemont, we combine the well-researched, time-tested insights of Dr. Maria Montessori with the rapidly evolving technology of our time to create a progressive and academically excellent program that prepares our students for the 21st century in which we live. Montessori is not a thing we do, but the way we do things.



Glenfield Middle School
 (13-3310-116)
 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:



Glenfield Middle School
(13-3310-116)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Ms. Cheryl Hopper
Address	25 MAPLE AVE MONTCLAIR, NJ 07042-4513
Phone Number	973-509-4172
Email Address	chopper@montclair.k12.nj.us
Website	https://glenfield.montclair.k12.nj.us/



Glenfield Middle School
(13-3310-116)
Grades Offered: 06-08
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
6	210	238	223
7	197	207	235
8	237	190	208
Total	644	635	666

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	56.2%	54.6%	55.9%
Male	43.8%	45.4%	44.1%
Economically Disadvantaged Students	19.4%	17.5%	17.1%
Students with Disabilities	17.2%	15.3%	15.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	0.6%	0.5%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.3%	0.3%
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	52.6%	53.5%	52.6%
Hispanic	10.7%	10.2%	10.2%
Black or African American	27.8%	24.9%	25.2%
Asian	3.4%	4.6%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.4%	6.6%	6.9%

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	98.3%
Other Languages	1.7%

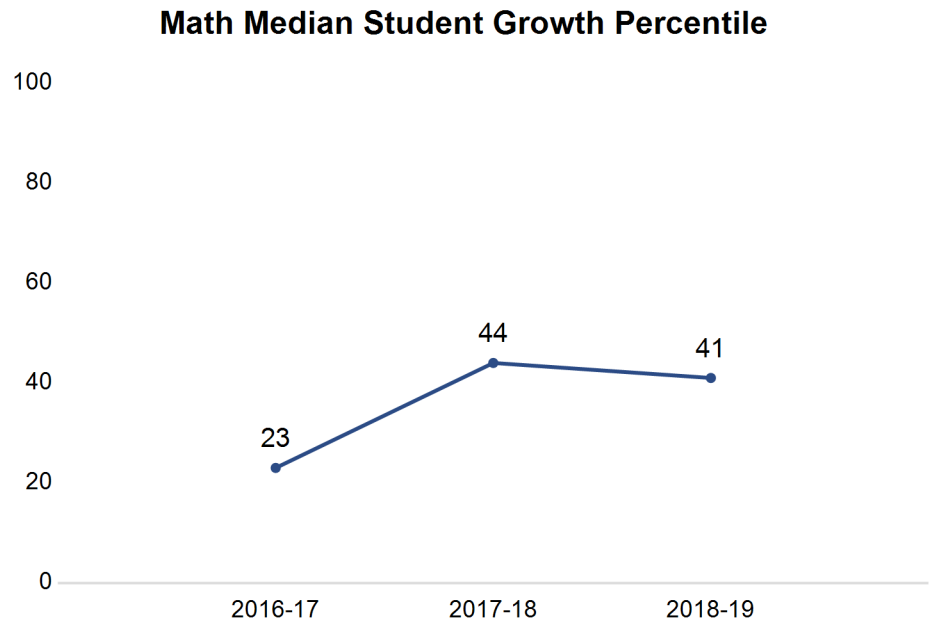
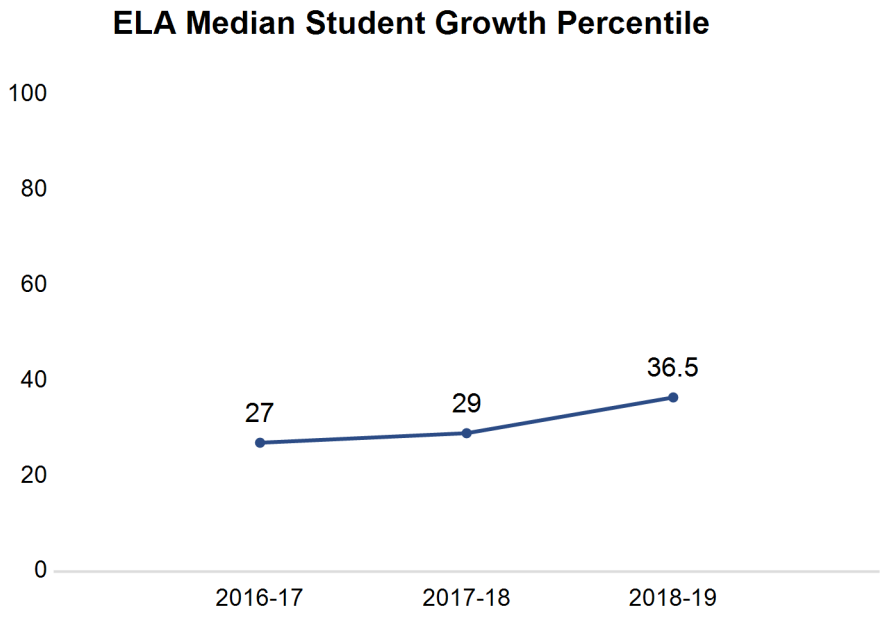


Glenfield Middle School
 (13-3310-116)
 Grades Offered: 06-08
 2018-2019

Report Key:
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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	27	29	36.5	23	44	41
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Glenfield Middle 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	36.5	48	50	Not Met	41	53	50	Met Standard
White	36	50	50	Not Met	39	55	52	Not Met
Hispanic	38	53	49	Not Met	42	58.5	47	Met Standard
Black or African American	35	40	45	Not Met	34.5	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	41	47	59	Met Standard	50	53	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	49	50	49	Met Standard	44	50	52	Met Standard
Female	41	51	53	N	42	52	50	N
Male	31	44	47	N	39	54	51	N
Economically Disadvantaged Students	35	35	48	Not Met	36.5	40	46	Not Met
Students with Disabilities	28	47	43	Not Met	45	46	45	Met Standard
English Learners	*	54	52	**	*	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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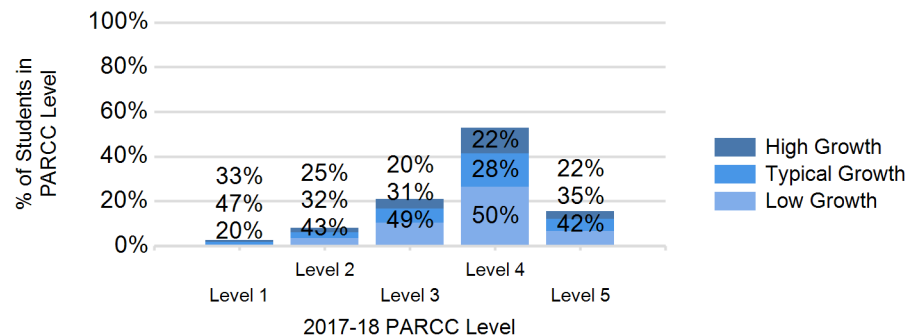
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

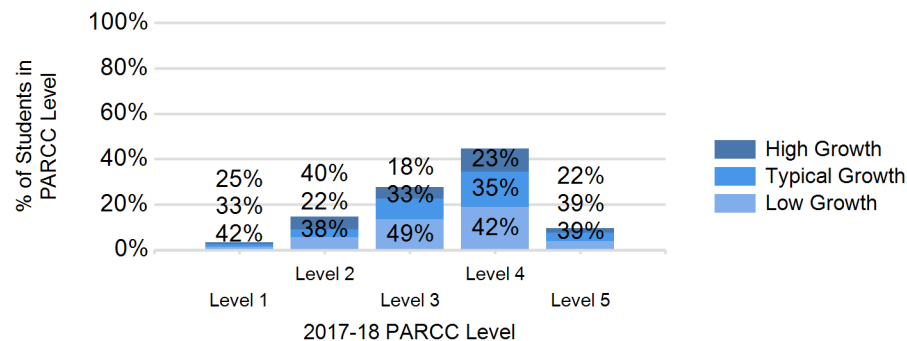
Student Growth by Performance Level

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.

ELA



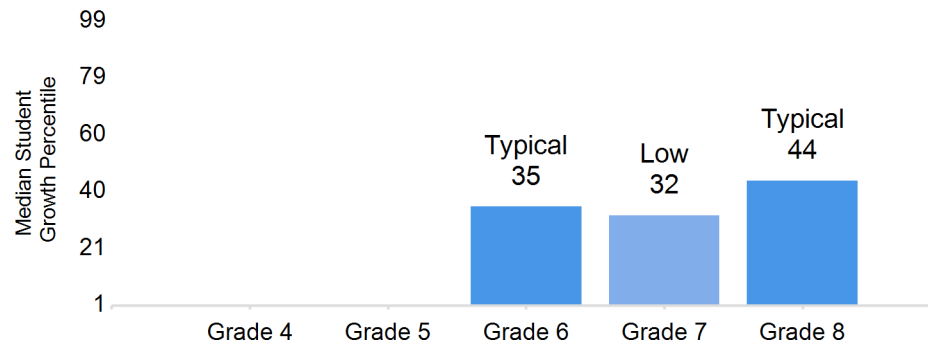
Math



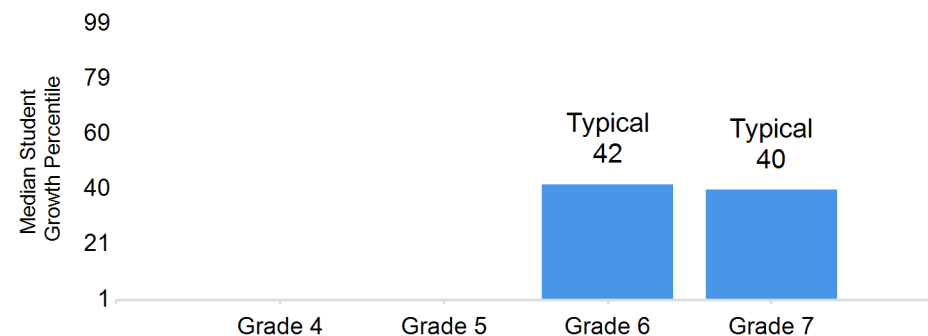
Student Growth by Grade

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

ELA



Math





Glenfield Middle School
(13-3310-116)
Grades Offered: 06-08
2018-2019

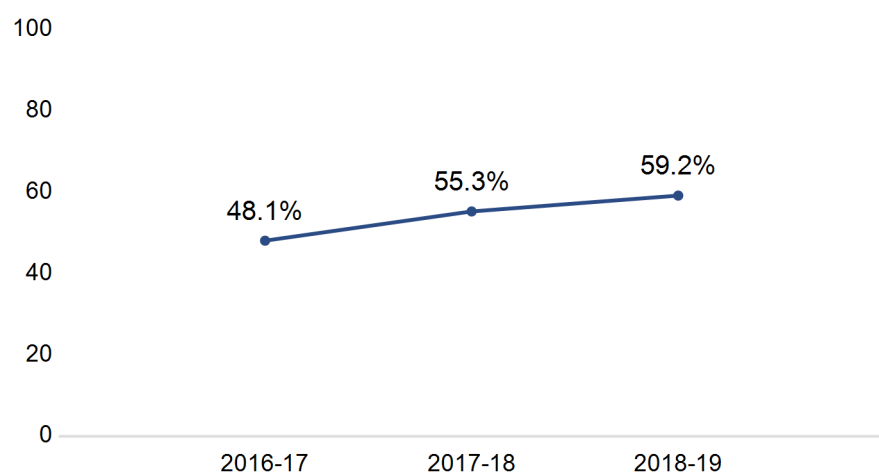
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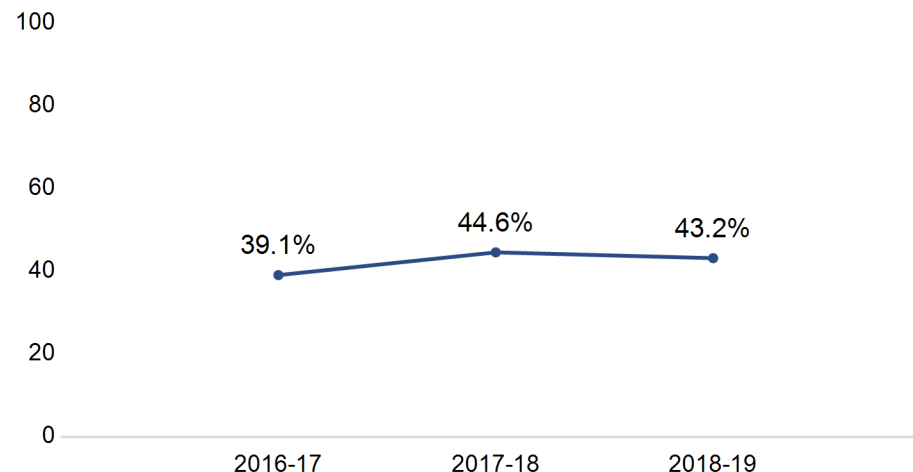
English Language Arts and Mathematics Performance Trends

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	73.2%	84.4%	92.3%	75.1%	86.2%	92.3%
Proficiency Rate for Federal Accountability	48.1%	55.3%	59.2%	39.1%	44.6%	43.2%
Annual Target	51.6%	53.1%	54.6%	42.5%	44.4%	46.4%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	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.



Glenfield Middle 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	621	92.3	60.9	67.8	57.9	59.2	54.6	Met Target
White	326	92.6	70.9	79.2	66.9	69.3	66	Met Target
Hispanic	64	92.8	48.4	58.2	43.9	47.3	45.7	Met Target
Black or African American	153	90.1	34.0	44.3	38.5	32.2	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	61	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	43	93.5	76.7	74.4	64.4	75.5	61.4	Met Target
Female	343	91.5	73.5	77.9	64.8	70.7		
Male	278	93.3	45.3	58.3	51.3	44.6		
Economically Disadvantaged Students	104	92.0	29.8	34.1	40.0	*	25.5	Met Target
Non-Economically Disadvantaged Students	517	92.3	67.1	73.5	67.9	*		
Students with Disabilities	91	84.3	20.9	32.4	22.7	18.7	21	Met Target†
Students without Disabilities	530	93.8	67.7	75.3	65.1	66.9		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

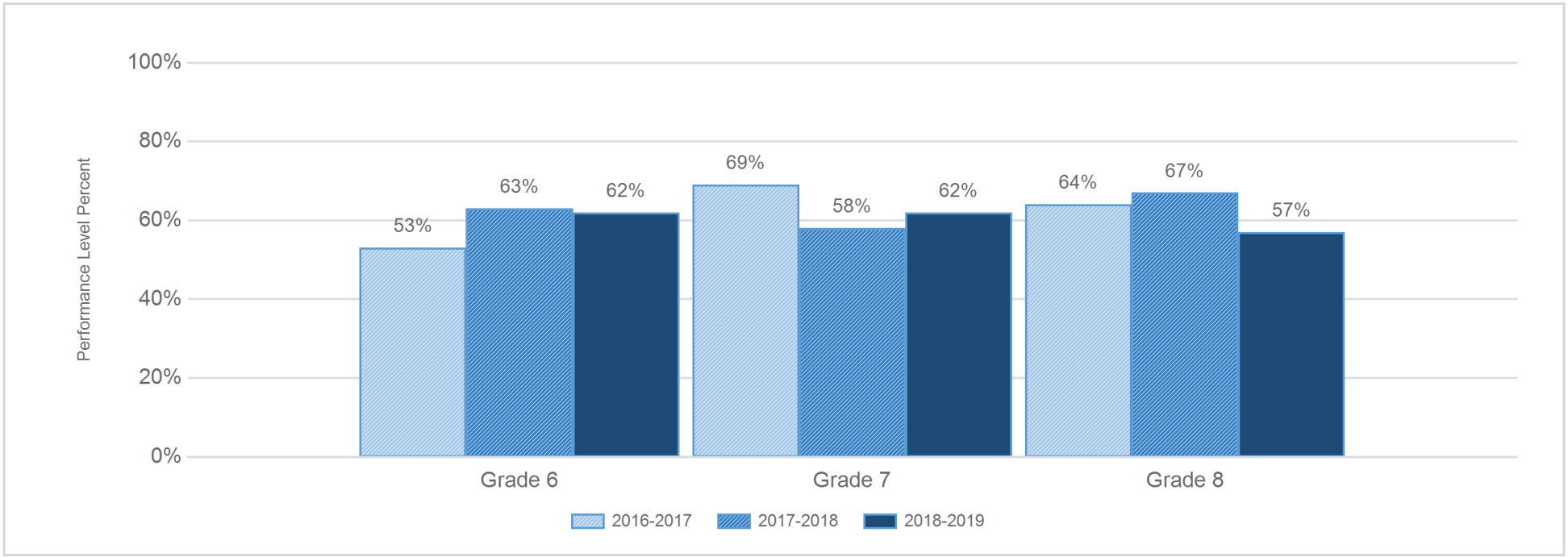


Glenfield Middle School
 (13-3310-116)
 Grades Offered: 06-08
 2018-2019

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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.





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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	210	760	762	754	5%	9%	24%	46%	16%	62%	56%
White	106	768	769	762	*	*	20%	53%	21%	74%	65%
Hispanic	22	756	*	743	0%	*	*	*	*	50%	43%
Black or African American	55	740	747	738	*	18%	33%	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	13	766	*	780	0%	*	*	*	*	85%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	14	776	770	760	*	0%	*	*	*	86%	64%
Female	123	769	770	762	*	*	16%	*	*	76%	64%
Male	87	746	754	748	*	*	34%	*	*	43%	48%
Economically Disadvantaged Students	35	729	732	740	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	175	766	766	763	*	*	*	*	*	70%	67%
Students with Disabilities	27	723	*	722	*	*	*	*	*	22%	19%
Students without Disabilities	183	765	*	761	*	*	*	*	*	68%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	210	760	*	756	5%	9%	24%	46%	16%	62%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	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	212	757	763	761	7%	11%	20%	39%	24%	62%	63%
White	113	766	772	769	*	*	18%	49%	26%	74%	72%
Hispanic	16	752	754	747	0%	*	*	*	*	50%	50%
Black or African American	52	730	737	741	*	25%	29%	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	15	782	*	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	16	765	*	768	*	*	*	*	*	63%	68%
Female	111	762	772	769	*	*	20%	*	*	70%	71%
Male	101	751	754	753	*	*	20%	*	*	53%	55%
Economically Disadvantaged Students	35	735	*	743	*	*	34%	*	*	29%	45%
Non-Economically Disadvantaged Students	177	761	*	771	*	*	17%	*	*	69%	73%
Students with Disabilities	30	725	*	720	*	*	*	*	*	20%	22%
Students without Disabilities	182	762	*	769	*	*	*	*	*	69%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	212	757	*	763	7%	11%	20%	39%	24%	62%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	754	763	762	9%	11%	23%	44%	13%	57%	63%
White	107	762	774	770	*	*	25%	50%	14%	64%	72%
Hispanic	26	754	759	747	*	*	38%	*	*	46%	49%
Black or African American	46	729	738	741	26%	*	*	*	*	37%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	13	772	*	769	*	0%	*	*	*	85%	69%
Female	110	768	776	771	*	*	19%	*	*	73%	71%
Male	89	737	751	753	*	*	28%	*	*	38%	55%
Economically Disadvantaged Students	33	723	731	743	*	*	*	33%	0%	33%	45%
Non-Economically Disadvantaged Students	166	760	769	772	*	*	*	46%	16%	62%	72%
Students with Disabilities	33	709	727	721	*	*	*	*	*	18%	22%
Students without Disabilities	166	763	771	770	*	*	*	*	*	65%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	199	754	*	764	9%	11%	23%	44%	13%	57%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	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	621	92.3	44.4	55.1	44.5	43.2	46.4	Met Target†
White	327	92.9	56.6	68.0	54.1	55.5	57.1	Met Target†
Hispanic	62	89.9	29.0	46.8	28.8	27.4	36.9	Not Met
Black or African American	154	90.6	14.9	*	23.0	14.3	26.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	58.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	43	93.5	55.8	59.7	53.3	54.9	61.4	Met Target†
Female	344	91.8	48.3	56.8	44.9	46.6		
Male	277	93.0	39.7	53.5	44.2	38.9		
Economically Disadvantaged Students	105	92.9	13.3	21.9	26.3	*	19.8	Not Met
Non-Economically Disadvantaged Students	516	92.2	50.8	61.1	54.9	*		
Students with Disabilities	98	90.7	13.3	*	17.4	12.8	19.2	Not Met
Students without Disabilities	523	92.6	50.3	*	50.0	49.0		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



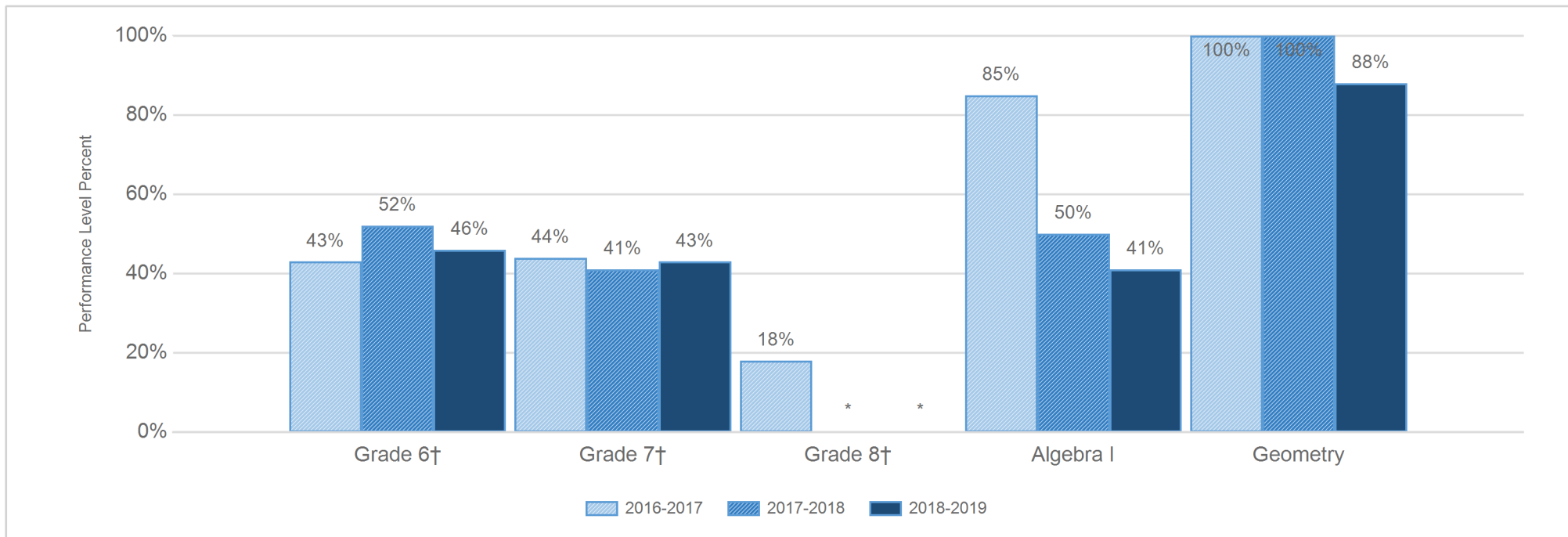
Glenfield Middle School
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Mathematics Assessment – Performance Trends

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 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	208	744	748	741	8%	20%	26%	39%	7%	46%	41%
White	107	753	756	749	*	14%	24%	*	*	60%	51%
Hispanic	20	731	*	729	*	*	*	*	*	20%	24%
Black or African American	54	724	731	722	22%	28%	31%	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	13	761	*	769	0%	*	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	14	754	752	747	*	*	*	*	*	64%	48%
Female	121	749	751	742	*	15%	29%	*	*	51%	42%
Male	87	737	746	740	*	26%	23%	*	*	39%	40%
Economically Disadvantaged Students	35	711	716	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	173	751	753	750	*	*	*	*	*	*	53%
Students with Disabilities	30	707	*	716	*	37%	*	*	*	13%	12%
Students without Disabilities	178	750	*	746	*	17%	*	*	*	52%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	208	744	*	743	8%	20%	26%	39%	7%	46%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Glenfield Middle School
(13-3310-116)
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	190	742	744	744	7%	18%	32%	37%	5%	43%	42%
White	96	751	753	751	*	*	35%	*	*	54%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	53	722	725	727	*	45%	28%	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	751	749	*	*	*	*	*	*	51%
Female	99	745	746	744	*	14%	34%	*	*	46%	42%
Male	91	739	741	743	*	23%	30%	*	*	38%	42%
Economically Disadvantaged Students	37	727	*	731	*	43%	30%	*	*	19%	24%
Non-Economically Disadvantaged Students	153	746	*	751	*	12%	33%	*	*	48%	53%
Students with Disabilities	33	723	*	718	*	39%	*	*	*	15%	13%
Students without Disabilities	157	747	*	749	*	14%	*	*	*	48%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	190	742	*	745	7%	18%	32%	37%	5%	43%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Glenfield Middle 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	203	743	746	744	9%	30%	20%	36%	5%	41%	42%
White	111	753	760	752	*	23%	19%	*	*	54%	53%
Hispanic	23	725	738	728	*	43%	*	*	*	17%	24%
Black or African American	47	716	721	725	21%	51%	*	*	*	11%	20%
Asian, Native Hawaiian, or Pacific Islander	11	773	760	775	0%	*	*	*	*	82%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	11	761	*	752	0%	*	*	*	*	55%	51%
Female	120	745	748	745	*	24%	23%	*	*	45%	44%
Male	83	739	744	743	*	39%	16%	*	*	36%	41%
Economically Disadvantaged Students	31	713	720	727	*	55%	*	*	*	10%	23%
Non-Economically Disadvantaged Students	172	748	752	752	*	26%	*	*	*	47%	52%
Students with Disabilities	33	711	716	717	*	*	*	*	*	*	12%
Students without Disabilities	170	749	753	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	203	743	*	745	9%	30%	20%	36%	5%	41%	*
Homeless Students	N	N	*	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	*	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	16	771	764	737	0%	0%	*	*	*	88%	35%
White	11	768	*	743	0%	0%	*	*	*	82%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	773	738	*	*	*	*	*	*	36%
Male	*	*	760	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	16	771	*	743	0%	0%	*	*	*	88%	43%
Students with Disabilities	N	N	733	712	N	N	N	N	N	N	*
Students without Disabilities	16	771	*	741	0%	0%	*	*	*	88%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	16	771	*	738	0%	0%	*	*	*	88%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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	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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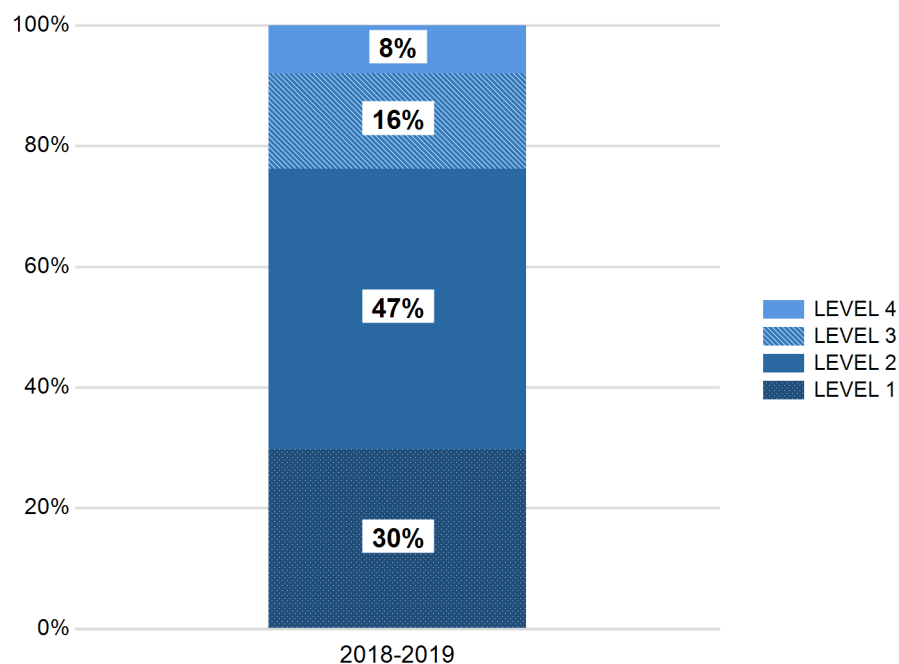
Report Key:

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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 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	30	47	16	8
White	17	51	21	11
Hispanic	42	46	8	4
Black or African American	62	38	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	0	69	23	8
Female	21	55	17	6
Male	40	37	14	9
Economically Disadvantaged Students	59	41	0	0
Non-Economically Disadvantaged Students	24	49	19	9
Students with Disabilities	72	22	3	3
Students without Disabilities	22	52	18	8
English Learners	N	N	N	N
Non-English Learners	30	47	16	8
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	229
7	24	1	218
8	196	33	33
Total	220	34	480

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	109	53	0	0	0	38	14
7	114	45	0	0	0	34	14
8	107	44	0	0	0	21	7
Total	330	142	0	0	0	93	35



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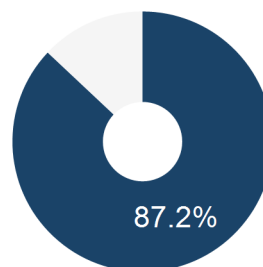
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

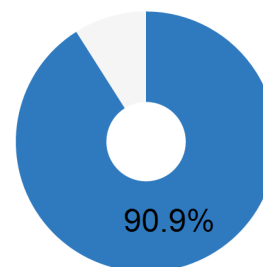
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

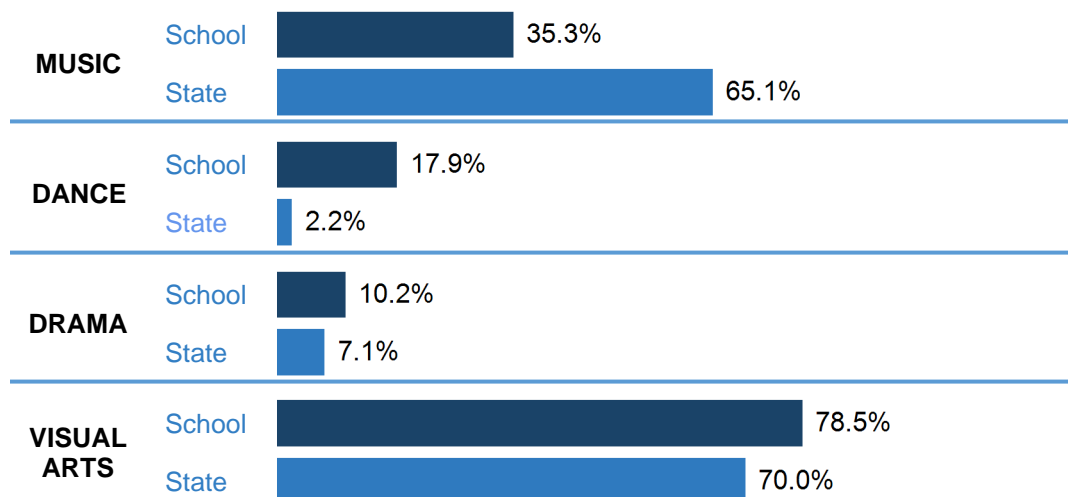


School



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.

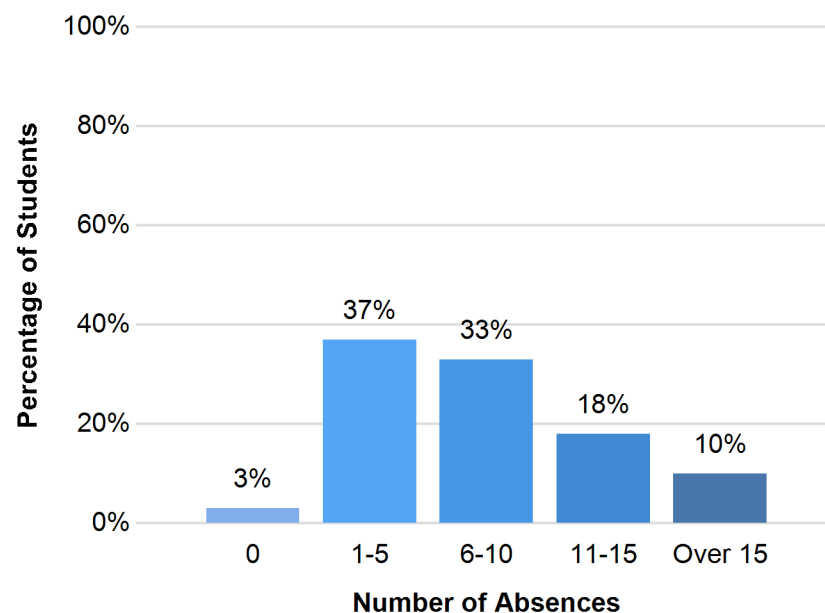
Chronic Absenteeism

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	40	5.9	9.1	Met
White	16	4.5	9.1	Met
Hispanic	8	11.8	9.1	Not Met
Black or African American	15	8.8	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.2	9.1	Met
Female	21	5.6		
Male	19	6.4		
Economically Disadvantaged Students	13	11.4	9.1	Not Met
Students with Disabilities	15	13.4	9.1	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Glenfield Middle School

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** Accountability calculations require 20 or more students

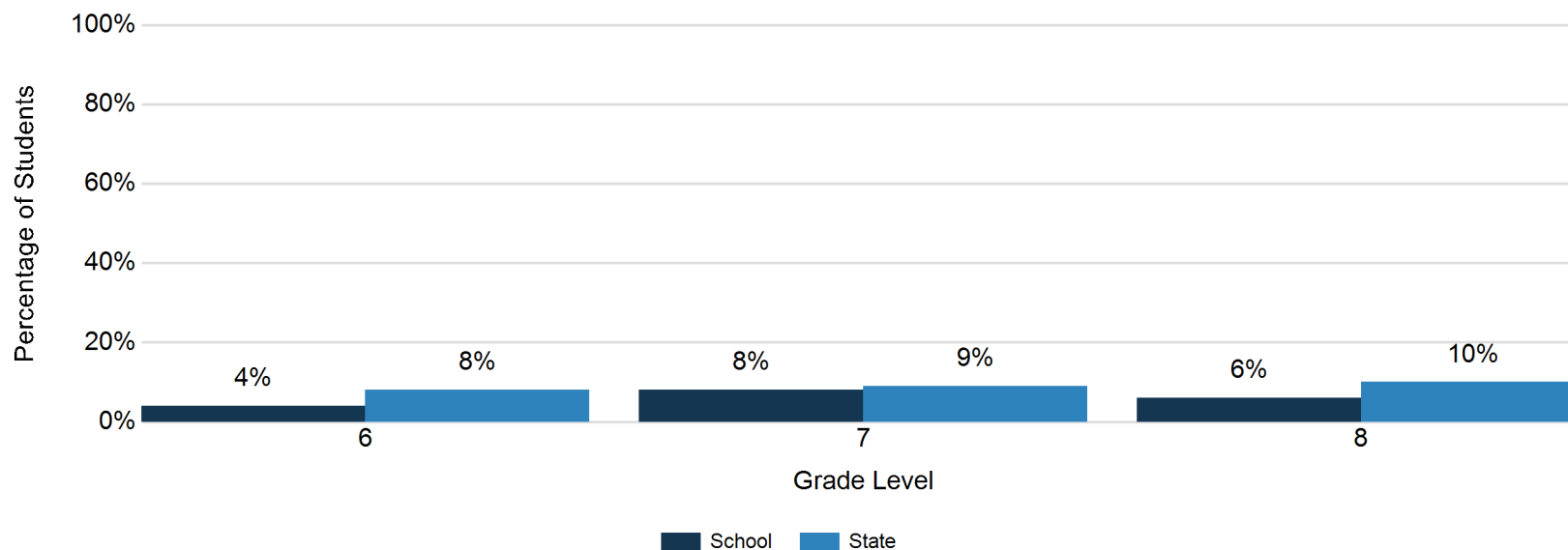
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Chronic Absenteeism by Grade

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





Glenfield Middle School
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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	16
Weapons	2
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	4.95

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	3	3
Other	0	7	7
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	30	4.5%
Any Suspension	30	4.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
94



Glenfield Middle School

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	1.4:1



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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	67	118,214
Average years experience in public schools	20.1	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	89.4%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	333:1	201:1
Teachers to Administrators	34:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



Glenfield Middle School
(13-3310-116)
Grades Offered: 06-08
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	55.9%	73.1%	100.0%	48.4%	77.1%	54.9%
Male	44.1%	26.9%	0.0%	51.6%	22.9%	45.1%
White	52.6%	70.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	10.2%	9.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.2%	17.9%	50.0%	15.0%	6.6%	13.9%
Asian	5.1%	3.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Glenfield Middle School
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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



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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%



Glenfield Middle School
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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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	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	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.



Glenfield Middle School
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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	55.3%	59.2%
Math Proficiency	39.1%	44.6%	43.2%
ELA Growth	27	29	36
Math Growth	23	44	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	13.5%	8.4%	5.9%

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



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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†	Not Met	Met Standard	N	Met	No
White	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	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	**	**	**	**	**	**	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:

- Visual and Performing Arts Magnet
- STEAM Electives
- Planetarium on site



Mission, Vision, Theme:

We believe that every student can learn and achieve in a stress-free, safe, and secure environment, which is both nurturing and challenging.



Awards, Recognition, Accomplishments:

Glenfield Middle School was the subject of a short film "Ceremony for this Time" (<http://www.imdb.com/title/tt3391596/>) (<https://vimeo.com/123594923>). Glenfield Middle School has been featured on NJ Classroom Closeup for connecting arts and academics (<http://classroomcloseup.org>). Student Award Recipients of the 2019 Montclair Film Festival Award.



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Courses, Curriculum, Instruction:

Students are assigned teams of 5 teachers who instruct language arts, mathematics, science, social studies and world language. World Language opportunities are in Spanish, French and Mandarin. Through our electives, students create, shape and express themselves through rich artistic experiences in paint, sound, language, body movement, clay, voice and film. STEAM electives provide students experience in all aspects of topics and challenge them to experiment with their own creative genius.



Clubs and Activities:

Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad, Robotics are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching.





Glenfield Middle School
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 <p>Before and After School Programs:</p>	<p>Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad and Robotics are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching.</p>
 <p>Staff and Professional Learning:</p>	<p>Glenfield Staff participates in on-going professional development provided from the district in various mandated topics like progress monitoring, information systems and curriculum. In-house Glenfield staff offer professional development to each other in a "lunch and learn" format.</p>



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School Narrative

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Student Supports and Services:

Glenfield is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel and Restorative Justice. The Academy is an additional in-house, therapeutic intervention for students in crisis.



Student Health and Wellness:

Glenfield Middle School offers a breakfast and lunch program in accordance with our district food policy. Students are encouraged to move throughout the day. While all students take physical education either in the form of team sports, fitness, climbing or dance, we also provide recess or down time daily. All students take a marking period of Health each year.



Parent and Community Involvement:

Glenfield Middle School has an active parent community that participates in both our Parent Teacher Association (PTA) and or School Action Team for partnership (SATp). Our PTA serves to advocate for the school by raising funds and volunteering services to support the school in various areas like school dances, field trips and classroom supplies. Our SATp serves as an advisory committee that can influence curriculum and programing.



Glenfield Middle School

(13-3310-116)

Grades Offered: 06-08

2018-2019

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Facilities:

Glenfield Middle School has a rich history inclusive of several renovations, which have added a 600 seat auditorium, planetarium, gymnasium, climbing gym and outdoor lunchtime facility. Connected to our magnet theme Glenfield has 3 visual art rooms, 1 dance studio, culinary arts kitchen and 3D printing studio. Glenfield has 3 technology labs and library utilized for curriculum enhancement.



Glenfield Middle School

(13-3310-116)

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Other Information

Glenfield Middle School is led by a Principal and Assistant Principal. Glenfield fosters a safe and positive school climate through the implementation of positive decision making facilitated by 3 school counselors and 100 staff. The school day structure is a combination of 40 minute basic periods and 80 minute elective block periods that rotate on a 3 day cycle. Hours of operations are 7:40am - 2:09pm. Weekly communications are sent to families to update the community on programming and events.



Hillside Elementary School
(13-3310-123)
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:



Hillside Elementary School
(13-3310-123)
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	Essex
District	Montclair Public School District
Principal Name	Dr. Samantha Anglin
Address	54 ORANGE RD MONTCLAIR, NJ 07042-2110
Phone Number	973-509-4200
Email Address	sanglin@montclair.k12.nj.us
Website	https://hillside.montclair.k12.nj.us/



Hillside Elementary 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
PK	79	85	81
KG	0	0	0
1	0	0	0
2	0	0	0
3	175	157	148
4	191	174	169
5	187	194	178
Total	632	610	576

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%	49.7%	46.7%
Male	51.3%	50.3%	53.3%
Economically Disadvantaged Students	17.4%	15.6%	14.6%
Students with Disabilities	25.9%	29.2%	26.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	0.7%	0.3%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.3%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.6%	43.3%	44.3%
Hispanic	10.3%	11.8%	13.7%
Black or African American	32.8%	32.8%	29.3%
Asian	4.0%	2.8%	2.8%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	8.1%	9.0%	9.5%

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	1	0	0
PK - Full Day	78	85	81
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	96.9%
Spanish	1.0%
Other Languages	2.1%



Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
2018-2019

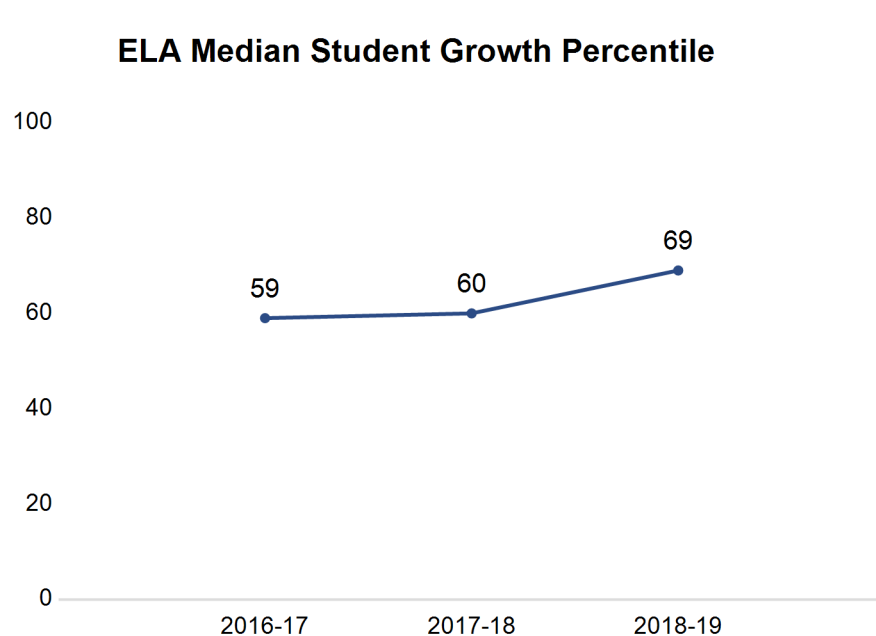
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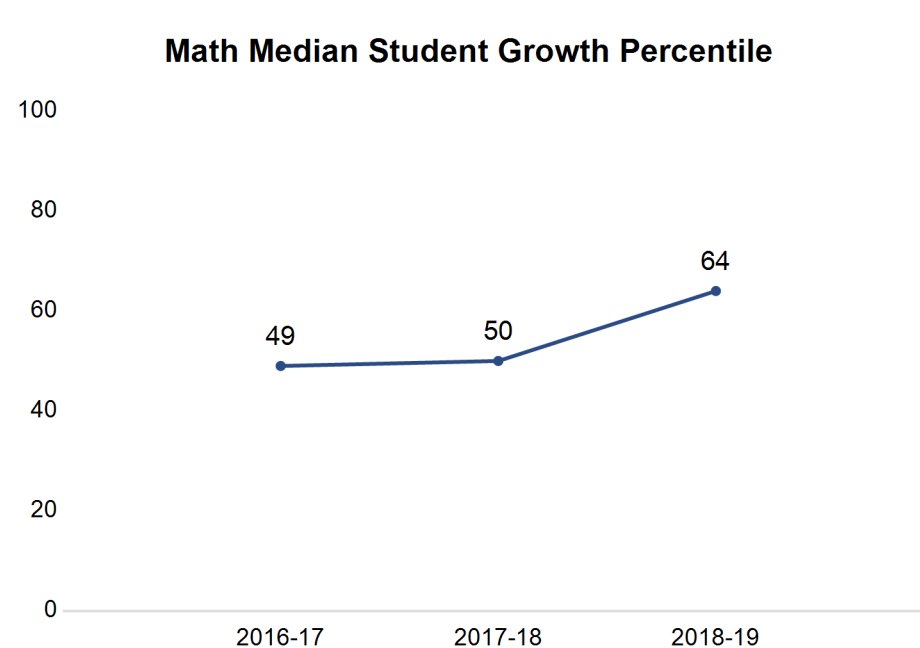
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	60	69	49	50	64
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hillside Elementary School
(13-3310-123)
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	69	48	50	Exceeds Standard	64	53	50	Exceeds Standard
White	74	50	50	Exceeds Standard	74	55	52	Exceeds Standard
Hispanic	66	53	49	Exceeds Standard	69.5	58.5	47	Exceeds Standard
Black or African American	62.5	40	45	Exceeds Standard	55	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	62.5	50	49	Exceeds Standard	55.5	50	52	Met Standard
Female	68	51	53	N	64	52	50	N
Male	70	44	47	N	63	54	51	N
Economically Disadvantaged Students	48	35	48	Met Standard	51	40	46	Met Standard
Students with Disabilities	71	47	43	Exceeds Standard	29	46	45	Not Met
English Learners	*	54	52	**	*	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Hillside Elementary School
 (13-3310-123)
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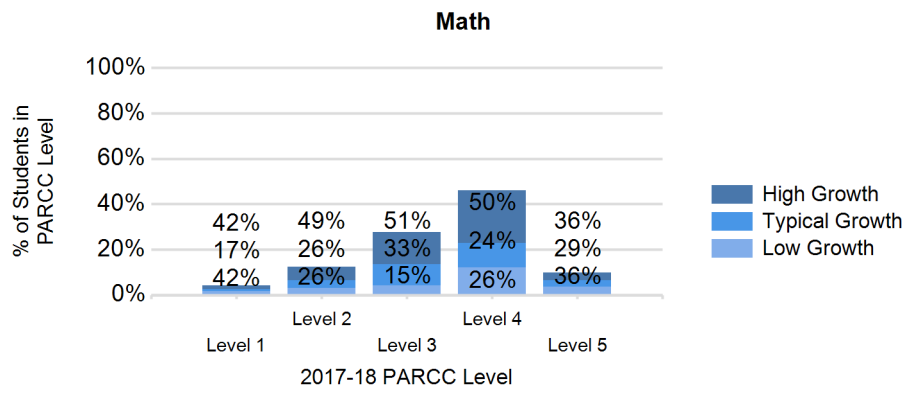
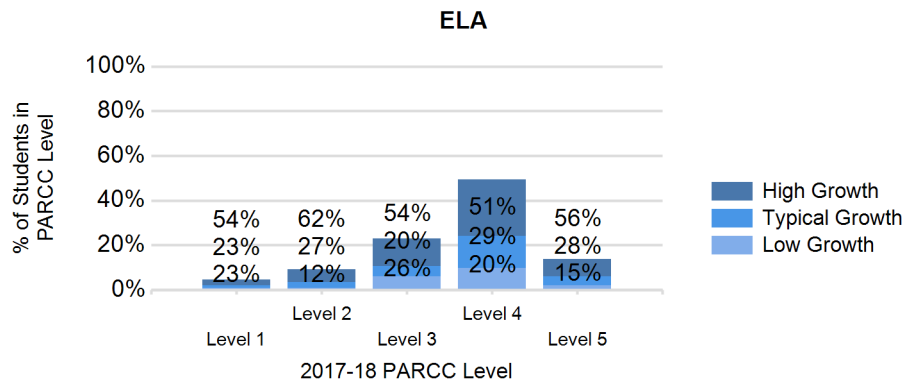
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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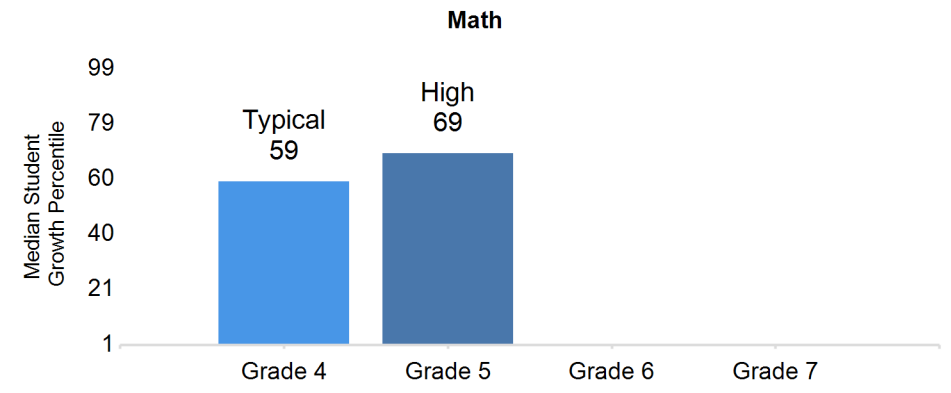
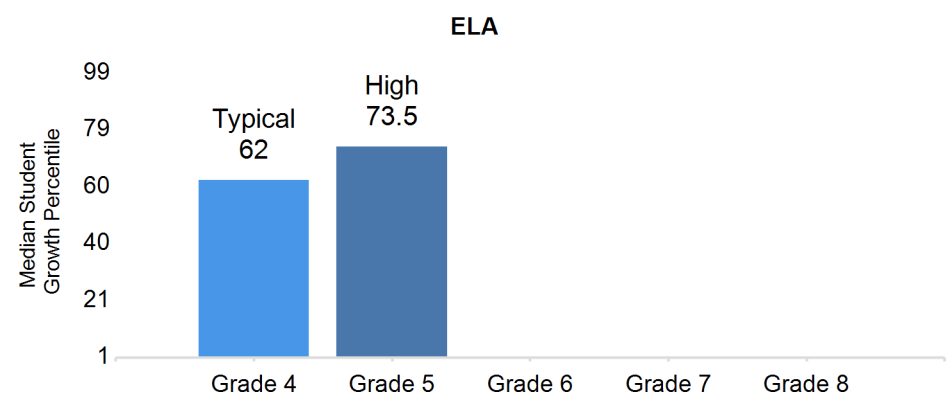
Student Growth by Performance Level

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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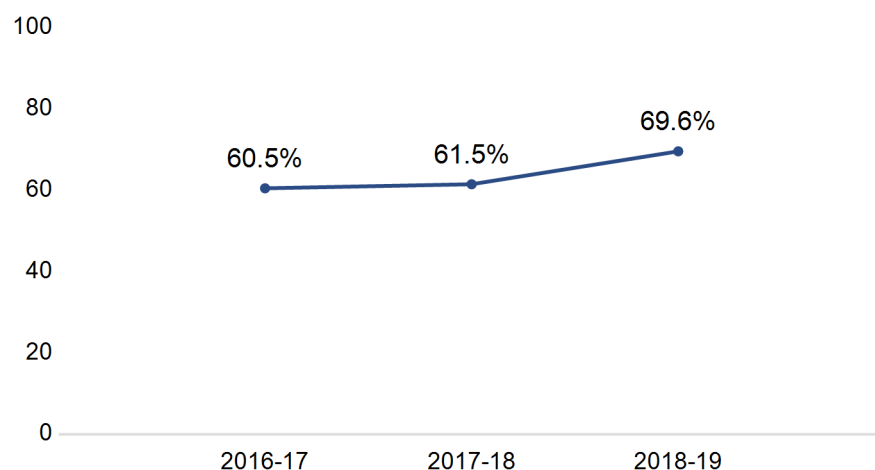
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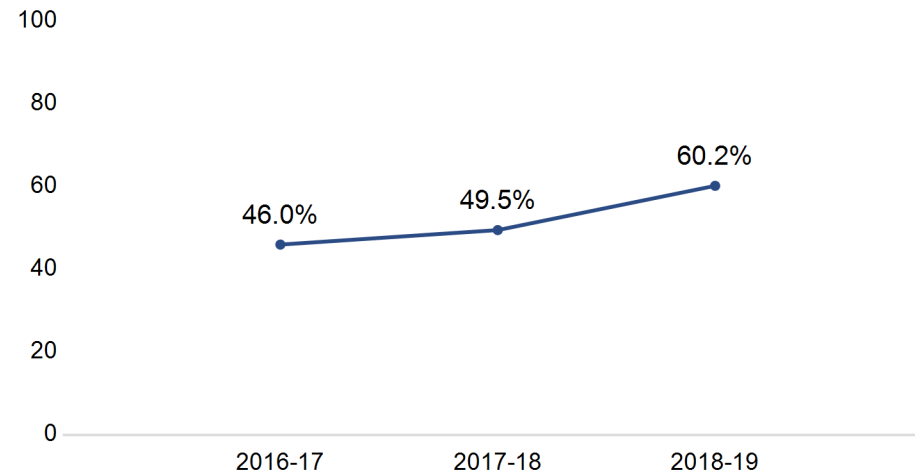
English Language Arts and Mathematics Performance Trends

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	82.6%	87.0%	94.4%	82.4%	87.0%	94.4%
Proficiency Rate for Federal Accountability	60.5%	61.5%	69.6%	46.0%	49.5%	60.2%
Annual Target	55.5%	56.8%	58.1%	48.2%	49.8%	51.5%
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	463	94.4	70.0	67.8	57.9	69.6	58.1	Met Target
White	211	95.1	85.3	79.2	66.9	85.3	70.1	Met Goal
Hispanic	58	90.8	70.7	58.2	43.9	67.4	54	Met Target
Black or African American	138	92.7	47.1	44.3	38.5	45.9	36.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	*	82.9	76.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	43	100.0	65.1	74.4	64.4	65.1	75.5	Met Target†
Female	239	96.4	72.4	77.9	64.8	72.4		
Male	224	92.3	67.4	58.3	51.3	65.4		
Economically Disadvantaged Students	61	90.0	31.1	34.1	40.0	29.4	30.4	Met Target†
Non-Economically Disadvantaged Students	402	95.1	75.9	73.5	67.9	75.9		
Students with Disabilities	78	87.1	39.7	32.4	22.7	36.3	31.2	Met Target
Students without Disabilities	385	96.0	76.1	75.3	65.1	76.1		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



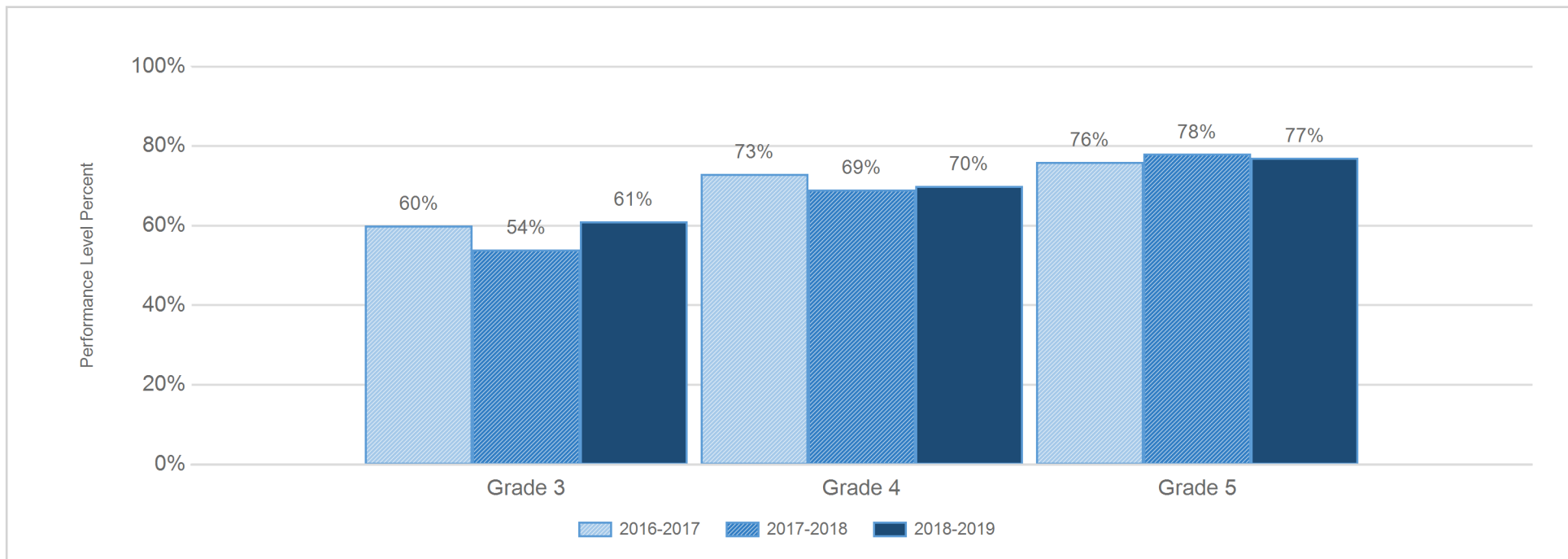
Hillside Elementary School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	141	755	759	748	9%	9%	21%	53%	8%	61%	50%
White	76	768	769	757	*	*	14%	*	*	78%	60%
Hispanic	15	746	748	734	*	*	*	*	*	47%	36%
Black or African American	34	730	735	731	*	*	29%	29%	0%	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	71	756	766	753	*	*	17%	*	*	65%	55%
Male	70	755	753	743	*	*	24%	*	*	57%	46%
Economically Disadvantaged Students	18	719	722	731	*	*	*	*	*	11%	33%
Non-Economically Disadvantaged Students	123	761	765	759	*	*	*	*	*	68%	61%
Students with Disabilities	19	720	725	719	*	*	*	*	*	21%	24%
Students without Disabilities	122	761	766	754	*	*	*	*	*	67%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	141	755	*	751	9%	9%	21%	53%	8%	61%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	764	763	755	*	*	15%	46%	24%	70%	57%
White	70	780	774	763	0%	*	*	59%	33%	91%	67%
Hispanic	23	755	755	743	0%	*	*	*	*	61%	44%
Black or African American	47	744	743	739	*	21%	26%	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	86	768	770	760	*	*	14%	43%	29%	72%	62%
Male	75	760	757	750	*	*	16%	49%	19%	68%	53%
Economically Disadvantaged Students	25	734	731	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	136	770	769	765	*	*	*	*	*	77%	69%
Students with Disabilities	27	740	731	725	*	*	*	*	*	44%	25%
Students without Disabilities	134	769	770	761	*	*	*	*	*	75%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	161	764	*	758	*	*	15%	46%	24%	70%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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	166	772	765	756	*	*	16%	54%	22%	77%	58%
White	68	783	772	764	*	0%	*	54%	32%	87%	68%
Hispanic	21	784	766	743	*	0%	0%	*	*	95%	44%
Black or African American	57	757	750	739	*	*	26%	*	*	61%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	85	776	771	761	*	*	14%	52%	27%	79%	64%
Male	81	768	759	750	*	*	19%	57%	17%	74%	52%
Economically Disadvantaged Students	19	746	738	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	147	775	769	766	*	*	*	*	*	80%	69%
Students with Disabilities	33	740	739	724	*	*	33%	*	*	45%	23%
Students without Disabilities	133	780	771	762	*	*	12%	*	*	84%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	166	772	*	758	*	*	16%	54%	22%	77%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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	463	94.4	60.5	55.1	44.5	60.2	51.5	Met Target
White	211	95.1	76.3	68.0	54.1	76.3	63.5	Met Target
Hispanic	58	90.8	67.2	46.8	28.8	64.1	43	Met Target
Black or African American	138	92.7	34.1	*	23.0	33.1	32.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	*	76.5	69.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	43	100.0	55.8	59.7	53.3	55.8	61	Met Target†
Female	239	96.4	58.2	56.8	44.9	58.2		
Male	224	92.3	62.9	53.5	44.2	61.1		
Economically Disadvantaged Students	61	90.0	29.5	21.9	26.3	27.8	27	Met Target
Non-Economically Disadvantaged Students	402	95.1	65.2	61.1	54.9	65.2		
Students with Disabilities	78	87.1	29.5	*	17.4	26.9	26.9	Met Target
Students without Disabilities	385	96.0	66.8	*	50.0	66.8		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



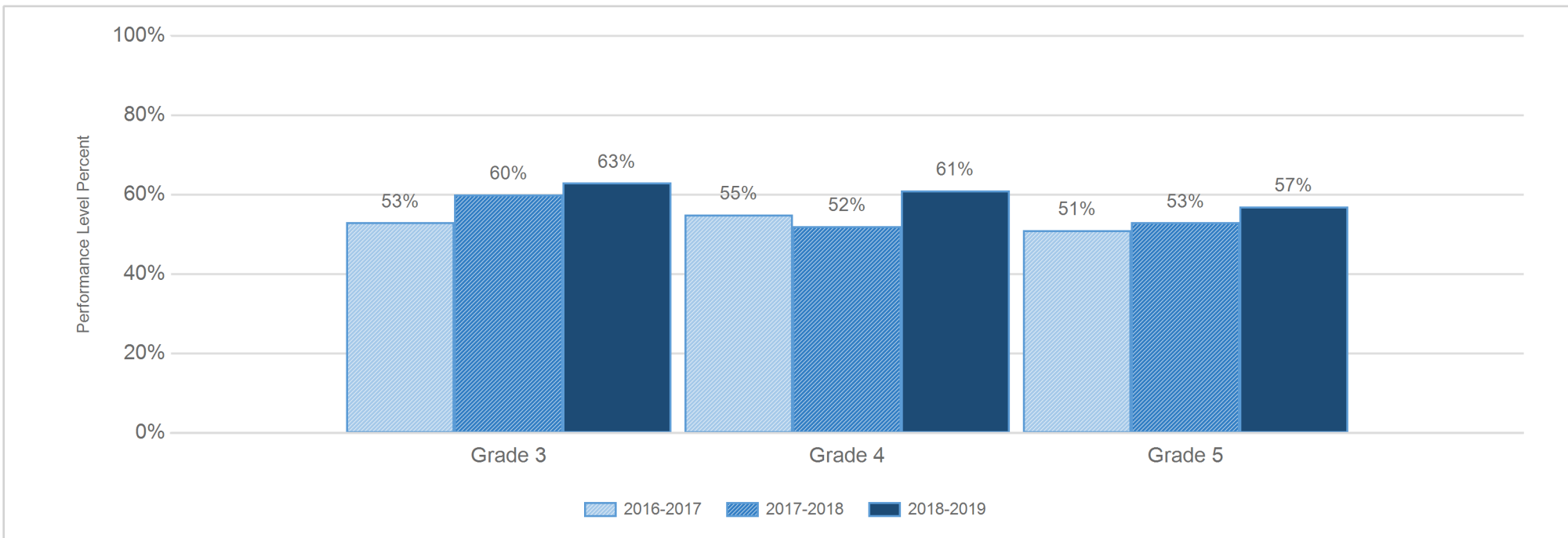
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Mathematics Assessment – Performance Trends

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	141	762	763	752	*	*	24%	45%	18%	63%	55%
White	76	770	771	760	*	*	17%	55%	22%	78%	66%
Hispanic	15	755	755	739	*	*	*	*	*	53%	40%
Black or African American	34	742	742	735	*	*	35%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	71	761	764	751	*	*	23%	*	*	66%	54%
Male	70	763	763	752	*	*	26%	*	*	60%	56%
Economically Disadvantaged Students	18	729	729	737	*	*	*	*	*	17%	37%
Non-Economically Disadvantaged Students	123	766	769	761	*	*	*	*	*	70%	67%
Students with Disabilities	19	740	739	731	*	*	*	*	*	32%	31%
Students without Disabilities	122	765	768	756	*	*	*	*	*	68%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	141	762	*	754	*	*	24%	45%	18%	63%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	754	756	749	6%	9%	23%	55%	6%	61%	51%
White	70	770	770	757	*	*	16%	*	*	80%	62%
Hispanic	23	755	747	737	0%	*	*	70%	0%	70%	36%
Black or African American	47	729	731	731	*	*	34%	28%	0%	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	86	749	754	749	*	*	23%	*	*	57%	50%
Male	75	761	757	749	*	*	23%	*	*	67%	52%
Economically Disadvantaged Students	25	733	726	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	136	758	762	759	*	*	*	*	*	66%	63%
Students with Disabilities	27	717	725	726	37%	*	*	*	*	19%	25%
Students without Disabilities	134	762	763	754	0%	*	*	*	*	70%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	161	754	*	751	6%	9%	23%	55%	6%	61%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
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	166	755	758	747	*	*	26%	*	*	57%	47%
White	68	767	765	755	*	*	22%	53%	19%	72%	58%
Hispanic	21	768	756	735	*	0%	*	*	*	71%	30%
Black or African American	57	741	740	729	*	26%	33%	*	*	37%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	85	752	756	747	*	*	28%	*	*	53%	47%
Male	81	758	759	747	*	*	23%	*	*	60%	47%
Economically Disadvantaged Students	19	728	731	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	147	758	762	757	*	*	*	*	*	61%	59%
Students with Disabilities	33	728	732	725	*	33%	*	*	*	33%	19%
Students without Disabilities	133	762	763	752	*	9%	*	*	*	62%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	166	755	*	749	*	*	26%	*	*	57%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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	*	*

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



Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
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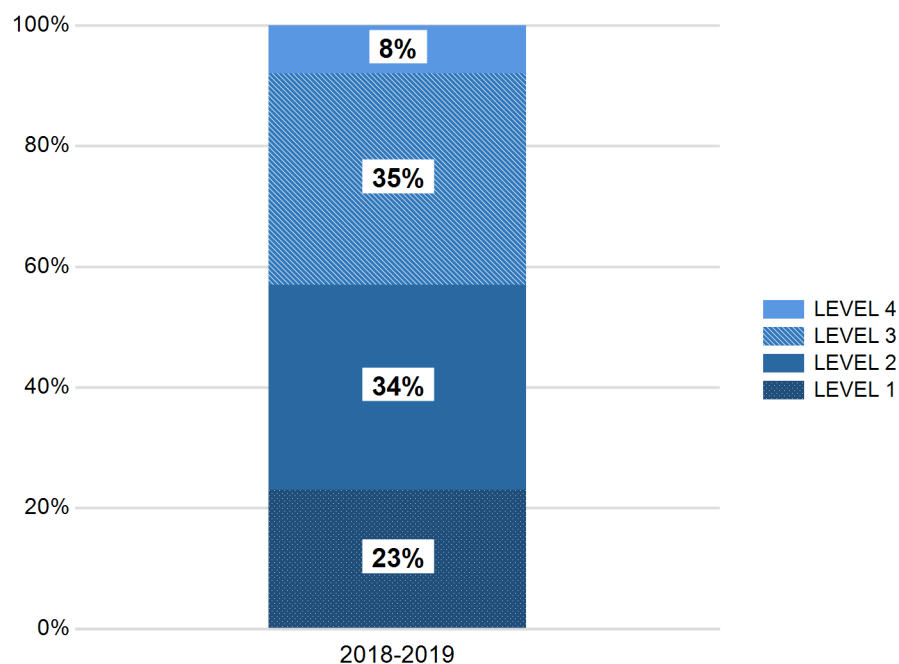
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	34	35	8
White	7	37	43	13
Hispanic	14	24	48	14
Black or African American	42	35	21	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	33	33	7
Male	20	35	36	10
Economically Disadvantaged Students	47	42	11	0
Non-Economically Disadvantaged Students	20	33	38	10
Students with Disabilities	53	28	13	6
Students without Disabilities	16	35	40	9
English Learners	N	N	N	N
Non-English Learners	23	34	35	8
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.

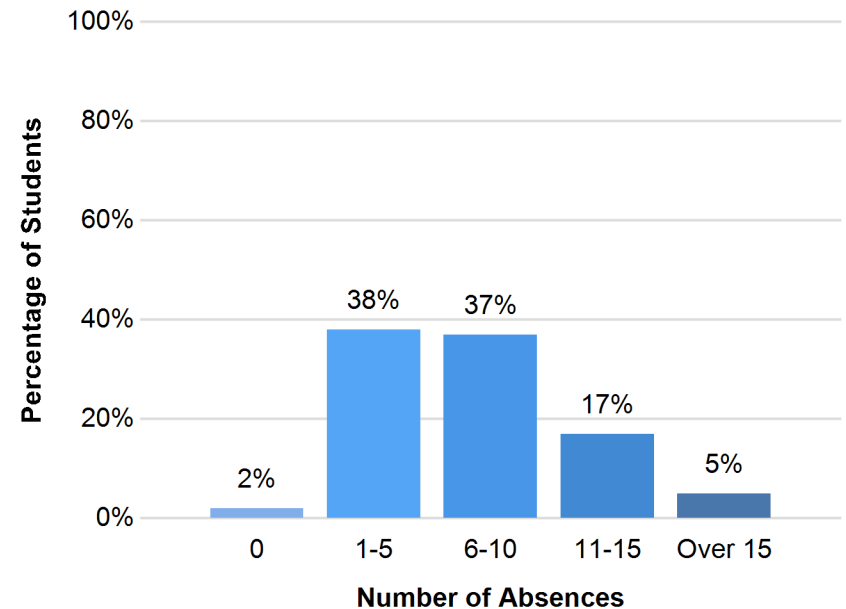
Chronic Absenteeism

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	11	2.2	7.5	Met
White	1	0.4	7.5	Met
Hispanic	2	3.1	7.5	Met
Black or African American	6	3.9	7.5	Met
Asian, Native Hawaiian, or Pacific	1	7.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.4	7.5	Met
Female	3	1.2		
Male	8	3.2		
Economically Disadvantaged Students	6	8.3	7.5	Not Met
Students with Disabilities	4	4.1	7.5	Met
English Learners	N	N	N	N
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.





Hillside Elementary School
(13-3310-123)
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2018-2019

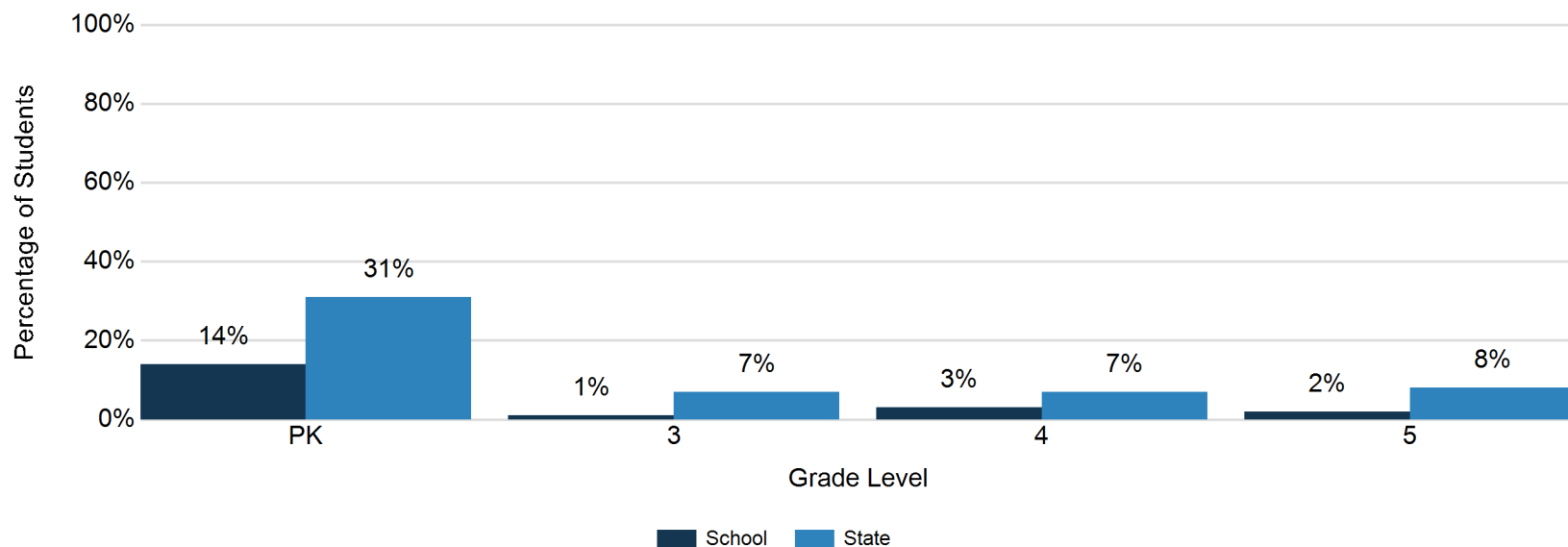
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Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.56

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



Hillside Elementary School

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School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	51	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	12.4	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	192:1	201:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	46.7%	84.3%	66.7%	48.4%	77.1%	54.9%
Male	53.3%	15.7%	33.3%	51.6%	22.9%	45.1%
White	44.3%	62.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	13.7%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.3%	17.6%	33.3%	15.0%	6.6%	13.9%
Asian	2.8%	13.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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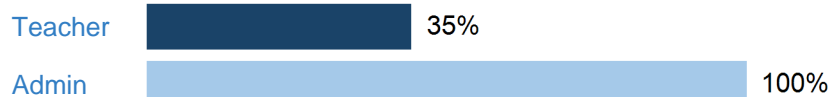
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.5%	61.5%	69.6%
Math Proficiency	46.0%	49.5%	60.2%
ELA Growth	59	60	69
Math Growth	49	50	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.2%	5.7%	2.2%

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



Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
2018-2019

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Hillside Elementary School
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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:

- Hillside School's gifted and talented magnet program presumes ALL children have special gifts and talents.
- Positive school environment of high academic standards and strong related and performing arts programs.
- A welcoming school climate and peaceful, family-like learning environment to support student success.



Mission, Vision, Theme:

The mission of Hillside School, an innovatively dynamic, and diverse learning environment, is to inspire all students to attain a strong academic foundation and strong character traits, model positive leadership skills, and fulfill their individual potential by cultivating a partnership with families, staff and the entire community to foster independence and a passion for life-long learning. The vision for our students is for them to be self-assured of their potential.



Awards, Recognition, Accomplishments:

Students are exposed to a wide range of experiences and subject areas in the Gifted & Talented Aesthetics program. Children have the opportunity to take elective courses in art, world language, chorus, orchestra, drama, dance, gymnastics, technology, poetry, etc. Aesthetic course offerings are differentiated based upon ability inclusive of enrichment programming. We have a nationally recognized percussion program, home to Drums of Thunder (DOT).



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Courses, Curriculum, Instruction:

Hillside provides a comprehensive academic program that is aligned with NJSLS, and taught by highly qualified teachers. Diverse teaching techniques, hands-on and inquiry-based explorations promote rigor, high expectations and academic success for all students. Hillside students are taught to become thoughtful readers and writers, creative problem solvers, critical and logical thinkers, independent decision-makers, and lovers of learning.



Clubs and Activities:

Our magnet theme catalog was updated again this year and includes approximately 70 courses. Families can select from a wide variety of courses – some of which we refer to as “Aesthetics”. These courses are designed to allow children to explore a range of areas. As interest and skills develop, students discover what they like and can work on developing their strengths.





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 <p>Before and After School Programs:</p>	<p>The PTA's after school Explorers Program provides after-school classes designed to interest students and provide an introduction to special topics or skills not covered in school. Service learning is implemented within the framework of Pop-up Workshops. This program inspires students of all ages to make a difference by planning and implementing service learning projects that promote care and concern for animals, the environment, and the human community. "</p>
 <p>Staff and Professional Learning:</p>	<p>District-based PD on Renaissance Learning, Collaborative Classroom Literacy program, Foss Science Kits, and NGSS. School-based PD includes: inclusive practices, co-teaching, and collaborative planning and preparation for special education and general education teachers.</p>






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 <p>Student Supports and Services:</p>	<p>Hillside is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 <p>Student Health and Wellness:</p>	<p>The school setting supports students' well-being and student health builds a foundation for learning. In this environment, good nutrition, physical activity, basic safety, and education about making healthy choices allow students to thrive. In a healthy school, students learn- through lessons and through example- to value their own health and that of the environment. (i.e. Health Curriculum; Bike-Walk to School Day; Field Day) "</p>
 <p>Parent and Community Involvement:</p>	<p>We strive to establish effective communication, engagement and involvement for all families (especially those who feel marginalized), as measured by the achievement of the following objectives: Full implementation of Genesis – Course Pages, class webpage. Development of a Family Handbook. Full implementation of a School Action Team for Partnerships (SATp) system. Implementation of New Family Orientation Part 1 & Part 2, as well as casual family gatherings throughout the year.</p>



Hillside Elementary School

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2018-2019

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Facilities:

Hillside Elementary School is the largest elementary school facility and enrollment in district. Our building offers 24 homeroom classrooms, 10 small-group instructional settings, a literacy center, a science lab, and a math curriculum support classroom. Other specialized rooms include: MakerSpace 2.0, technology lab, visual art studio, gymnastic gymnasium, dance studio, chorus room, and instrumental musical room. "



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Other Information

We are a collaborative, creative community of professional educators who are committed to educating the whole child—socially, emotionally, and academically. We strive to foster a challenging and creative environment that honors diversity, encourages community building, and inspires all children to do their personal best. We use effective educational practices to ensure academic excellence based on standards, district curriculum and best practices. We truly take time to evaluate and design appropriate educational programming for ALL students. Our Aesthetics and Creative “I” program includes a wide variety of themed, in-depth academic offerings in all four-core subjects – language arts, social studies, math, and science. Other electives include Mandarin or Spanish classes. Our music program boasts the Hillside Chorus, Hillside Philharmonic (orchestra), and a multi-level percussion program, including Hillside Drum Corps and Drums of Thunder. Our drama program includes a musical-theater performing group, known as Traveling Troupe and an annual Play Production musical. Our dance program offers several disciplines and also has a performing troupe, known as Hillside Dance Company. Our technology program includes classes in desktop publishing, 3D design and web design, as well as basic word processing. There is even a school newspaper, the Hillside Gazette, combining both writing and technology skills. Drums of Thunder began in 1980. Each year, this drum corp. travels the region to play for a variety of organizations. The development of character in our musicians is equal in importance to their skills in drumming. The goal for the program is to provide each child with a strong sense of self-esteem and the pride of accomplishment, which comes from practice and hard work. The members develop team-building skills, which we know are critical to success in careers and throughout life. Drums of Thunder is nationally known and continues to grow.



Montclair High School
(13-3310-050)
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:

**Montclair High School**

(13-3310-050)

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	Essex
District	Montclair Public School District
Principal Name	Mr. Anthony Grosso
Address	100 CHESTNUT ST MONTCLAIR, NJ 07042-2908
Phone Number	973-509-4100
Email Address	agrosso@montclair.k12.nj.us
Website	https://mhs.montclair.k12.nj.us/



Montclair 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	531	547	508
10	514	538	539
11	489	495	510
12	510	507	506
Total	2,044	2,087	2,063

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	49.8%	50.1%	49.5%
Male	50.2%	49.9%	50.5%
Economically Disadvantaged Students	16.0%	15.1%	15.4%
Students with Disabilities	17.6%	18.1%	17.8%
English Learners	0.6%	0.7%	0.8%
Homeless Students	0.4%	0.6%	0.4%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	48.5%	48.4%	49.8%
Hispanic	10.9%	11.8%	12.7%
Black or African American	30.9%	29.0%	27.0%
Asian	5.8%	5.9%	5.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	3.6%	4.7%	4.7%

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	2,039	2,083	2,060
Shared Time Students	7	5	4
Full Time Equivalent	2,043	2,086	2,062

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	97.0%
Spanish	1.4%
Other Languages	1.6%



Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

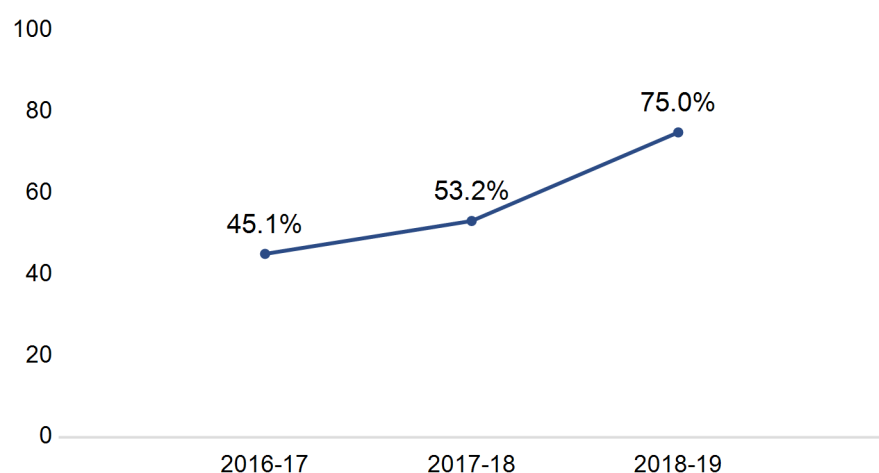
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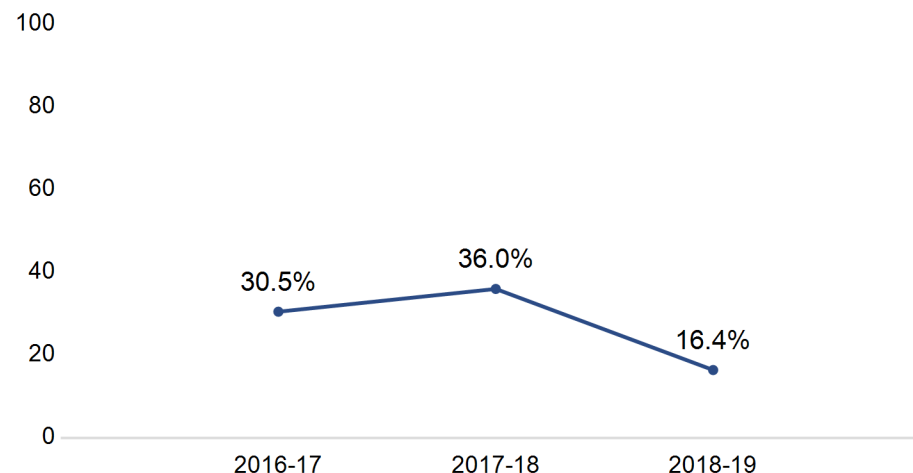
English Language Arts and Mathematics Performance Trends

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.

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	64.9%	81.1%	96.2%	66.7%	81.4%	91.0%
Proficiency Rate for Federal Accountability	45.1%	53.2%	75.0%	30.5%	36.0%	16.4%
Annual Target	32.3%	34.8%	37.3%	27.8%	30.6%	33.3%
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	520	96.2	75.0	67.8	57.9	75.0	37.3	Met Target
White	262	98.9	89.3	79.2	66.9	89.3	44.6	Met Goal
Hispanic	58	92.3	63.8	58.2	43.9	61.8	42.2	Met Target
Black or African American	145	93.0	49.0	44.3	38.5	47.9	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	92.0	87.0	*	82.9	84.0	41.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	32	100.0	87.5	74.4	64.4	87.5	39.1	Met Goal
Female	266	95.7	83.5	77.9	64.8	83.5		
Male	254	96.6	66.1	58.3	51.3	66.1		
Economically Disadvantaged Students	78	91.9	39.7	34.1	40.0	38.4	22.5	Met Target
Non-Economically Disadvantaged Students	442	97.0	81.2	73.5	67.9	81.2		
Students with Disabilities	84	91.7	36.9	32.4	22.7	35.5	19.9	Met Target
Students without Disabilities	436	97.1	82.3	75.3	65.1	82.3		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



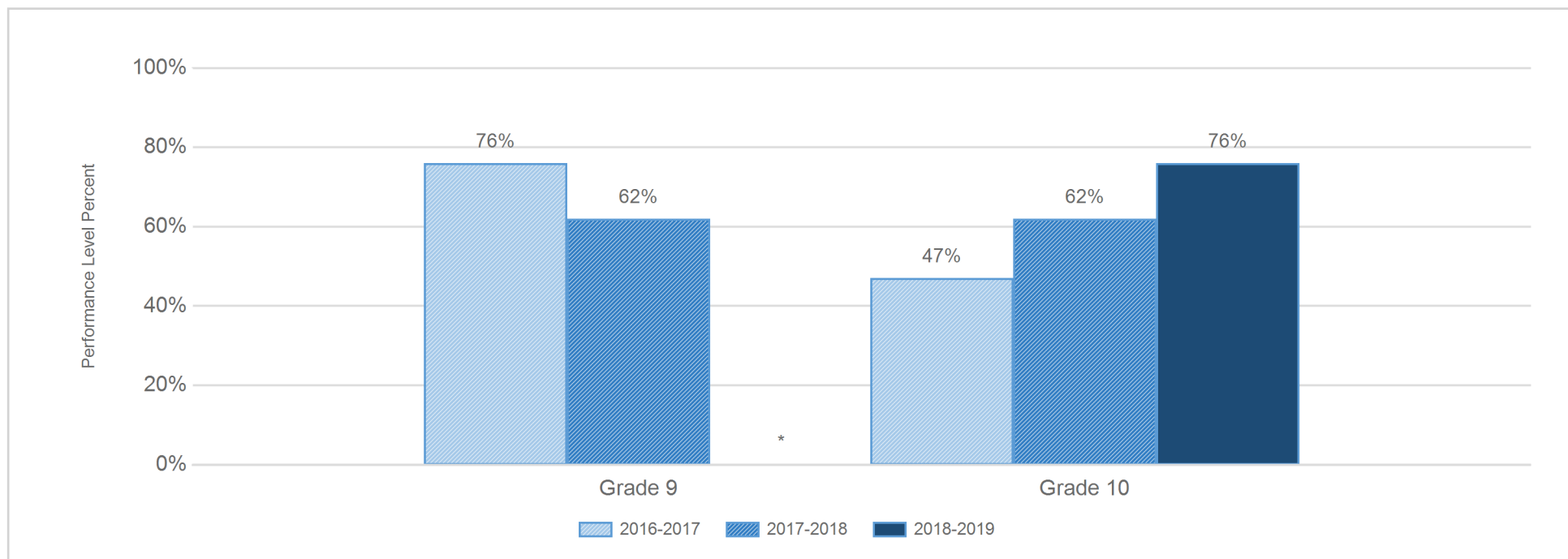
Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

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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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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	*	*	*	753	*	*	*	*	*	*	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	N	N	N	737	N	N	N	N	N	N	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	*	*	*	760	*	*	*	*	*	*	63%
Male	*	*	*	746	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	N	N	N	760	N	N	N	N	N	N	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Montclair 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	516	775	775	757	7%	6%	12%	39%	37%	76%	58%
White	261	791	791	767	*	*	6%	39%	51%	90%	67%
Hispanic	59	761	761	738	*	*	*	39%	25%	64%	43%
Black or African American	141	746	746	733	15%	11%	25%	38%	12%	50%	38%
Asian, Native Hawaiian, or Pacific Islander	23	785	785	792	*	0%	*	*	*	87%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	32	785	785	766	*	*	*	*	*	88%	65%
Female	266	783	783	766	*	*	8%	42%	42%	84%	66%
Male	250	766	766	749	*	*	16%	35%	32%	67%	51%
Economically Disadvantaged Students	75	733	733	735	21%	21%	17%	*	*	40%	40%
Non-Economically Disadvantaged Students	441	782	782	767	4%	3%	11%	*	*	82%	67%
Students with Disabilities	78	730	730	711	26%	18%	18%	*	*	38%	19%
Students without Disabilities	438	783	783	765	3%	3%	11%	*	*	82%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Montclair High School
(13-3310-050)
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	147	91.0	17.0	55.1	44.5	16.4	33.3	Not Met
White	41	89.6	34.1	68.0	54.1	32.7	42.2	Met Target†
Hispanic	27	87.5	22.2	46.8	28.8	21.1	34.6	Not Met
Black or African American	68	92.1	*	*	23.0	*	19	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	59.7	53.3	*	**	**
Female	68	90.9	16.2	56.8	44.9	15.6		
Male	79	91.1	17.7	53.5	44.2	17.1		
Economically Disadvantaged Students	44	88.2	11.4	21.9	26.3	*	19	Not Met
Non-Economically Disadvantaged Students	103	92.2	19.4	61.1	54.9	*		
Students with Disabilities	59	88.2	*	*	17.4	*	17.3	Not Met
Students without Disabilities	88	92.9	*	*	50.0	*		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



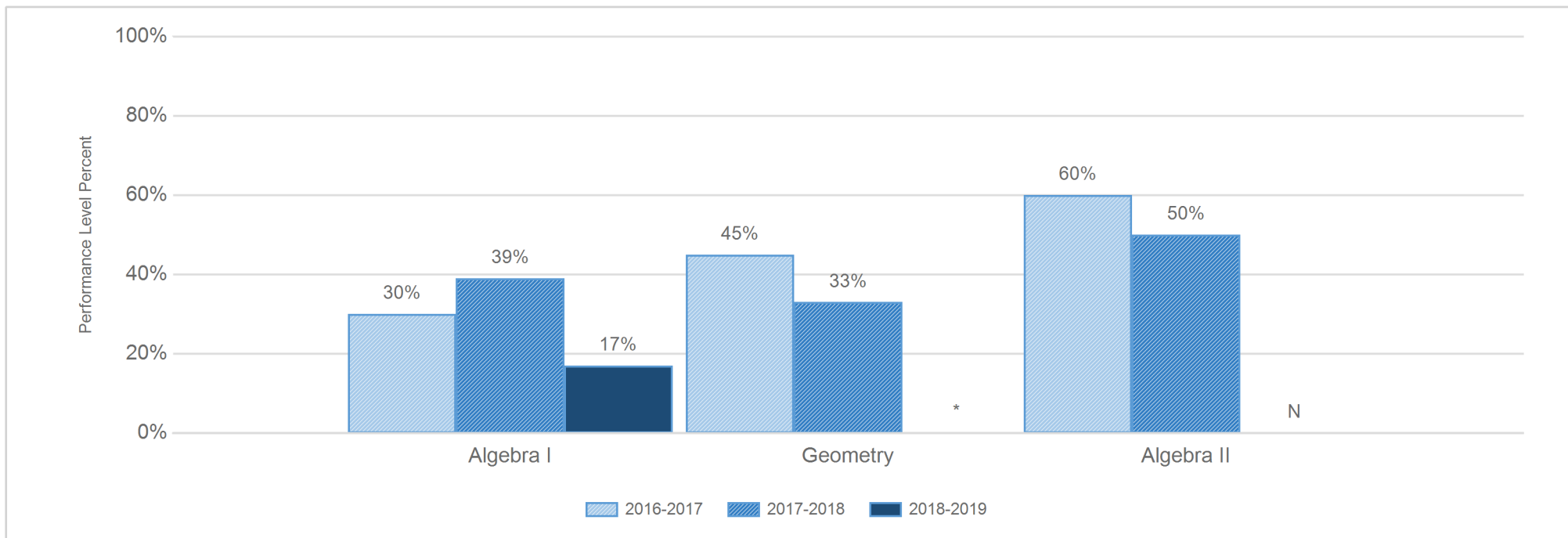
Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

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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.



Montclair High School
(13-3310-050)
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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	138	722	746	744	15%	43%	25%	17%	0%	17%	42%
White	38	735	760	752	*	34%	*	34%	0%	34%	53%
Hispanic	26	723	738	728	*	*	*	*	*	23%	24%
Black or African American	63	714	721	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	68	721	748	745	*	44%	22%	*	*	16%	44%
Male	70	723	744	743	*	41%	29%	*	*	17%	41%
Economically Disadvantaged Students	41	712	720	727	*	44%	*	*	*	10%	23%
Non-Economically Disadvantaged Students	97	726	752	752	*	42%	*	*	*	20%	52%
Students with Disabilities	46	706	716	717	*	*	*	*	*	*	12%
Students without Disabilities	92	730	753	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Montclair High School
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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	*	*	764	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	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	*	*	773	738	*	*	*	*	*	*	36%
Male	*	*	760	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	733	712	*	*	*	*	*	*	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Montclair High School
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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	N	N	N	755	N	N	N	N	N	N	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	N	N	N	752	N	N	N	N	N	N	55%
Male	N	N	N	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Montclair High School
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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	35.7%	**	**

† 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	12	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*



Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

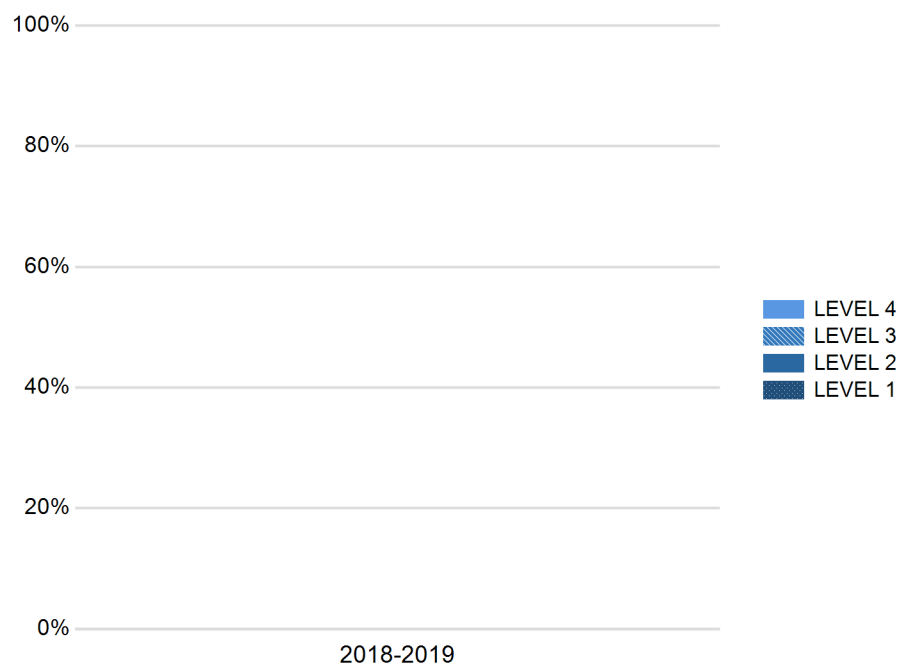
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	*	*	*	*
Hispanic	N	N	N	N
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



Montclair High School
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Grades Offered: 09-12
2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	33.0%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	527	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	516	477	Grade 10: 480 Grade 11: 510	58%	43%
SAT - Reading and Writing	603	539	480	84%	70%
SAT - Math	603	541	530	71%	53%
ACT - Reading	26	25	22	71%	66%
ACT - English	25	24	18	83%	81%
ACT - Math	24	24	22	68%	65%
ACT - Science	24	24	23	64%	57%



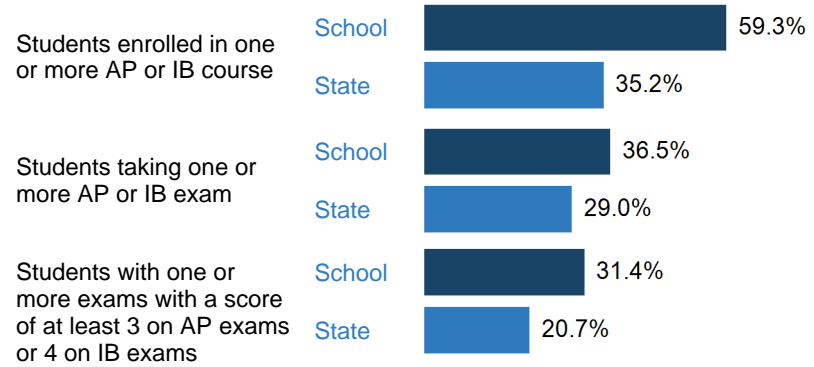
Montclair High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

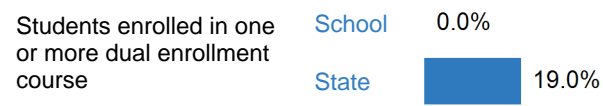
AP/IB Coursework – Participation and Performance

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	23	6
AP Biology	60	39
AP Calculus AB	76	47
AP Calculus BC	61	58
AP Chemistry	14	10
AP Chinese Language and Culture	11	6
AP Computer Science A	39	29
AP Computer Science Principles	21	14
AP English Language and Composition	85	73
AP English Literature and Composition	148	38
AP Environmental Science	126	49
AP European History	25	4
AP French Language and Culture	30	12
AP German Language and Culture	8	2
AP Human Geography	27	4
AP Macroeconomics	0	9



Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	25	14
AP Physics 1	93	18
AP Physics 2	22	0
AP Physics C	61	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	19
AP Psychology	0	3
AP Spanish Language	75	44
AP Spanish Literature	38	8
AP Statistics	62	29
AP Studio Art—Drawing Portfolio	13	0
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	56	6
AP U.S. History	402	179
AP World History	129	22
Exams with scores of at least 3 on AP exams or 4 on IB exams		621

**Montclair High School**

(13-3310-050)

Grades Offered: 09-12

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

AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		749



Montclair High School
 (13-3310-050)
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 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 the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

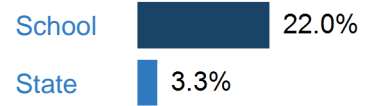
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Montclair High School
(13-3310-050)
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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	*	*	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	*	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	0.0%	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

Report Key:

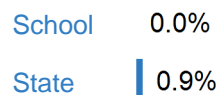
- * Data is not displayed in order to protect student privacy
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

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
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0



Montclair High School
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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	154	299	66	0	0	0	11
10	7	278	194	20	3	0	63
11	4	15	269	129	75	0	44
12	0	3	13	246	150	83	28
Total	165	595	542	395	228	83	146
Enrolled in AP/IB Course					136	62	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	516	0	0	0	0	89
10	12	156	0	5	3	419
11	47	309	0	33	127	80
12	96	16	0	144	197	141
Total	671	481	0	182	327	729
Enrolled in AP/IB Course	60	14		126	172	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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2018-2019

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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	514	2	1	0	0	0
10	5	551	14	0	0	155
11	4	512	24	0	0	167
12	134	72	60	0	0	251
Total	657	1137	99	0	0	573
Enrolled in AP/IB Course	129	402	0	0		105
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	301	81	13	22	32	29	0
10	307	78	26	25	42	37	0
11	294	48	17	32	36	28	1
12	174	37	18	11	19	16	0
Total	1076	244	74	90	129	110	1
Enrolled in AP/IB Course	112	30	0	0	8	11	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	454	109	24	40	36	58	0



Montclair High School
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2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	15	0	0	0	0
10	3	13	0	0	0	0
11	10	8	8	0	0	0
12	26	9	13	0	0	0
Total	39	45	21	0	0	0
Enrolled in AP/IB Course	39		21			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Montclair High School**

(13-3310-050)

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
Bulgarian	*
French	*
Spanish	37
Total	44



Montclair High School
(13-3310-050)
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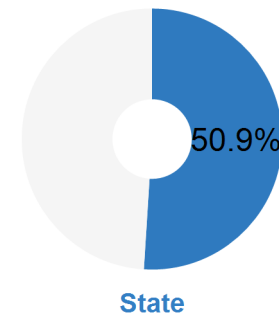
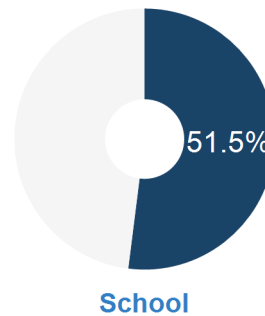
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Visual and Performing Arts – Course Participation

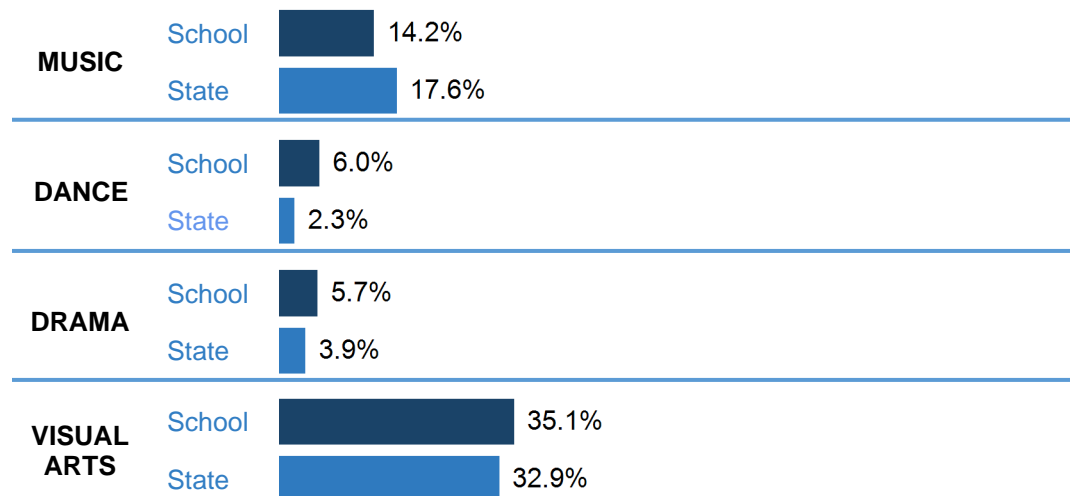
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Montclair High School
(13-3310-050)
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2018-2019

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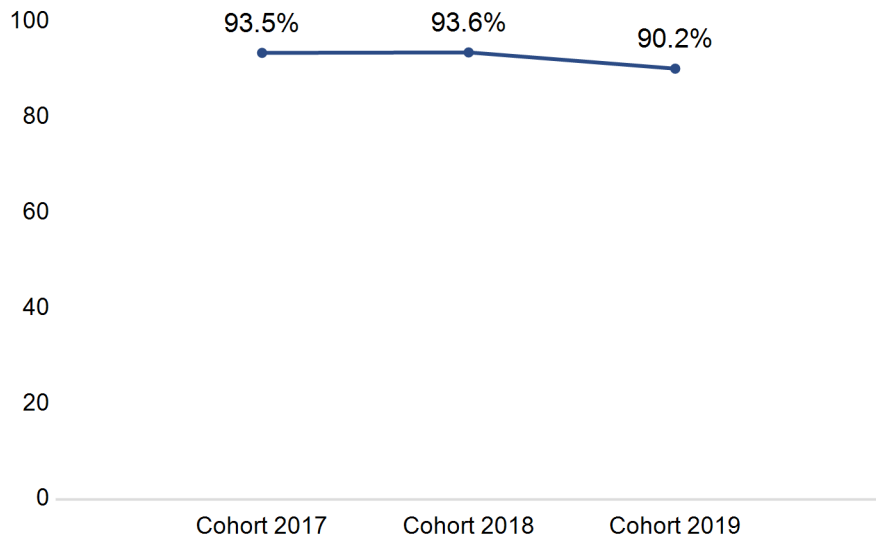
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

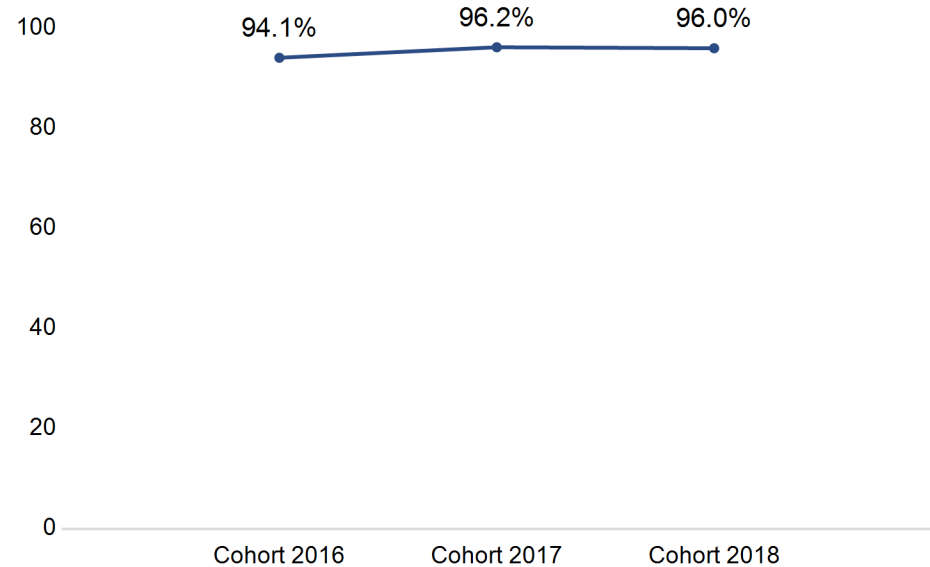
Graduation Rate Trends and Progress

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.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



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	93.5%	93.6%	90.2%	94.1%	96.2%	96.0%
Annual Target	91.8%	91.9%		93.3%	N	
Met Annual Target?	Met Target	Met Target		Met Target	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	90.2%	90.6%	96.0%	92.5%	93.6%	91.9%	Met Target	96.2%	N	Met Goal
White	95.3%	94.9%	98.4%	95.9%	97.2%	N	Met Goal	99.2%	N	Met Goal
Hispanic	92.9%	84.5%	92.1%	87.3%	89.7%	85.1%	Met Target	96.0%	N	Met Goal
Black or African American	81.4%	83.3%	93.5%	87.1%	89.8%	89.6%	Met Target	92.1%	90.4%	Met Target
Asian, Native Hawaiian or Pacific Islander	83.3%	96.9%	94.4%	97.8%	89.5%	89.6%	Not Met	92.9%	N	N
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	N	Met Goal	*	**	**
Female	93.4%	92.8%	97.2%	94.4%	95.3%			97.0%		
Male	87.3%	88.5%	94.7%	90.8%	91.9%			95.3%		
Economically Disadvantaged Students	77.7%	84.0%	86.2%	87.3%	85.1%	82.9%	Met Target	90.2%	84.6%	Met Target
Students with Disabilities	75.8%	79.2%	87.8%	83.8%	82.1%	76.5%	Met Target	89.0%	83.6%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	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	47.3%	46.7%
Substitute Competency Test	46.0%	43.3%
Portfolio Appeals Process	1.3%	3.4%
Alternate Requirements specified in IEP	5.4%	6.6%
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	0.5%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%



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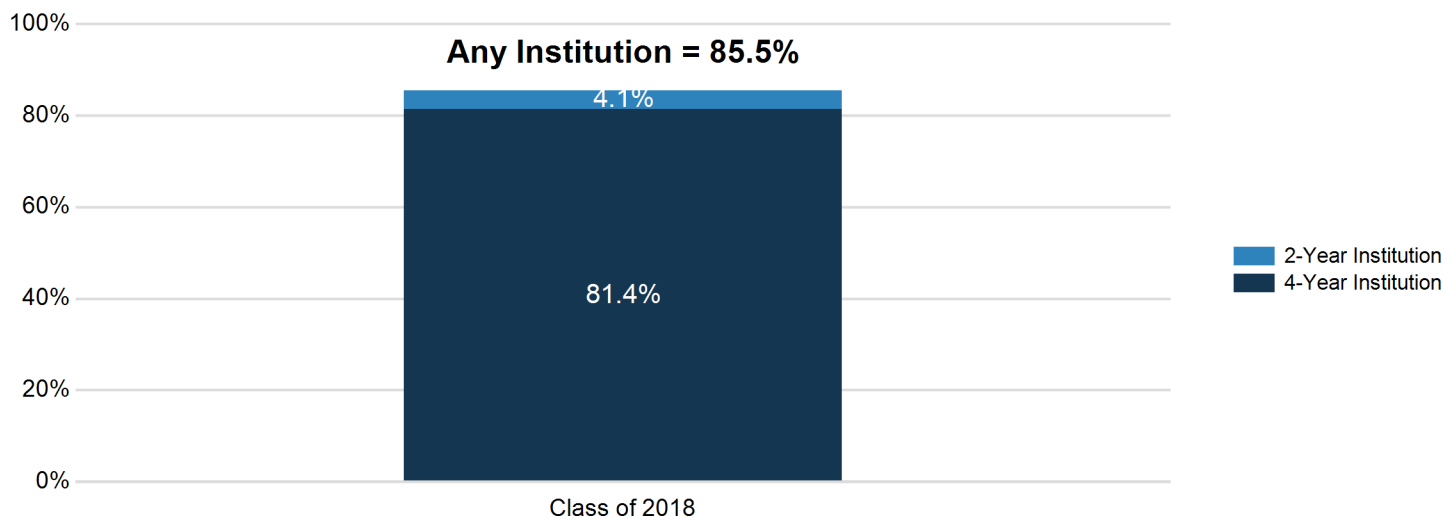
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	4.1%
% Enrolled in 4-Year Institution	81.4%
% Enrolled in Any Postsecondary Institution	85.5%



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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	79.7%	6.1%	93.9%
White	86.1%	1%	99%
Hispanic	74.6%	8%	92%
Black or African American	68.9%	16.5%	83.5%
Asian, Native Hawaiian, or Pacific Islander	80%	6.3%	93.8%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	71.8%	21.4%	78.6%
Students with Disabilities	52.8%	17%	83%
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	85.5%	4.8%	95.2%	49.4%	50.6%	29.5%	70.5%
White	87.9%	3.2%	96.8%	43.6%	56.4%	15.1%	84.9%
Hispanic	88.9%	15.6%	84.4%	46.9%	53.1%	31.3%	68.8%
Black or African American	81.2%	6.6%	93.4%	62.8%	37.2%	56.2%	43.8%
Asian, Native Hawaiian, or Pacific Islander	82.4%	0%	100%	39.3%	60.7%	28.6%	71.4%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.3%	5.2%	94.8%	58.6%	41.4%	58.6%	41.4%
Students with Disabilities	67.4%	13.8%	86.2%	53.4%	46.6%	46.6%	53.4%
English Learners	*	*	*	*	*	*	*



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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.

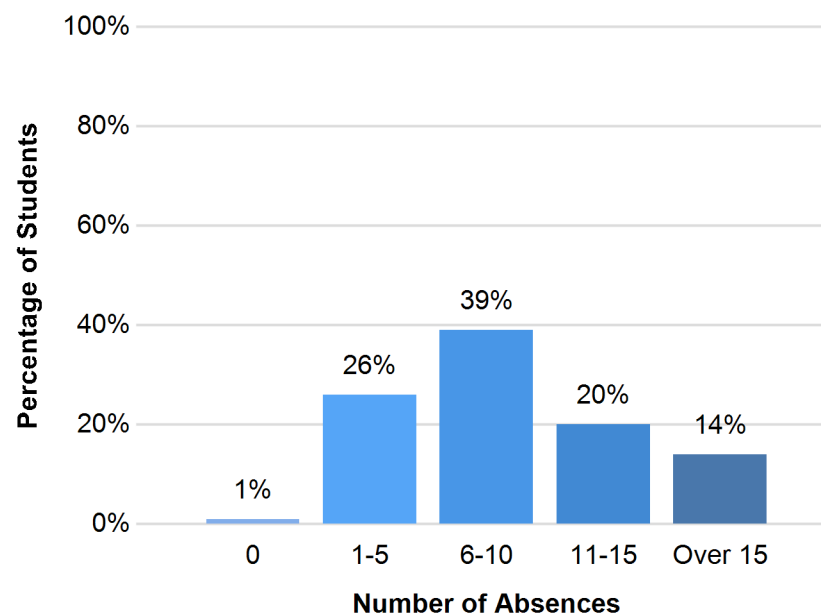
Chronic Absenteeism

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	210	9.9	14.2	Met
White	66	6.3	14.2	Met
Hispanic	33	12.5	14.2	Met
Black or African American	95	16.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	9	7.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	97	9.4		
Male	113	10.5		
Economically Disadvantaged Students	55	17.2	14.2	Not Met
Students with Disabilities	102	24.2	14.2	Not Met
English Learners	1	6.3	**	**
Homeless Students	3	30.0		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
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.





Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

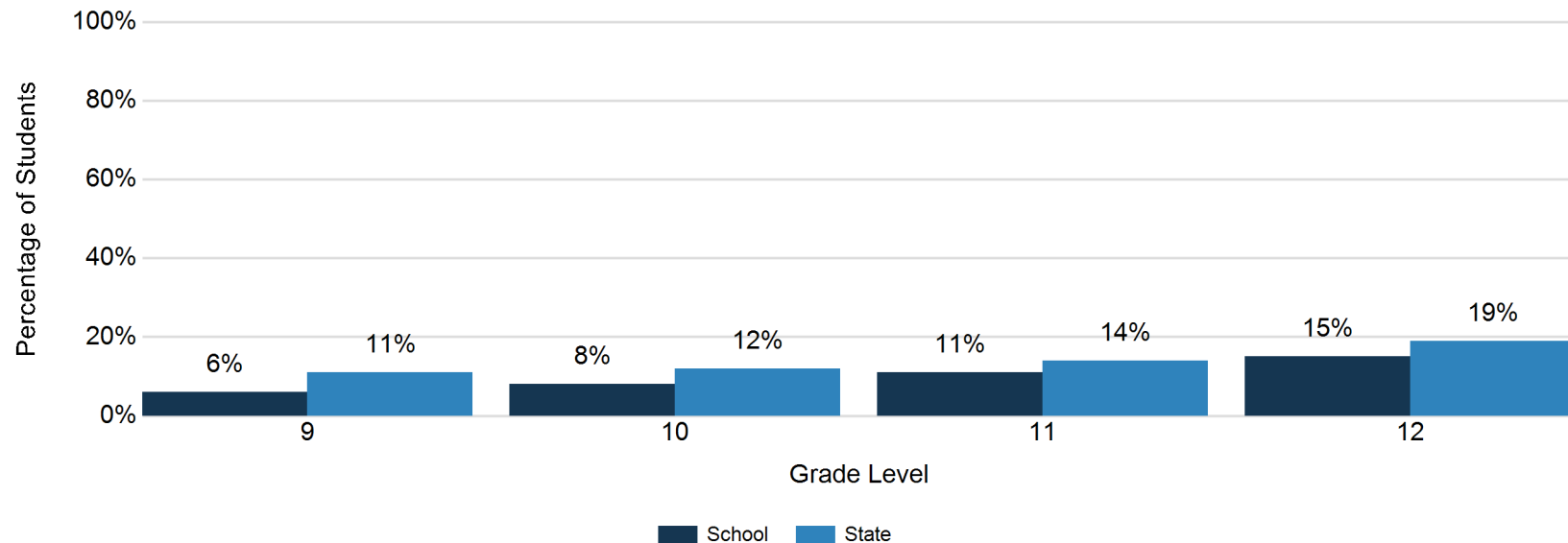
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Chronic Absenteeism by Grade

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





Montclair High School
(13-3310-050)
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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.02

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	3
Weapons	0
Vandalism	2
Substances	11
Harassment, Intimidation, Bullying (HIB)	4
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	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	23	1.1%
Any Suspension	23	1.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
89

**Montclair High School**

(13-3310-050)

Grades Offered: 09-12

2018-2019

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† 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	8:00 AM
Typical End Time	2:33 PM
Length of School Day	6 Hrs 33 Mins
Full Time - Instructional Time	6 Hrs 33 Mins
Shared Time - Instructional Time	6 Hrs. 33 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



Montclair High School
(13-3310-050)
Grades Offered: 09-12
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	154	118,214
Average years experience in public schools	20.2	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	229:1	201:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



Montclair High School
(13-3310-050)
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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 – 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	49.5%	60.4%	44.4%	48.4%	77.1%	54.9%
Male	50.5%	39.6%	55.6%	51.6%	22.9%	45.1%
White	49.8%	76.6%	55.6%	42.4%	83.6%	77.4%
Hispanic	12.7%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.0%	12.3%	44.4%	15.0%	6.6%	13.9%
Asian	5.7%	3.9%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Montclair High School
 (13-3310-050)
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 2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	93.3%



Montclair High School
(13-3310-050)
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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 2018-2019

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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

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

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



Montclair High School
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.1%	53.2%	75.0%
Math Proficiency	30.5%	36.0%	16.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	93.6%	90.2%
5-Year Graduation Rate†	94.1%	96.2%	96.0%
Progress toward English Language Proficiency		*	35.7%
Chronic Absenteeism	14.0%	15.7%	9.9%

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



Montclair High School

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2018-2019

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

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

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

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

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

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

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

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

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

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



Montclair High School
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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Goal	**	Met	No
White	Met Goal	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	Met Target	Met Goal	n/a	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 Goal	**	Not Met	N	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	**	Met Goal	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	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	**	**	**	**	**	**	No

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



Montclair High School
(13-3310-050)
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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:

- 3 small learning communities: Civics and Government Institute, Center for Social Justice, and STEM
- No.1-Federal Reserve Bank's Fed Challenge, No.2-Model United Nations Competition, No.2-Mock Trial Competition. MHS Math League was ranked in the top 15 high schools in NJ.
- 30 plus athletic programs and 85 extracurricular clubs and organizations including an award winning robotics program.



Mission, Vision, Theme:

Mission: Montclair High School is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, creative, innovative and challenging education, through diverse course offerings and a wide variety of extracurricular opportunities. Vision: Montclair High School will cultivate and support students to become high academic achievers, curious and creative thinkers, and socially adept individuals who are prepared for the 21st century.



Awards, Recognition, Accomplishments:

"Niche" ranked Montclair High School #9 among New Jersey's Best Magnet High Schools. Top 2% of Best Public High Schools in America according to Niche Ratings. Top 3% of Best High Schools for Athletes in America according to Niche Ratings.






Montclair High School
(13-3310-050)
Grades Offered: 09-12
2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Montclair High School features a highly advanced mathematics program and is one of a few high schools in New Jersey which offers the 3rd semester of college Calculus. Twenty-seven (27) Advanced Placement courses are available to students from grades 10-12 and MHS offers six world languages including French, Spanish, Italian, Latin, German and Mandarin. Students may also select to participate in a small multi-year program such as Civics and Government, Social Justice Institute or STEM.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Bowling (Coed), Cross Country (Coed), Fencing (Coed), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>Montclair High School hosts a legendary athletics program consisting of girls, boys and coed sports. There are 58 teams at the freshman, Junior Varsity and Varsity levels in 30 different sports. Boys and Girls sports programs have been ranked #1 and #2 in Essex county for the past two years.</p>
 <p>Clubs and Activities:</p>	<p>Montclair High school offers 85 extra-curricular clubs and organizations. These clubs include social, civic and religious organizations such as but not limited to: Gay Straight Alliance, Culinary Club, Math League, Mock Trial, Chess Club, Science Olympiad, Key Club, Film Club, Robotics, Model Congress, Model United Nations, etc.</p>






Montclair High School
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 <p>Before and After School Programs:</p>	<p>Montclair High School offers "Got Tutoring" which is free tutoring before school, during lunches and after school to all students in grades 9-12.</p>
 <p>Staff and Professional Learning:</p>	<p>Montclair High school staff has been highly engaged in professional development which directly impacts students in the classroom. In the past few years, the focus has been on "checking for understanding" to ensure that all students have an opportunity to address misunderstandings. Currently MHS staff has been focused on "highly engaging instructional strategies" that reaches students at all levels. The major focus in the district and at MHS has been "equity" for all students.</p>
 <p>Postsecondary Information:</p>	<p>Over 90% of Montclair High school Graduates go on to 2 and 4 years colleges and universities with 86% being accepted into 4 year colleges. Students and parents are offered college counseling opportunities in their sophomore and junior years to discuss college placement and again in the fall of their senior year to discuss financial aid and the college application process. 20% of MHS graduates attend the "most selective colleges" as reported by the US News and world Report.</p>






Montclair High School
(13-3310-050)
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2018-2019

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 <p>Student Supports and Services:</p>	<p>Montclair High School offers a small ESL program for English Language Learners. MHS also provides support to over 300 students with disabilities including the ABA Program, Center for Achievement Program, Effective School Solutions, Community Based Instruction and the Inclusion Program.</p>
 <p>Student Health and Wellness:</p>	<p>MHS offers several programs designed to improve the health and wellness of all students. The Student assistance Counselors and social workers present opportunities for students learn about dating violence, drug and alcohol abuse, make safe choices. Health courses are focused on healthy eating habits along with appropriate sleeping strategies which lead to better academic performance. Physical education classes engage students in sports, aerobic exercise and proper stretching techniques.</p>
 <p>Parent and Community Involvement:</p>	<p>Montclair High School has a School Action Team for Partnerships. The SATP is a forum of parents and community members who work to identify and act on school-wide goals and initiatives. The SATP holds monthly meetings and the principal leads committees focused on Academics, Health & Wellness, Nutrition, Facilities, Activities and Sports. Parents use Genesis "Parent Access" to monitor student progress and communicate with school officials.</p>

**Montclair High School**

(13-3310-050)

Grades Offered: 09-12

2018-2019

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Facilities:

Montclair High School has strong traditions and rich history since 1866 when the high school department was added to the primary education program of Montclair which was established in 1860. We are proud to celebrate 153 years of continuous educational excellence at Montclair High School. MHS has two buildings, George Inness Annex and the Main Building. The buildings serve approximately 2150 students.



Montclair High School

(13-3310-050)

Grades Offered: 09-12

2018-2019

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Other Information

The Montclair community embraces the philosophy of diversity by providing programs that foster an appreciation for the individual's uniqueness and worth. The school encourages students to grow and develop through academic, social, civic, fine arts, and athletic programs. Montclair High School offers a rigorous learning environment, many diverse extracurricular activities, enhanced professional development and opportunities for increased parent involvement. The Civics and Government Institute, the Center for Social Justice, Global Research, Medical Biology, and the S.T.E.M. Academy (Science, Technology, Engineering and Math) honoring alumnus Buzz Aldrin, Astronaut, MHS Class of 1947, are comprised of interdisciplinary blocks of courses, some of which are multi-year. They involve the community, parents and other stakeholders in extension activities. With support from the New Jersey Institute of Technology and engineers from the community and other benefactors, we participate in local, state and national robotics competitions and exhibitions. Montclair High School offers a Double Rotating Drop Schedule that offers students 8 academic periods in their course load. Montclair High School also provides students with the experience of our M.A.D.E. (Montclair Academic Dual Enrollment) program that allows students to earn high school credit and college credits at the same time. The MADE program provides students the experience of taking coursework at the university through a half day program. Our academic programs have maintained a standard of excellence necessary to continue the high levels of student achievement as National Merit Scholars and National Achievement Scholars for outstanding African-American and Hispanic students. Our students have placed first in the nation in the Federal Reserve Bank's Fed Challenge, first in the Model United Nations Competition at Yale University and second in a National Mock Trial Competition.



Nishuane Elementary School
(13-3310-130)
Grades Offered: KG-02
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:



Nishuane Elementary School
(13-3310-130)
Grades Offered: KG-02
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Dr. Jill McLaughlin
Address	32 CEDAR AVE MONTCLAIR, NJ 07042-3110
Phone Number	973-509-4222
Email Address	jmclaughlin@montclair.k12.nj.us
Website	https://nishuane.montclair.k12.nj.us/



Nishuane Elementary School
(13-3310-130)
Grades Offered: KG-02
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	131	123	145
1	135	136	133
2	155	136	142
Total	421	395	429

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%	45.6%	49.4%
Male	50.4%	54.4%	50.6%
Economically Disadvantaged Students	17.1%	18.0%	20.3%
Students with Disabilities	9.7%	9.6%	12.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.5%	0.5%	0.7%
Students in Foster Care	0.5%	0.3%	0.2%
Military-Connected Students	0.2%	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	49.6%	50.6%	44.8%
Hispanic	12.1%	11.9%	13.1%
Black or African American	27.1%	25.1%	27.5%
Asian	2.4%	3.3%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	8.8%	9.1%	11.0%

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
KG - Half Day	0	0	0
KG - Full Day	131	123	145

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	93.5%
Spanish	2.6%
Other Languages	4.0%



Nishuane Elementary School
(13-3310-130)
Grades Offered: KG-02
2018-2019

Report Key:

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- N** No Data is available to display
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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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

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



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

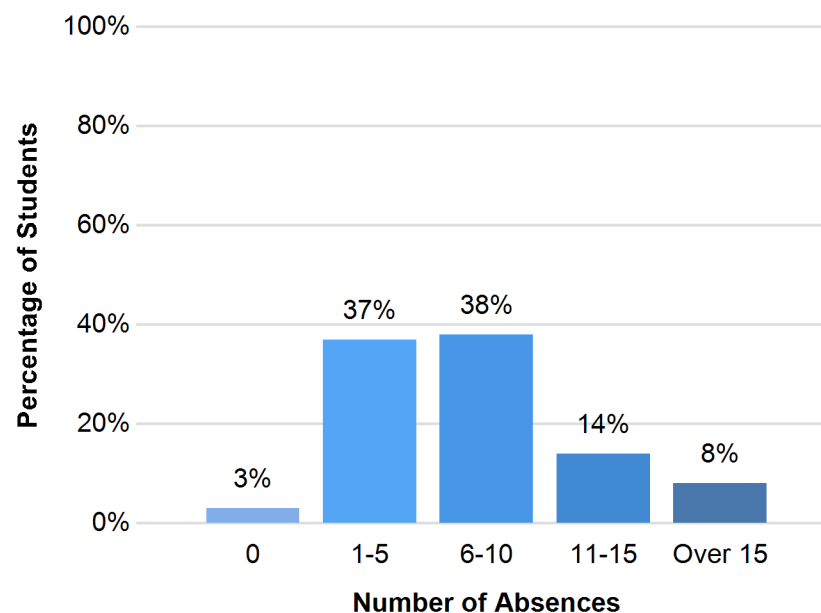
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	3.6	10.3	Met
White	4	2.1	10.3	Met
Hispanic	4	7.3	10.3	Met
Black or African American	6	5.2	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	10.3	Met
Female	8	3.8		
Male	7	3.3		
Economically Disadvantaged Students	8	9.6	10.3	Met
Students with Disabilities	4	8.5	10.3	Met
English Learners	N	N	N	N
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.





Nishuane Elementary School
 (13-3310-130)
 Grades Offered: KG-02
 2018-2019

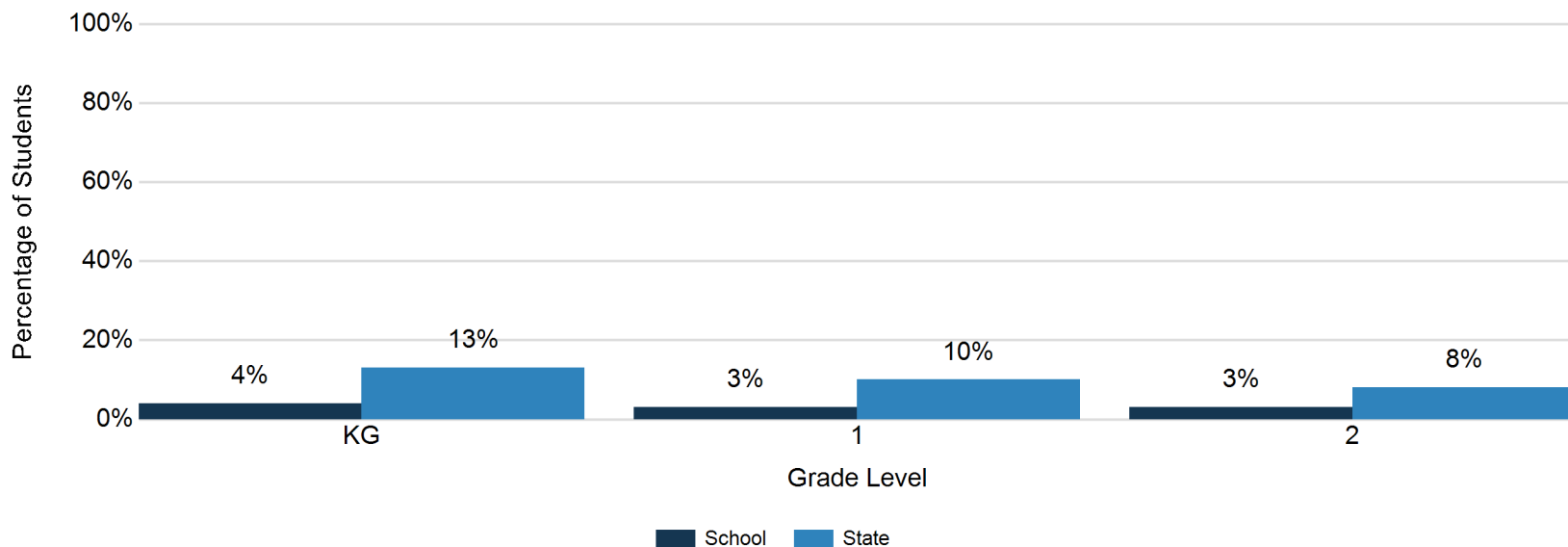
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Chronic Absenteeism by Grade

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





Nishuane Elementary School

(13-3310-130)

Grades Offered: KG-02

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



Nishuane Elementary School

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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	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.



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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	36	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	429:1	201:1
Teachers to Administrators	36:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	11.1%	0.0%	51.6%	22.9%	45.1%
White	44.8%	66.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.1%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.5%	22.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	11.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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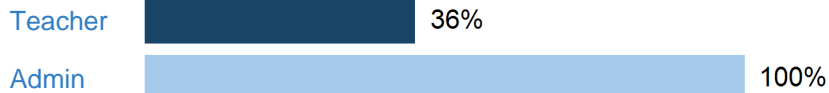
Teachers and Administrators - Level of Education

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



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	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	94.9%



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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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(13-3310-130)
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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:

- 60 Aesthetic and Creative I enrichment courses across various disciplines to explore their interests and aptitudes.
- Children receive 80 minutes of Mandarin instruction each week and can participate in Mandarin Aesthetic courses.
- Special Nishuane Arts Program includes school productions. Every child performs in a production each year.



Mission, Vision, Theme:

Mission Statement: Nishuane School provides students with the foundational skills to develop their talents and interests and ensure academic success in a diverse environment; actively engaging families and partnering with the community. Vision Statement: Nishuane School is a diverse school that develops creative, curious, and confident learners through academic exploration, healthy relationships, and exposure to the arts. Theme: Nurturing Minds While Nourishing Hearts





Nishuane Elementary School
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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts Literacy: Balanced literacy utilizing the Collaborative Classroom program and Foundations program. Developmental Reading Assessment 2 (DRA2). Mathematics: Go Math develops conceptual understanding through daily problem-based interactive learning. Science: The Next Generation Science Standards guide our science instruction through the FOSS Program. PE, Art, Music, Technology, Mandarin, Enrichment, Drama and Library instruction.</p>
 <p>Clubs and Activities:</p>	<p>Aesthetic and Creative I courses</p>





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 <p>Before and After School Programs:</p>	<p>Title I Extended Day "Ready Set Grow" Reading Program; before and after school PTA Explorers Enrichment courses</p>
 <p>Staff and Professional Learning:</p>	<p>Our School Improvement Panel, comprised of staff and administration, work together to develop professional development opportunities for staff throughout the year aligned with district and school goals and also with the staff evaluation. Teachers learn together through study groups for predetermined topics. All teachers participate as a part of Professional Learning Communities (PLCs) that meet weekly, focused on essential questions about student learning, data inquiry and support I&RS.</p>






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 <p>Student Supports and Services:</p>	<p>Nishuane School is committed to providing a high quality, developmentally appropriate education for all students. Supports include 504, Rtl and Individualized educational plans. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team (I&RS) and Response to Intervention (Rtl).</p>
 <p>Student Health and Wellness:</p>	<p>Health and Wellness is a part of our School Action Team for Partnership to promote the social, emotional and physical well being of children. Students have physical education and health each week and we offer a wide array of activities throughout the year for health and wellness including parent workshops, Walk to School Day, "I tried it", Healthy Eating Day, Health and Wellness Fair. We have school breakfast and lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>School Action Team for Partnership: Our School Action Team for Partnerships is driven by the diverse voices of our community to inform and support the School Improvement Plan. Our SATp has members from our family, staff and community partners including the NAACP and public library. PTA: Many opportunities to become involved in the PTA, including attending meetings, committee work, and volunteer at events—eg. Pancake Breakfast, Mayfair, Classroom/ School Volunteers.</p>



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Facilities:

Nishuane School was built in 1908 and has a full auditorium, library, gymnasium, dance studio, 2 art rooms, a technology lab and a music room. Newly repaved staff parking lot.



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School Narrative

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Other Information

Nishuane School provides students with the foundational skills to develop their talents and interests to ensure academic success in a diverse environment; actively engaging families and partnering with the community. Our magnet program offers our children many opportunities to participate in a wide range of exciting areas of study. At Nishuane School, we believe that children learn best in a positive and supportive learning environment. As students develop their social skills through learning experiences and interactions with peers and adults, we emphasize aspects from Responsive Classroom (practices that emphasizes social, emotional and academic growth) and Bucket Filling (a classroom program reinforcing kindness and respect among students) for our positive behavior model. The Special Nishuane Arts Program (SNAP) is an integral part of every child's academic experiences. All students receive weekly instruction in music (vocal and instrumental), physical education, art, technology, drama, and library and every child at Nishuane School participates in a play each year. The classroom and SNAP teachers collaborate to select a play that integrates classroom learning with all areas of the show. All students at Nishuane School also participate in the Mandarin World Language Program. Aesthetic enrichment courses are designed to allow children to explore a variety of disciplines to see what they like and to cultivate their strengths and talents. Creative "I" courses provide enrichment for children who have shown special abilities and interest in one or more subjects. Students at Nishuane also participate in an academic enrichment program during their tenure based on Joseph Renzulli's Gifted and Talented Model. Children receive additional instruction in large and small group settings to develop creative thinking, problem solving, and critical thinking skills.



Northeast Elementary School
(13-3310-140)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Northeast Elementary School
(13-3310-140)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Dr. Gail Clarke
Address	603 GROVE ST UPPER MONTCLAIR, NJ 07042
Phone Number	973-509-4242
Email Address	gclarke@montclair.k12.nj.us
Website	https://northeast.montclair.k12.nj.us/



Northeast Elementary School
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Grades Offered: KG-05
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	61	66	68
1	69	64	70
2	67	67	64
3	76	70	69
4	72	77	68
5	74	72	75
Total	419	416	414

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	50.1%	49.0%	46.1%
Male	49.9%	51.0%	53.9%
Economically Disadvantaged Students	15.0%	13.0%	11.6%
Students with Disabilities	10.5%	12.5%	11.6%
English Learners	3.3%	2.2%	2.9%
Homeless Students	0.2%	0.5%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.5%
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	57.5%	59.9%	60.6%
Hispanic	12.4%	12.3%	14.0%
Black or African American	16.9%	16.8%	14.0%
Asian	5.5%	3.6%	2.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	7.4%	7.5%	8.5%

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
KG - Half Day	0	0	0
KG - Full Day	61	66	68

Enrollment by Home Language

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

Home Language	% of Students
English	92.3%
Spanish	2.7%
Russian	1.0%
Other Languages	4.1%



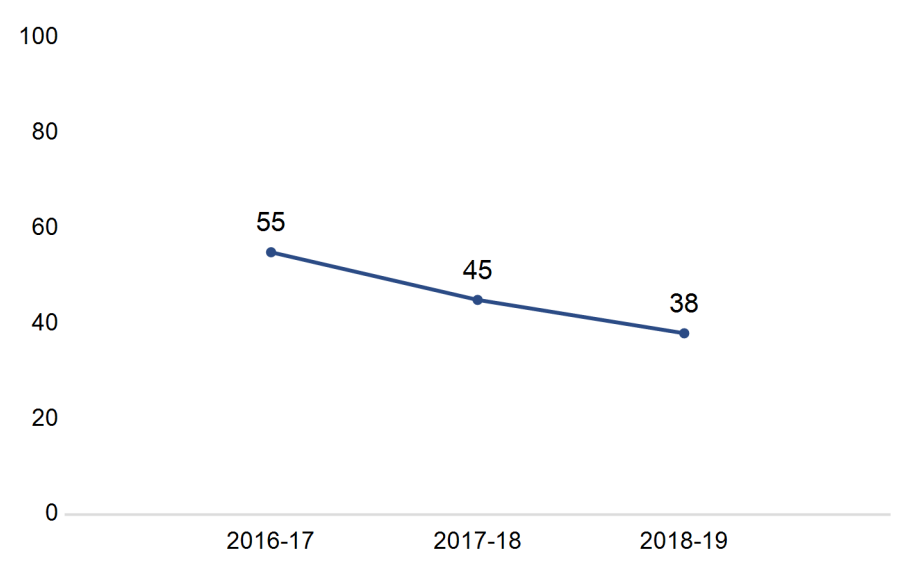
Northeast Elementary School
 (13-3310-140)
 Grades Offered: KG-05
 2018-2019

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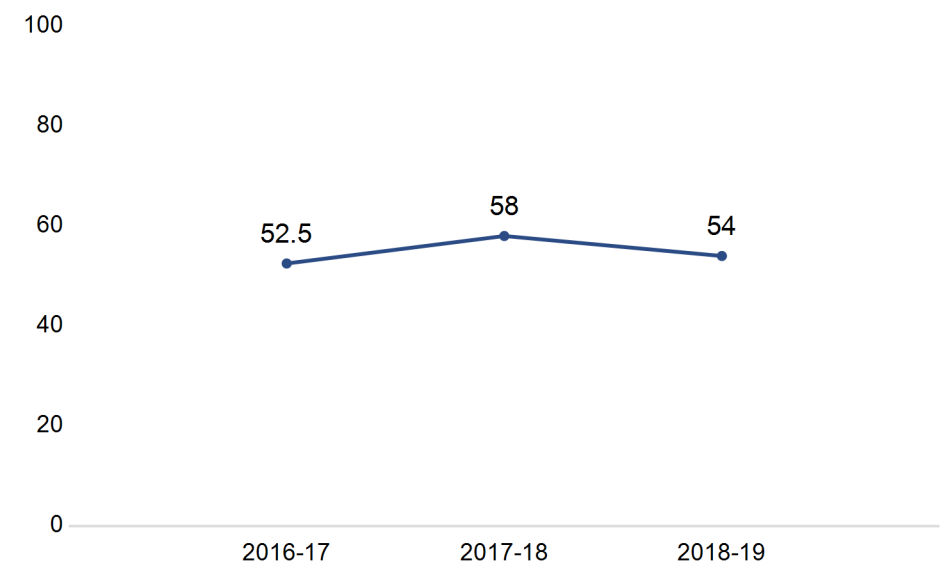
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	45	38	52.5	58	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	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	38	48	50	Not Met	54	53	50	Met Standard
White	39.5	50	50	Not Met	55	55	52	Met Standard
Hispanic	57.5	53	49	**	67.5	58.5	47	**
Black or African American	35	40	45	**	44	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	30	50	49	**	40.5	50	52	**
Female	41	51	53	N	50	52	50	N
Male	35	44	47	N	55	54	51	N
Economically Disadvantaged Students	26	35	48	**	34.5	40	46	**
Students with Disabilities	45	47	43	**	54	46	45	**
English Learners	*	54	52	**	*	66	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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 2018-2019

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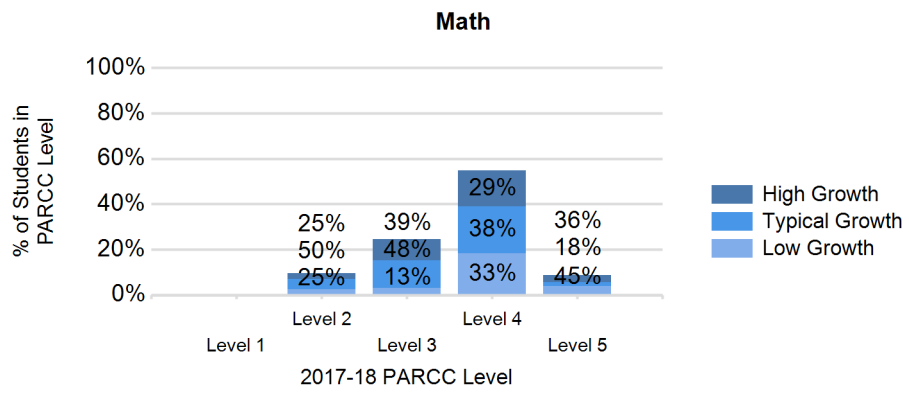
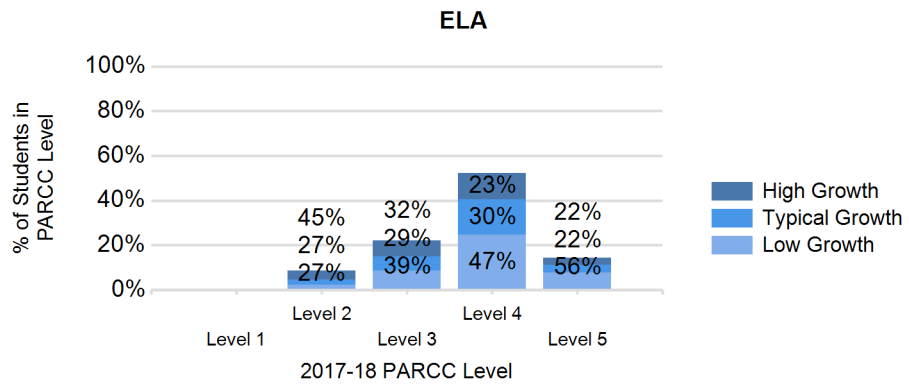
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

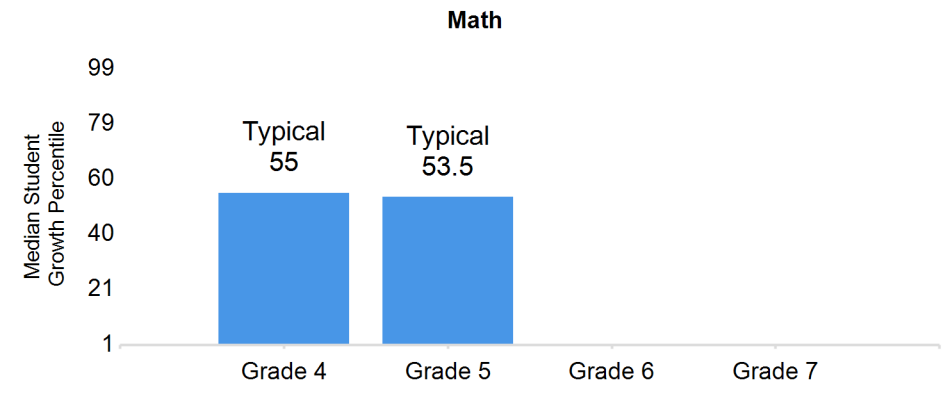
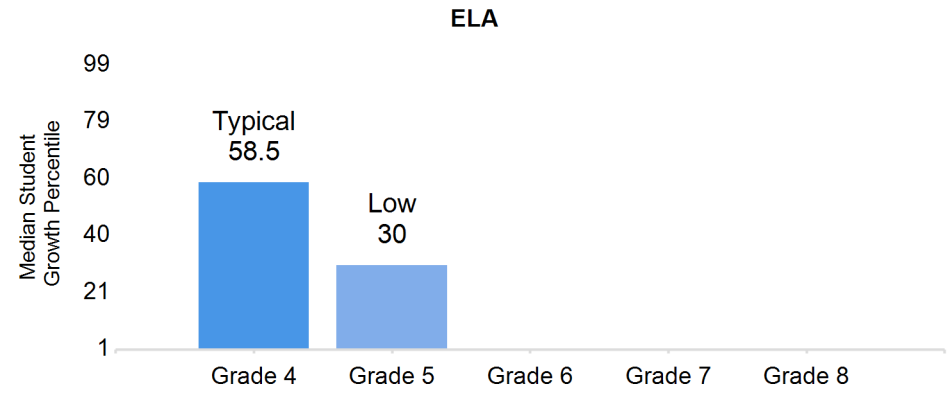
Student Growth by Performance Level

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.





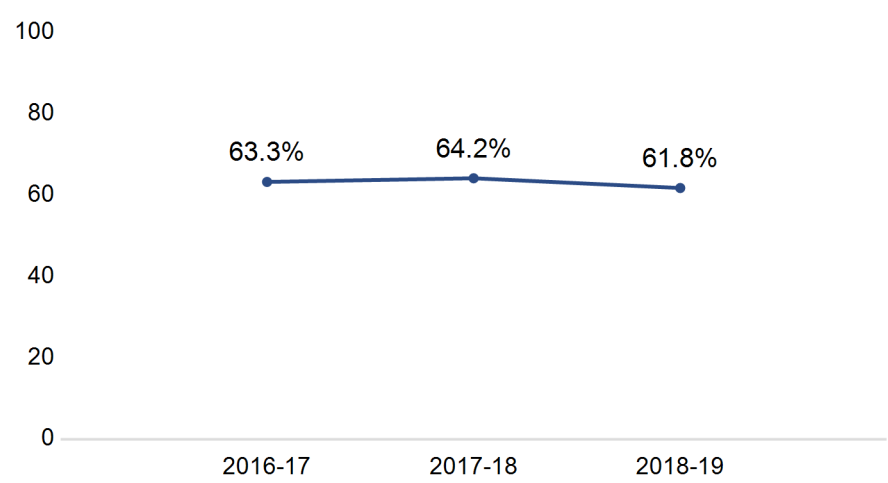
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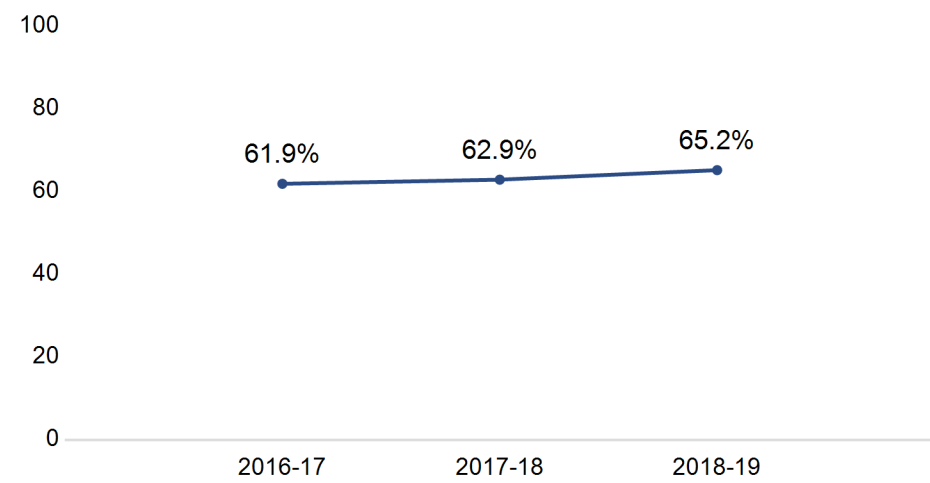
English Language Arts and Mathematics Performance Trends

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	93.3%	93.5%	98.1%	94.2%	94.0%	98.1%
Proficiency Rate for Federal Accountability	63.3%	64.2%	61.8%	61.9%	62.9%	65.2%
Annual Target	67.1%	67.8%	68.4%	65.6%	66.3%	67.1%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	204	98.1	61.8	67.8	57.9	61.8	68.4	Not Met
White	121	98.4	62.0	79.2	66.9	62.0	76.4	Not Met
Hispanic	28	96.7	75.0	58.2	43.9	75.0	56.7	Met Target
Black or African American	33	97.1	39.4	44.3	38.5	39.4	48.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.4	64.4	*	**	**
Female	93	100.0	72.0	77.9	64.8	72.0		
Male	111	96.5	53.2	58.3	51.3	53.2		
Economically Disadvantaged Students	24	92.6	37.5	34.1	40.0	36.4	40.9	Met Target†
Non-Economically Disadvantaged Students	180	98.9	65.0	73.5	67.9	65.0		
Students with Disabilities	34	94.4	35.3	32.4	22.7	35.1	43.8	Met Target†
Students without Disabilities	170	98.9	67.1	75.3	65.1	67.1		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	N	N	N	13.3	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



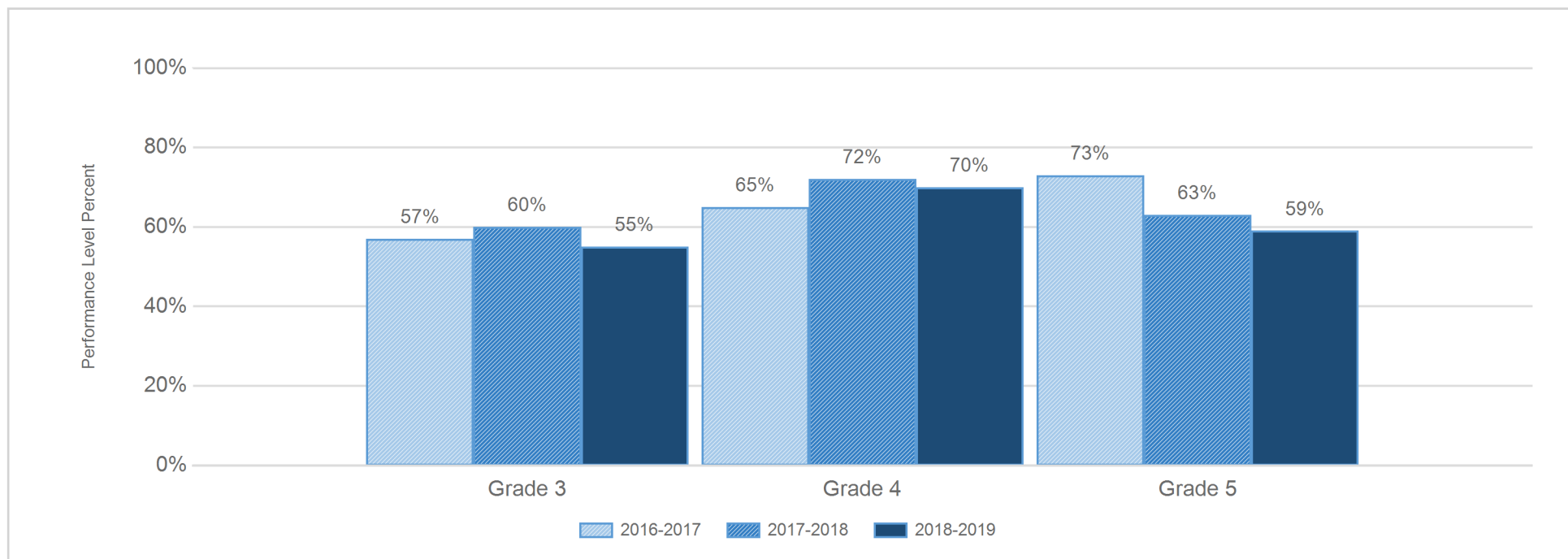
Northeast Elementary School
(13-3310-140)
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2018-2019

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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.





Northeast Elementary School
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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	65	755	759	748	*	*	29%	*	*	55%	50%
White	39	759	769	757	*	*	28%	*	*	62%	60%
Hispanic	10	747	748	734	*	*	*	*	*	60%	36%
Black or African American	12	753	735	731	0%	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	31	759	766	753	*	*	*	*	*	58%	55%
Male	34	752	753	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	10	725	722	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	55	761	765	759	*	*	*	*	*	62%	61%
Students with Disabilities	10	720	725	719	*	*	*	*	*	20%	24%
Students without Disabilities	55	762	766	754	*	*	*	*	*	62%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	65	755	*	751	*	*	29%	*	*	55%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	64	764	763	755	*	*	22%	*	*	70%	57%
White	37	767	774	763	0%	*	32%	*	*	65%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	31	773	770	760	*	*	*	*	*	81%	62%
Male	33	755	757	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	64	764	*	758	*	*	22%	*	*	70%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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	68	758	765	756	*	*	34%	*	*	59%	58%
White	44	761	772	764	0%	0%	39%	*	*	61%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	11	741	750	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	766	771	761	*	*	*	*	*	77%	64%
Male	38	752	759	750	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	739	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	771	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	68	758	*	758	*	*	34%	*	*	59%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	207	98.1	65.2	55.1	44.5	65.2	67.1	Met Target†
White	123	98.4	67.5	68.0	54.1	67.5	76.4	Not Met
Hispanic	29	96.9	72.4	46.8	28.8	72.4	61.2	Met Target
Black or African American	33	97.1	48.5	*	23.0	48.5	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	59.7	53.3	*	**	**
Female	95	100.0	63.2	56.8	44.9	63.2		
Male	112	96.6	67.0	53.5	44.2	67.0		
Economically Disadvantaged Students	25	92.9	40.0	21.9	26.3	38.9	43.8	Met Target†
Non-Economically Disadvantaged Students	182	98.9	68.7	61.1	54.9	68.7		
Students with Disabilities	34	94.4	29.4	*	17.4	29.2	40.9	Met Target†
Students without Disabilities	173	98.9	72.3	*	50.0	72.3		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	N	N	N	13.3	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



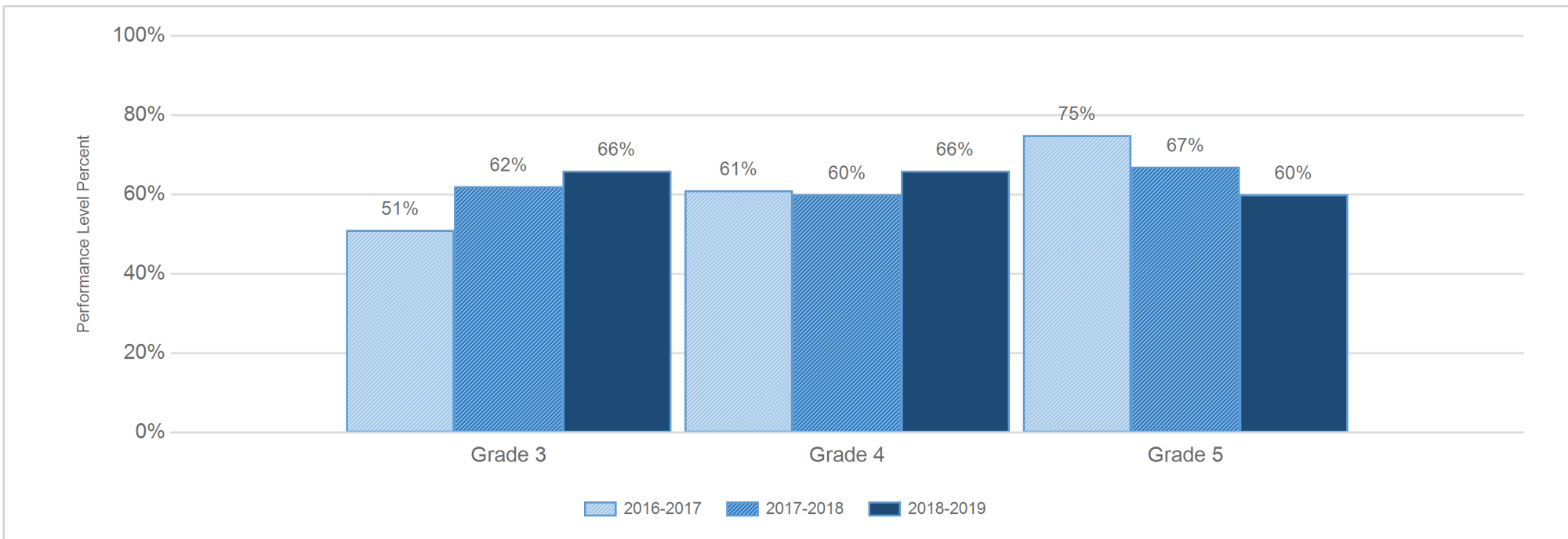
Northeast Elementary School
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2018-2019

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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.



Northeast Elementary School
(13-3310-140)
Grades Offered: KG-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	67	759	763	752	*	*	21%	*	*	66%	55%
White	40	763	771	760	*	*	*	*	*	73%	66%
Hispanic	11	745	755	739	*	0%	*	*	*	36%	40%
Black or African American	12	758	742	735	*	*	0%	*	*	75%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	33	755	764	751	*	*	*	*	*	55%	54%
Male	34	762	763	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	11	734	729	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	56	764	769	761	*	*	*	*	*	73%	67%
Students with Disabilities	10	727	739	731	*	*	*	*	*	20%	31%
Students without Disabilities	57	764	768	756	*	*	*	*	*	74%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Northeast Elementary School
(13-3310-140)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	757	756	749	*	*	23%	*	*	66%	51%
White	38	759	770	757	0%	*	*	68%	0%	68%	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	31	760	754	749	*	*	*	*	*	71%	50%
Male	34	755	757	749	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	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	*	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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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	70	757	758	747	0%	14%	26%	*	*	60%	47%
White	45	761	765	755	0%	*	31%	*	*	62%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	11	734	740	729	0%	*	*	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	759	756	747	0%	*	*	*	*	58%	47%
Male	39	755	759	747	0%	*	*	*	*	62%	47%
Economically Disadvantaged Students	*	*	731	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Northeast Elementary School
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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	*	*	*

† 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	N	N	N
5 or more	N	N	N



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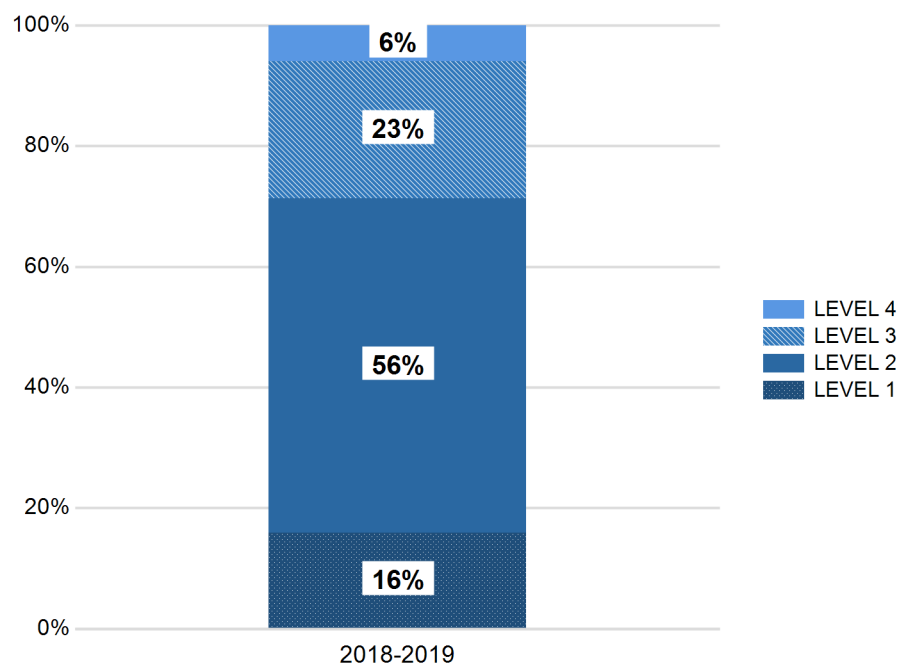
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	56	23	6
White	11	60	22	7
Hispanic	*	*	*	*
Black or African American	45	45	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	48	23	10
Male	13	62	23	3
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	*	*	*	*
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.

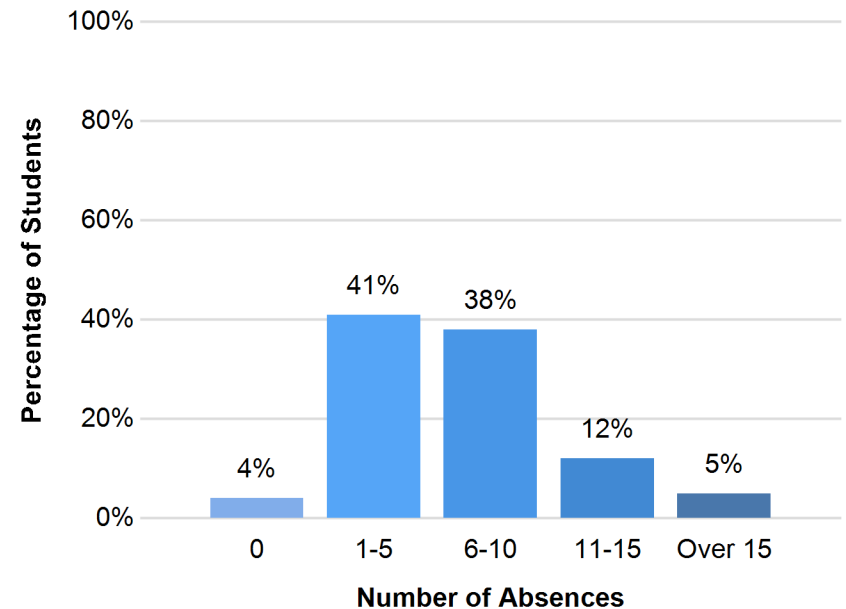
Chronic Absenteeism

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	14	3.4	8.9	Met
White	2	0.8	8.9	Met
Hispanic	4	6.9	8.9	Met
Black or African American	6	10.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	8.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.8	8.9	Met
Female	7	3.7		
Male	7	3.1		
Economically Disadvantaged Students	6	12.5	8.9	Not Met
Students with Disabilities	2	3.9	8.9	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Northeast Elementary School

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2018-2019

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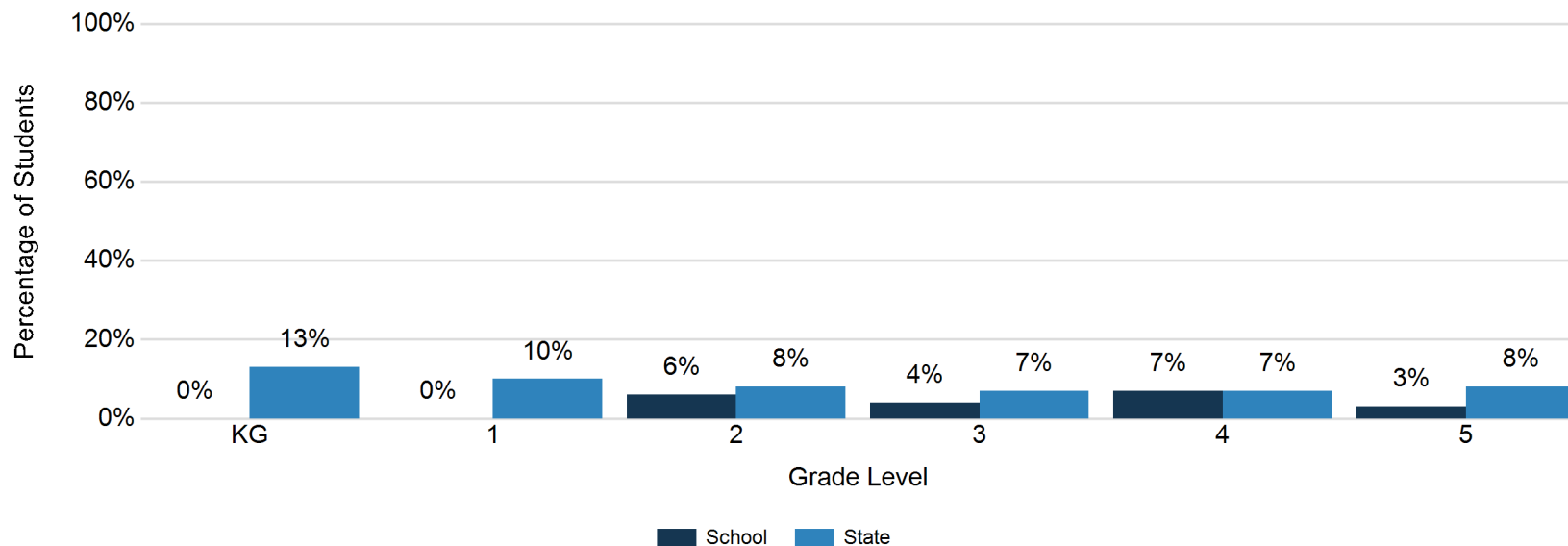
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Chronic Absenteeism by Grade

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





Northeast Elementary School
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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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.48

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	1.4:1



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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	33	118,214
Average years experience in public schools	16.2	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	414:1	201:1
Teachers to Administrators	33:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	46.1%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	9.1%	0.0%	51.6%	22.9%	45.1%
White	60.6%	69.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.0%	18.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.0%	6.1%	0.0%	15.0%	6.6%	13.9%
Asian	2.9%	6.1%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.5%	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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	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.



Northeast Elementary School
(13-3310-140)
Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.3%	64.2%	61.8%
Math Proficiency	61.9%	62.9%	65.2%
ELA Growth	55	45	38
Math Growth	52	58	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.1%	3.4%	3.4%

† 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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2018-2019

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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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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	Not Met	Met Target†	Not Met	Met Standard	**	Met	No
White	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target	**	**	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	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	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:

- Northeast School is home to nearly 450 K-5 students.
- Our magnet theme is Global Studies.
- Our school recognizes positive behaviors and uses a PBSIS model.



Mission, Vision, Theme:

Our magnet theme, Global Studies, is a powerful perspective for examining and understanding our world's people, places, and cultures. Studying the world provides our students opportunities to reflect on cultural diversity, the global economy, politics and real life issues.



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Courses, Curriculum, Instruction:

English Language Arts, Math, Science and Social Studies constitute the core curriculum. All students attend weekly classes in Music, Art, Physical Education, Spanish, and Technology. Students in grades K-3 attend Library classes. We also have an instrumental band program for students in grades 4 and 5.



Clubs and Activities:

Our 4th and 5th grade students participate in a program called "Buckets and Beyond" that provides leadership and social service experience with the goal "filling buckets" in our school, community, and beyond.



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Before and After School Programs:

The NE PTA offers a wide selection of after school enrichment activities throughout the year and the YMCA provides a before and after school program in our building for working families.






Northeast Elementary School
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 <p>Student Supports and Services:</p>	<p>Special Education: NE is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 <p>Student Health and Wellness:</p>	<p>We believe in the importance of movement for child development and learning. There are multiple opportunities for children to move throughout the learning day. Teachers facilitate different exercises or movement activities for periods of time. In addition, classes often earn extra outside recess time as part of our Bucket-Filling program. Kindergarten classes are scheduled for 30 minutes of additional movement each day that involves outside and inside play and exploration.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA offers many events designed to bring families together and enhance the educational experiences of our students. The school sponsors a committee, SATp, that is designed to support school goals and increase family engagement.</p>



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Facilities:

NE School has dedicated spaces for library, and small group instruction. Our outside area offers children a chance to eat in our picnic area and we have a large property for children to use including a soccer field and playground equipment. All grades care for dedicated garden space in our new raised beds.



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Other Information

NE School offers ESL instruction for students who are eligible. All of our classrooms are outfitted with interactive instructional boards. We have multiple sets of laptops on carts and many classes use Ipad technology to enhance learning.



Renaissance Middle School at the Rand Building
(13-3310-165)
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:



Renaissance Middle School at the Rand Building

(13-3310-165)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Dr. Joseph Putrino
Address	176 North Fullerton Avenue MONTCLAIR, NJ 07042
Phone Number	973-509-5741
Email Address	jputrino@montclair.k12.nj.us
Website	https://rar.montclair.k12.nj.us/



Renaissance Middle School at the Rand Building
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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
6	96	85	78
7	97	96	86
8	94	94	89
Total	287	275	253

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	46.7%	48.4%	48.2%
Male	53.3%	51.6%	51.8%
Economically Disadvantaged Students	9.8%	13.5%	15.0%
Students with Disabilities	20.2%	20.0%	12.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.3%	0.7%	0.8%
Students in Foster Care	0.0%	0.0%	0.8%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.1%	54.2%	47.8%
Hispanic	9.8%	10.2%	13.8%
Black or African American	21.3%	24.7%	26.1%
Asian	7.7%	5.1%	4.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.4%	0.4%
Two or More Races	6.3%	5.5%	7.1%

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Hungarian	1.2%
Other Languages	2.0%

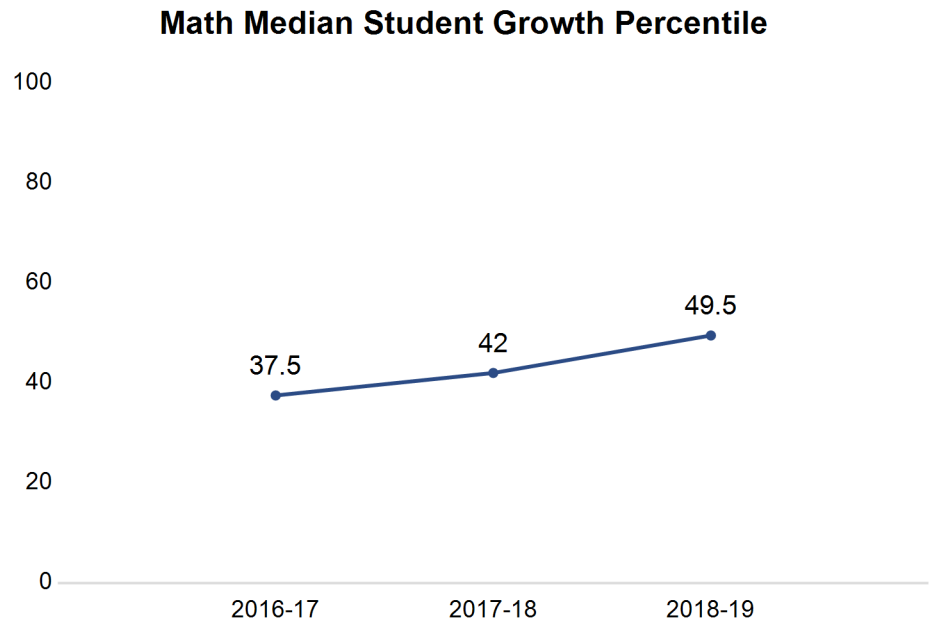
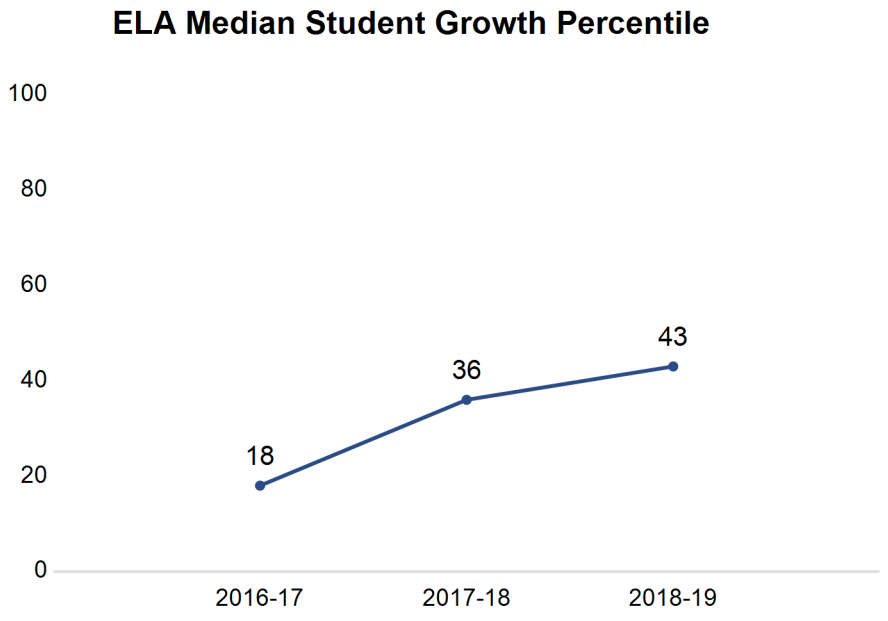


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 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	18	36	43	37.5	42	49.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Renaissance Middle School at the Rand Building

(13-3310-165)

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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	43	48	50	Met Standard	49.5	53	50	Met Standard
White	46	50	50	Met Standard	53	55	52	Met Standard
Hispanic	40	53	49	Met Standard	67.5	58.5	47	**
Black or African American	34	40	45	Not Met	25	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	69.5	47	59	**	*	53	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	62.5	50	49	**	62	50	52	**
Female	49	51	53	N	51.5	52	50	N
Male	40.5	44	47	N	47	54	51	N
Economically Disadvantaged Students	30	35	48	Not Met	18	40	46	**
Students with Disabilities	24	47	43	Not Met	32	46	45	**
English Learners	*	54	52	**	N	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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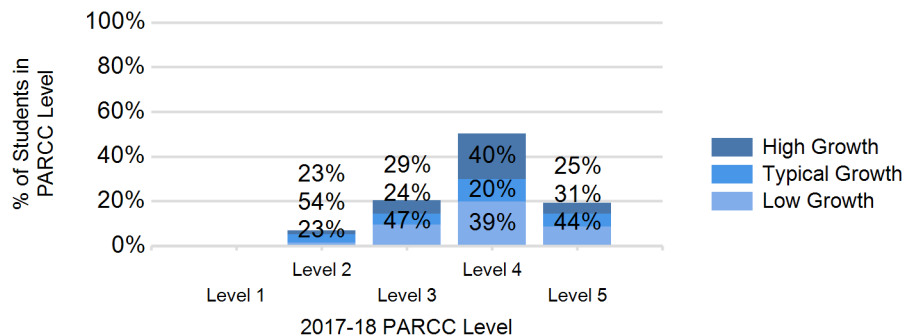
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

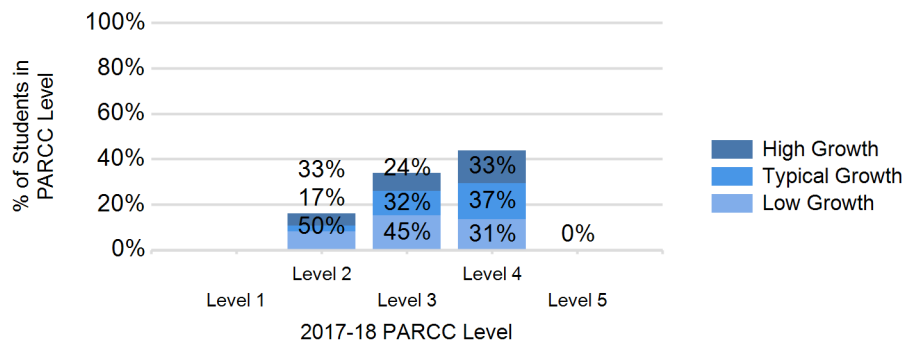
Student Growth by Performance Level

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.

ELA



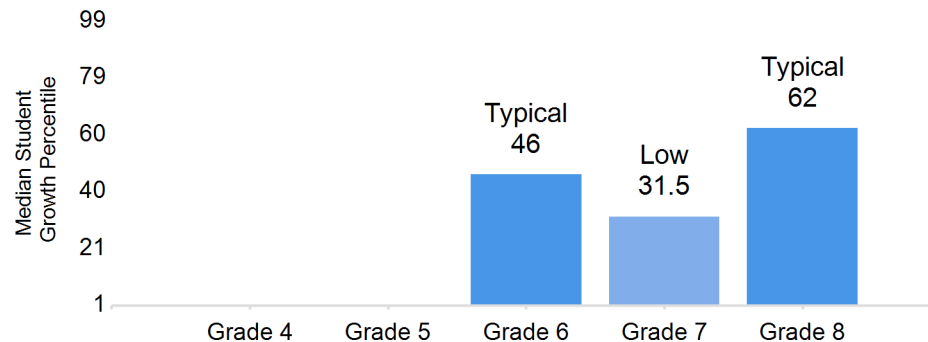
Math



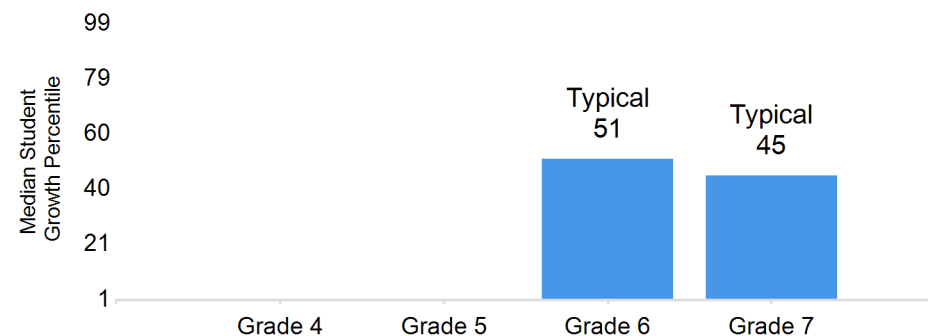
Student Growth by Grade

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

ELA



Math





Renaissance Middle School at the Rand Building
(13-3310-165)
Grades Offered: 06-08
2018-2019

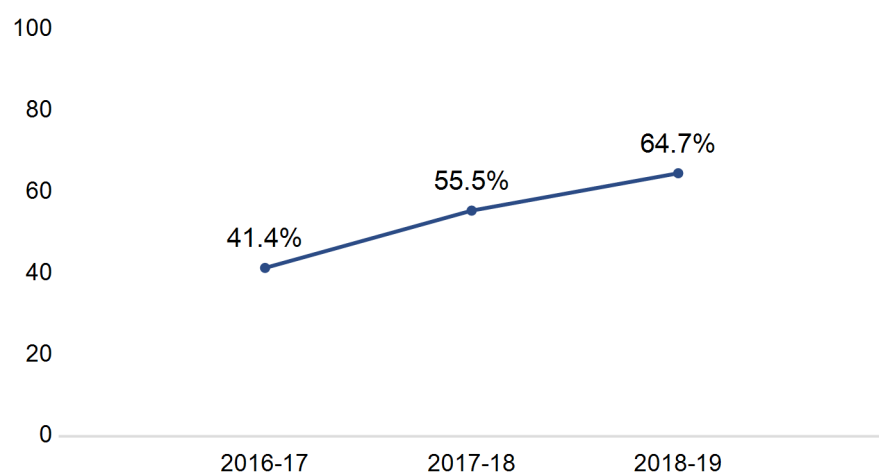
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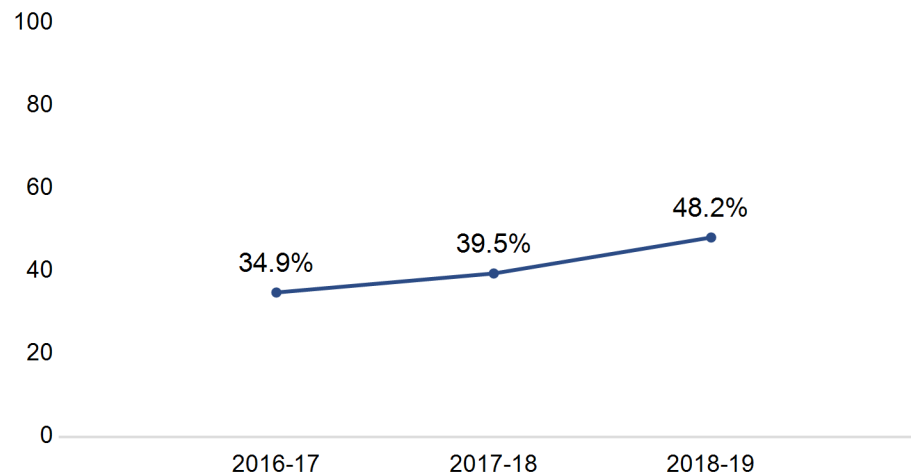
English Language Arts and Mathematics Performance Trends

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	67.4%	80.7%	93.3%	68.0%	80.0%	93.7%
Proficiency Rate for Federal Accountability	41.4%	55.5%	64.7%	34.9%	39.5%	48.2%
Annual Target	52.2%	53.6%	55.1%	36.7%	39.0%	41.2%
Met Annual Target?	Not Met	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	93.3	65.9	67.8	57.9	64.7	55.1	Met Target
White	115	96.7	76.5	79.2	66.9	76.5	60.6	Met Target
Hispanic	32	91.4	53.1	58.2	43.9	51.1	55.3	Met Target†
Black or African American	55	86.4	41.8	44.3	38.5	37.8	30.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	17	94.4	82.4	74.4	64.4	81.9	**	**
Female	106	91.7	79.2	77.9	64.8	76.2		
Male	126	94.8	54.8	58.3	51.3	54.6		
Economically Disadvantaged Students	30	81.6	30.0	34.1	40.0	25.6	25.2	Met Target
Non-Economically Disadvantaged Students	202	95.4	71.3	73.5	67.9	71.3		
Students with Disabilities	31	91.4	22.6	32.4	22.7	21.7	39.6	Not Met
Students without Disabilities	201	93.6	72.6	75.3	65.1	71.5		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

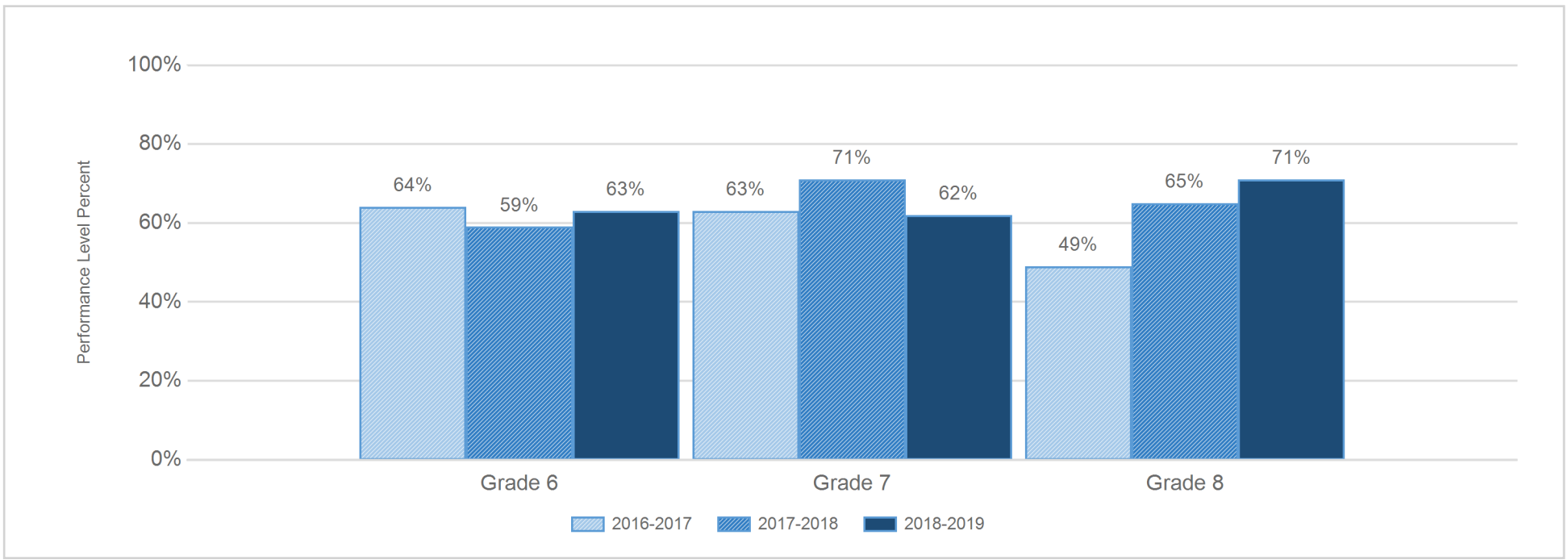


Renaissance Middle School at the Rand Building
 (13-3310-165)
 Grades Offered: 06-08
 2018-2019

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

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.





Renaissance Middle School at the Rand Building
(13-3310-165)
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	70	763	762	754	*	*	23%	36%	27%	63%	56%
White	35	771	769	762	*	*	*	34%	37%	71%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	16	748	747	738	*	*	*	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	770	760	*	*	*	*	*	*	64%
Female	28	779	770	762	*	*	*	*	*	86%	64%
Male	42	753	754	748	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	11	736	732	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	59	768	766	763	*	*	*	*	*	68%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	70	763	*	756	*	*	23%	36%	27%	63%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Renaissance Middle School at the Rand Building
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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	82	761	763	761	*	*	21%	37%	26%	62%	63%
White	41	770	772	769	*	*	*	41%	34%	76%	72%
Hispanic	11	746	754	747	0%	*	*	*	*	45%	50%
Black or African American	22	743	737	741	0%	*	*	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	35	771	772	769	*	*	*	*	*	74%	71%
Male	47	753	754	753	*	*	*	*	*	53%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	82	761	*	763	*	*	21%	37%	26%	62%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	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	83	770	763	762	*	*	19%	37%	34%	71%	63%
White	41	779	774	770	*	*	*	39%	41%	80%	72%
Hispanic	10	760	759	747	*	0%	*	*	*	60%	49%
Black or African American	18	741	738	741	*	*	*	*	*	44%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	47	780	776	771	*	*	*	*	*	77%	71%
Male	36	756	751	753	*	*	*	*	*	64%	55%
Economically Disadvantaged Students	11	725	731	743	*	*	*	*	*	27%	45%
Non-Economically Disadvantaged Students	72	777	769	772	*	*	*	*	*	78%	72%
Students with Disabilities	12	742	727	721	*	*	*	*	*	33%	22%
Students without Disabilities	71	775	771	770	*	*	*	*	*	77%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	83	770	*	764	*	*	19%	37%	34%	71%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	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	233	93.7	48.9	55.1	44.5	48.2	41.2	Met Target
White	115	96.7	64.3	68.0	54.1	64.3	46.8	Met Target
Hispanic	32	91.4	28.1	46.8	28.8	27.0	41.8	Not Met
Black or African American	56	87.9	21.4	*	23.0	19.7	16.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	17	94.4	64.7	59.7	53.3	64.3	**	**
Female	106	91.7	53.8	56.8	44.9	51.7		
Male	127	95.5	44.9	53.5	44.2	44.9		
Economically Disadvantaged Students	31	84.2	12.9	21.9	26.3	11.4	14.6	Met Target†
Non-Economically Disadvantaged Students	202	95.4	54.5	61.1	54.9	54.5		
Students with Disabilities	31	91.4	19.4	*	17.4	18.6	23.4	Met Target†
Students without Disabilities	202	94.1	53.5	*	50.0	52.8		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



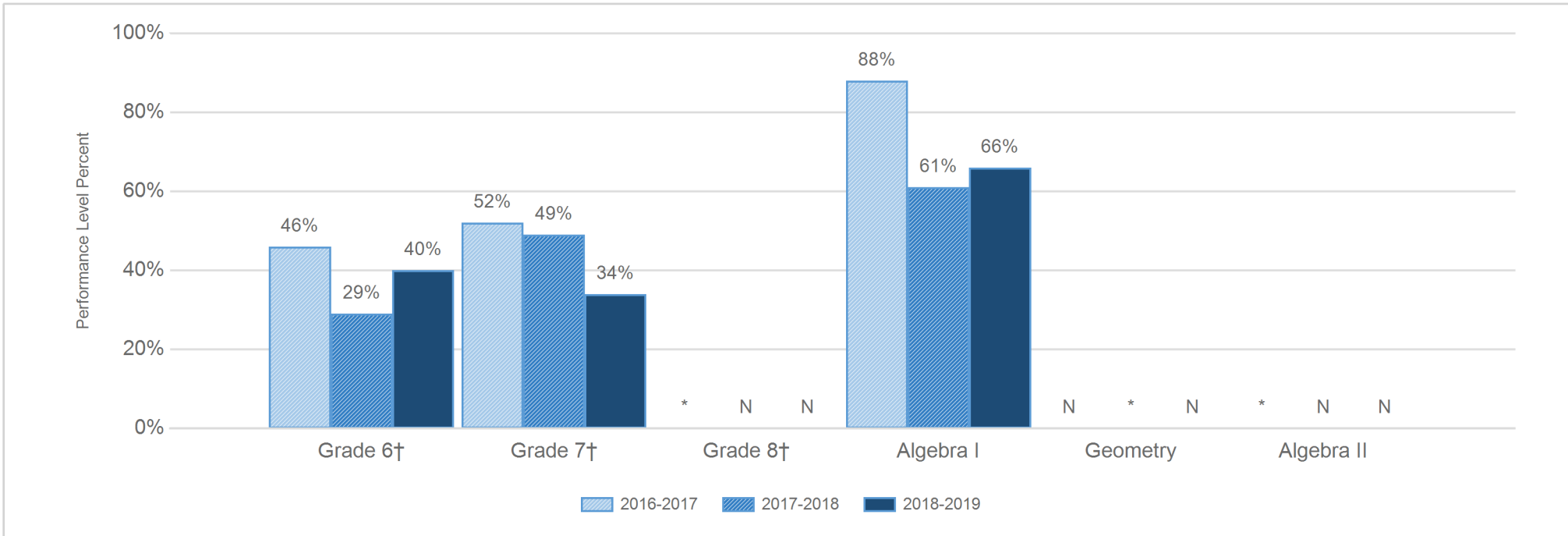
Renaissance Middle School at the Rand Building
(13-3310-165)
Grades Offered: 06-08
2018-2019

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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.



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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	70	744	748	741	*	17%	40%	*	*	40%	41%
White	35	750	756	749	0%	*	46%	*	*	46%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	16	730	731	722	*	*	*	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	752	747	*	*	*	*	*	*	48%
Female	28	749	751	742	*	*	39%	*	*	46%	42%
Male	42	741	746	740	*	*	40%	*	*	36%	40%
Economically Disadvantaged Students	11	722	716	726	*	*	*	*	*	18%	21%
Non-Economically Disadvantaged Students	59	749	753	750	*	*	*	*	*	44%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	70	744	*	743	*	17%	40%	*	*	40%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	738	744	744	*	29%	34%	*	*	34%	42%
White	32	748	753	751	0%	*	34%	*	*	50%	53%
Hispanic	10	730	*	733	0%	*	*	*	*	10%	26%
Black or African American	22	725	725	727	*	45%	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	751	749	*	*	*	*	*	*	51%
Female	33	742	746	744	*	*	30%	*	*	39%	42%
Male	37	735	741	743	*	*	38%	*	*	30%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	70	738	*	745	*	29%	34%	*	*	34%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Renaissance Middle School at the Rand Building

(13-3310-165)

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	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Renaissance Middle School at the Rand Building

(13-3310-165)

Grades Offered: 06-08

2018-2019

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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	96	761	746	744	*	18%	*	*	*	66%	42%
White	50	774	760	752	0%	*	*	66%	20%	86%	53%
Hispanic	11	753	738	728	0%	*	*	*	*	45%	24%
Black or African American	19	724	721	725	*	53%	*	*	*	16%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	49	763	748	745	*	*	*	*	*	67%	44%
Male	47	760	744	743	*	*	*	*	*	64%	41%
Economically Disadvantaged Students	12	719	720	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	84	767	752	752	*	*	*	*	*	*	52%
Students with Disabilities	13	738	716	717	*	*	*	*	*	38%	12%
Students without Disabilities	83	765	753	748	*	*	*	*	*	70%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	96	761	*	745	*	18%	*	*	*	66%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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	N	N	764	737	N	N	N	N	N	N	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	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	N	N	773	738	N	N	N	N	N	N	36%
Male	N	N	760	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	733	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Renaissance Middle School at the Rand Building
(13-3310-165)
Grades Offered: 06-08
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	N	N	N	755	N	N	N	N	N	N	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	N	N	N	752	N	N	N	N	N	N	55%
Male	N	N	N	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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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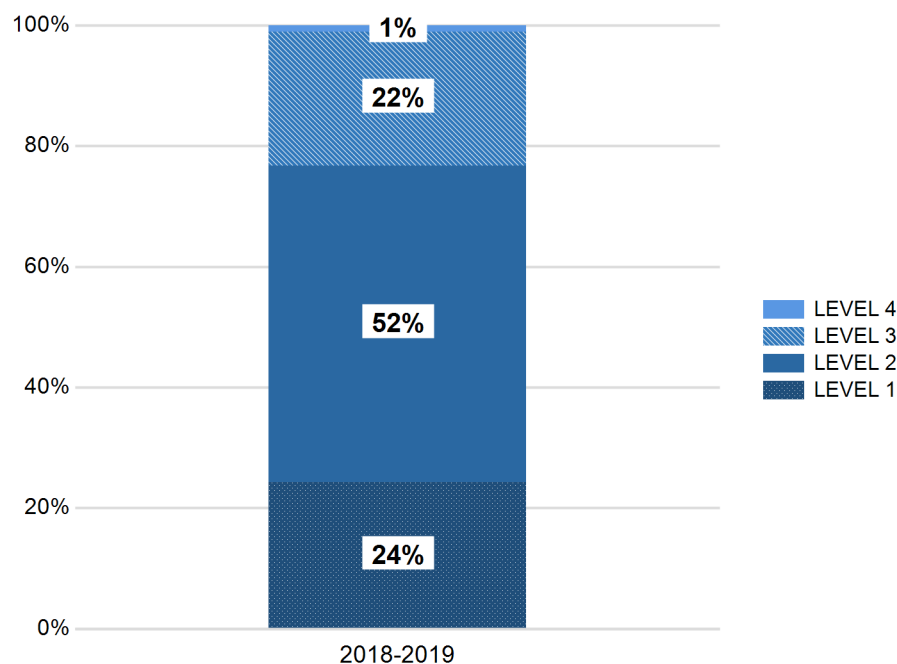
N No Data is available to display

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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	24	52	22	1
White	10	59	29	2
Hispanic	50	40	10	0
Black or African American	53	35	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	54	24	2
Male	31	50	19	0
Economically Disadvantaged Students	70	30	0	0
Non-Economically Disadvantaged Students	18	56	25	1
Students with Disabilities	33	50	17	0
Students without Disabilities	23	53	23	1
English Learners	N	N	N	N
Non-English Learners	24	52	22	1
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	82
7	12	0	88
8	89	88	21
Total	101	88	191

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	47	19	77	15	0	0	0
7	51	21	33	22	0	0	0
8	51	19	1	20	0	0	0
Total	149	59	111	57	0	0	0



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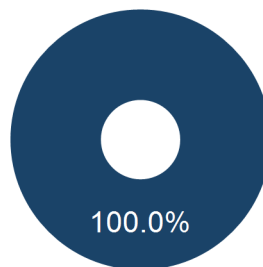
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Visual and Performing Arts – Course Participation

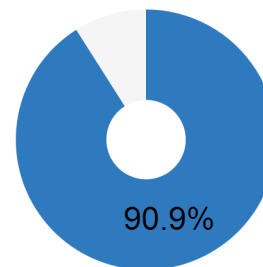
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

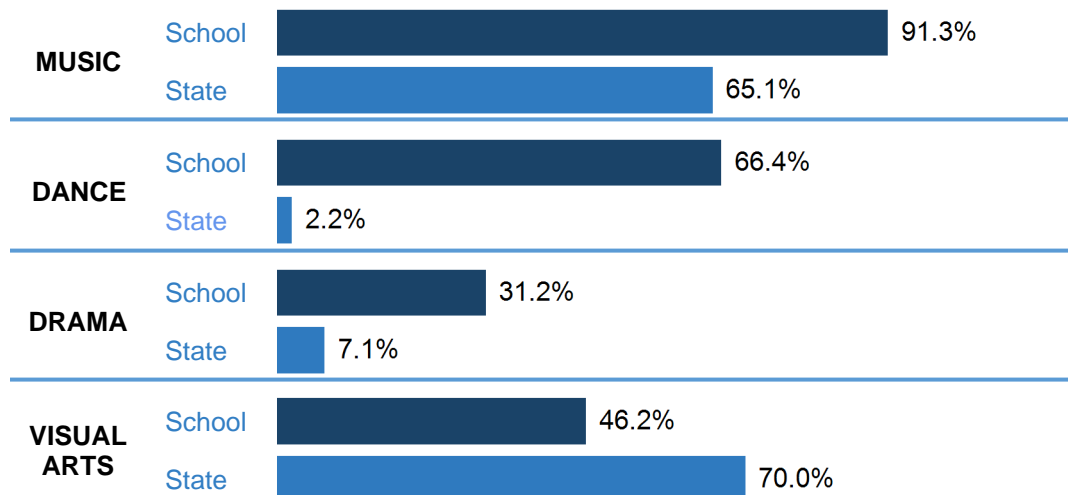


School



State

Students enrolled in one or more classes by discipline:





Renaissance Middle School at the Rand Building

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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.

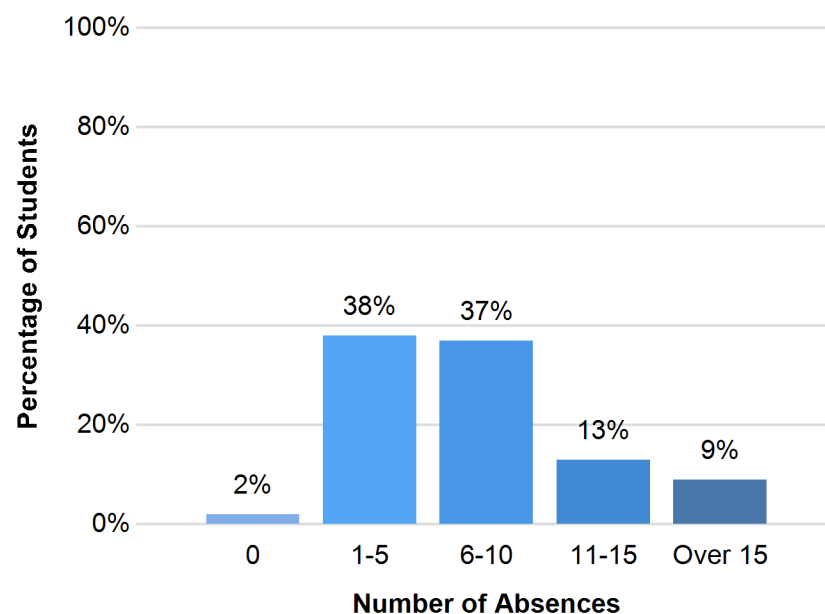
Chronic Absenteeism

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	15	5.9	9.1	Met
White	7	5.6	9.1	Met
Hispanic	0	0	9.1	Met
Black or African American	6	9.1	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	5.6	**	**
Female	8	6.6		
Male	7	5.2		
Economically Disadvantaged Students	5	13.2	9.1	Not Met
Students with Disabilities	3	8.6	9.1	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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2018-2019

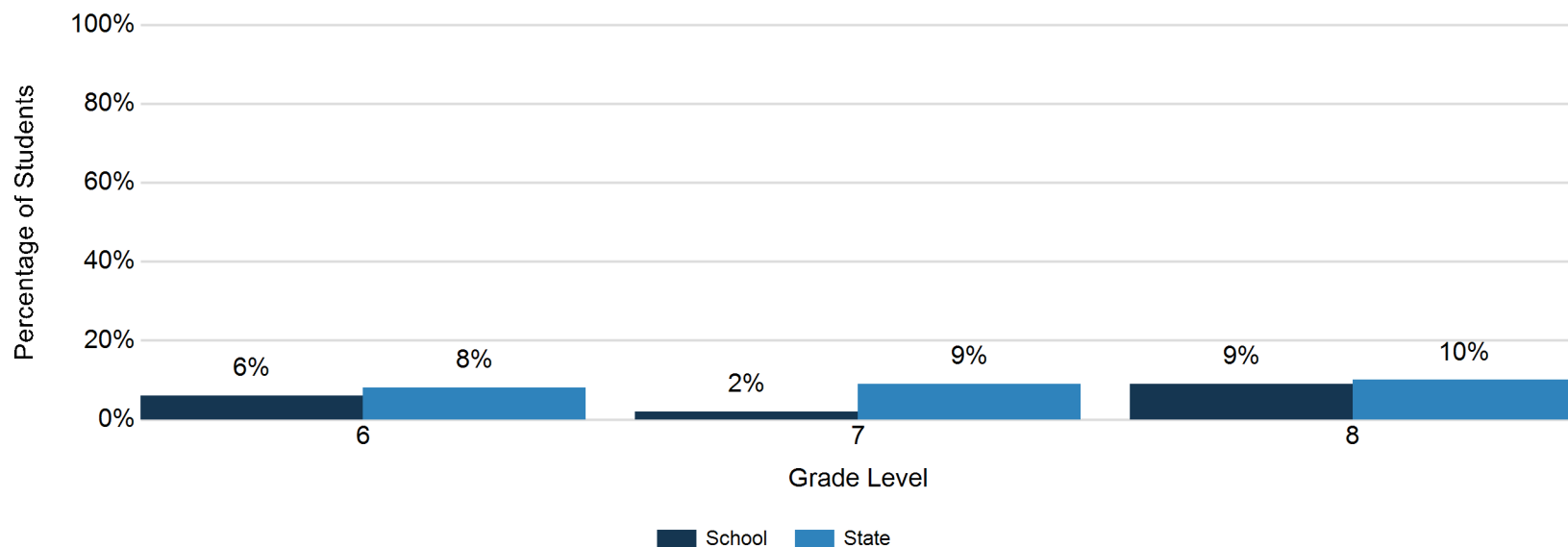
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Chronic Absenteeism by Grade

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	7
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	6.72

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	1	3	4
Other	1	5	6
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	12	4.7%
Out-of-School Suspensions	12	4.7%
Any Suspension	18	7.1%
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
19



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	3:05 PM
Length of School Day	7 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 55 Mins
Shared Time - Instructional Time	6 Hrs. 55 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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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	31	118,214
Average years experience in public schools	18.3	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	8:1	12:1
Students to Administrators	253:1	201:1
Teachers to Administrators	31:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	48.2%	64.5%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	35.5%	100.0%	51.6%	22.9%	45.1%
White	47.8%	74.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.1%	22.6%	0.0%	15.0%	6.6%	13.9%
Asian	4.7%	3.2%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.1%	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.

Bachelor's Degree

Teacher 42%

Admin N/A

Master's Degree

Teacher 55%

Admin

Doctoral Degree

Teacher 3%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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.



Renaissance Middle School at the Rand Building
(13-3310-165)
Grades Offered: 06-08
2018-2019

Report Key:

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- 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.4%	55.5%	64.7%
Math Proficiency	34.9%	39.5%	48.2%
ELA Growth	18	36	43
Math Growth	38	42	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.8%	11.5%	5.9%

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



Renaissance Middle School at the Rand Building

(13-3310-165)

Grades Offered: 06-08

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	N	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	**	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Not Met	n/a	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†	Not Met	**	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	**	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:

- Several championships in Robotics throughout the duration of the robotics program.
- The New Jersey School Boards Association, Board of Directors School Leaders Award recognition for the Friday Program
- American Mathematics Association Math Contest awards



Mission, Vision, Theme:

Renaissance Middle School specializes in providing our students innovative tools and experiences necessary to make meaningful connections with their learning. It's not simply what we are teaching the students rather how we guide them to access the information and then apply it with purpose. Our mission is to inspire individuals to think critically, responsibly and empathetically. At the heart of Renaissance are the students and faculty who investigate ideas through interdisciplinary, thematic curriculum. We design our program through a restorative justice lens to support all dimensions of student growth: socially, emotionally and physically as well as intellectually, responsibly and empathetically. At the heart of Renaissance are students and faculty who investigate ideas through an interdisciplinary, thematic curriculum. We design our program to support all dimensions of student growth: socially, emotionally and physically as well as intellectually.



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Courses, Curriculum, Instruction:

Students are organized into four homerooms per grade level, led by the English Language Arts, Math, Science and Social Studies teachers. Teachers are part of grade level instructional teams and cross-graded departments by discipline. The teams provide an optimal student-teacher ratio so that both group and individual pedagogical techniques can be used. The school operates on a block schedule with an extended day four times a week affording students additional instructional time during the school year.



Clubs and Activities:

Renaissance Middle School currently offers a litany of afterschool clubs and activities designed to promote positive citizenship, academics, and social responsibility



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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:

Renaissance Middle School is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS



Parent and Community Involvement:

At Renaissance Middle School, we have a very active Parent-Teacher Association (PTA) and School Action Team Partnership (SATp) that parents are encouraged to join



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Watchung Elementary School
(13-3310-170)
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School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Mr. Patrick Krenn
Address	14 GARDEN ST MONTCLAIR, NJ 07042-4116
Phone Number	973-509-4259
Email Address	pkrenn@montclair.k12.nj.us
Website	https://watchung.montclair.k12.nj.us/
Twitter	https://twitter.com/WatchungSchool2



Watchung Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	64	67	70
1	67	66	72
2	71	69	67
3	75	71	69
4	75	77	72
5	75	76	74
Total	427	426	424

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	43.8%	42.5%	44.6%
Male	56.2%	57.5%	55.4%
Economically Disadvantaged Students	6.1%	8.2%	9.4%
Students with Disabilities	14.3%	16.4%	18.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	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	56.7%	56.1%	54.7%
Hispanic	11.7%	12.0%	13.0%
Black or African American	19.0%	16.9%	16.3%
Asian	7.3%	8.2%	7.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.5%
American Indian or Alaska Native	0.5%	0.5%	0.2%
Two or More Races	4.7%	6.1%	8.0%

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
KG - Half Day	0	0	0
KG - Full Day	64	67	70

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	96.0%
Spanish	1.7%
Other Languages	2.4%



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

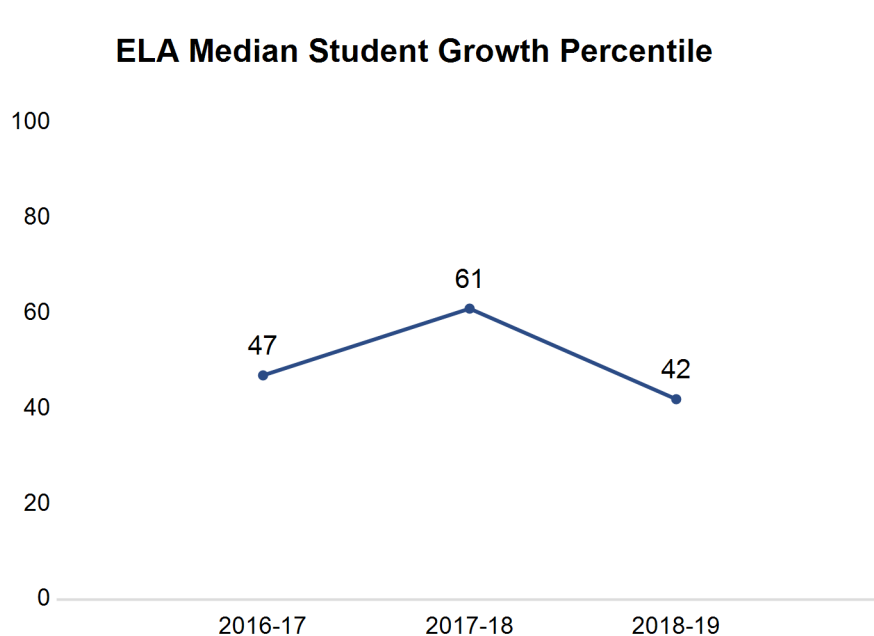
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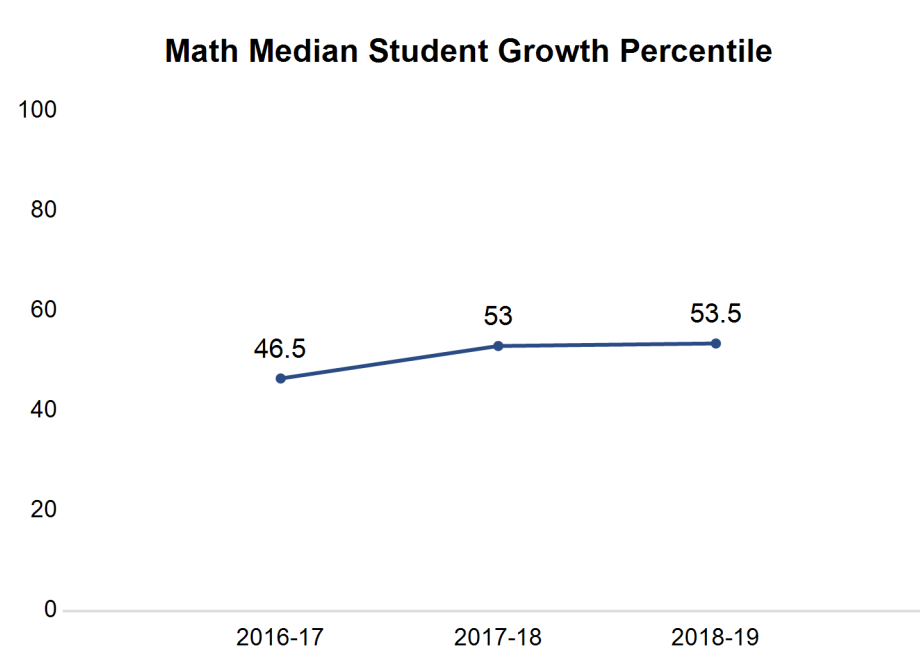
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	61	42	46.5	53	53.5
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	42	48	50	Met Standard	53.5	53	50	Met Standard
White	35	50	50	Not Met	55.5	55	52	Met Standard
Hispanic	69	53	49	**	58	58.5	47	**
Black or African American	23	40	45	Not Met	41	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	32	50	49	**	49.5	50	52	**
Female	50.5	51	53	N	52.5	52	50	N
Male	33	44	47	N	54	54	51	N
Economically Disadvantaged Students	46	35	48	**	41	40	46	**
Students with Disabilities	43	47	43	Met Standard	47	46	45	Met Standard
English Learners	N	54	52	**	N	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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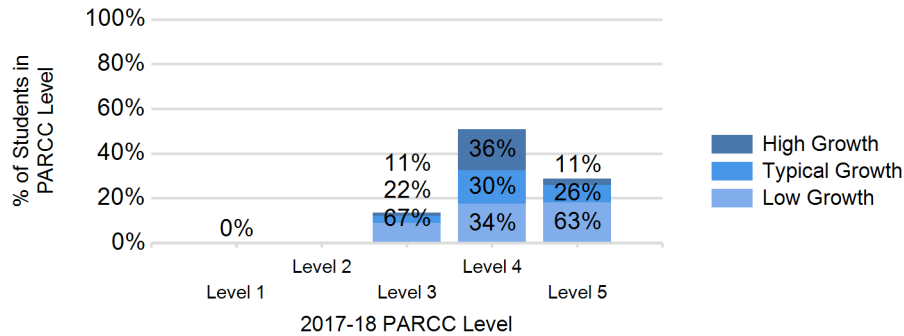
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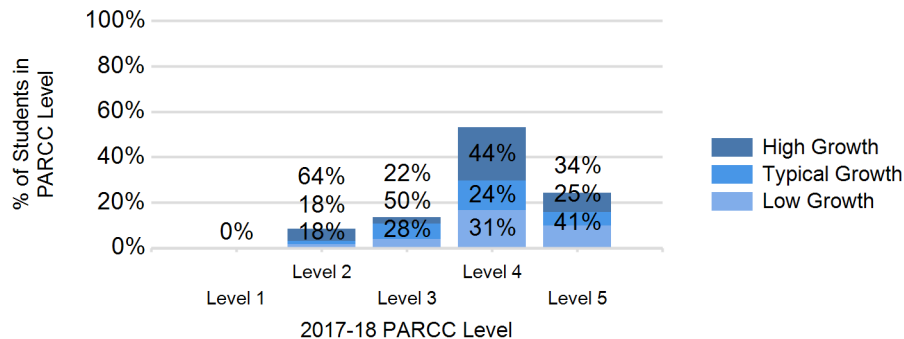
Student Growth by Performance Level

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

ELA



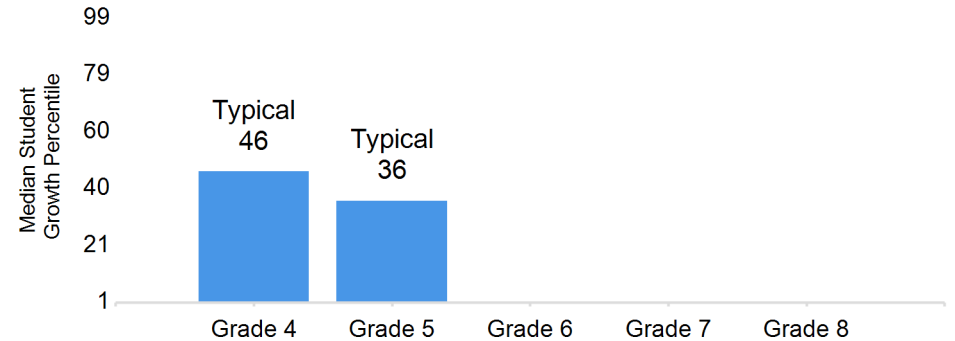
Math



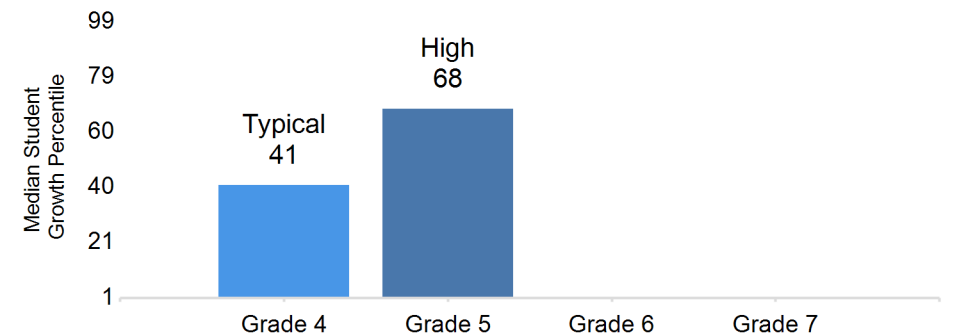
Student Growth by Grade

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

ELA



Math





Watchung Elementary School
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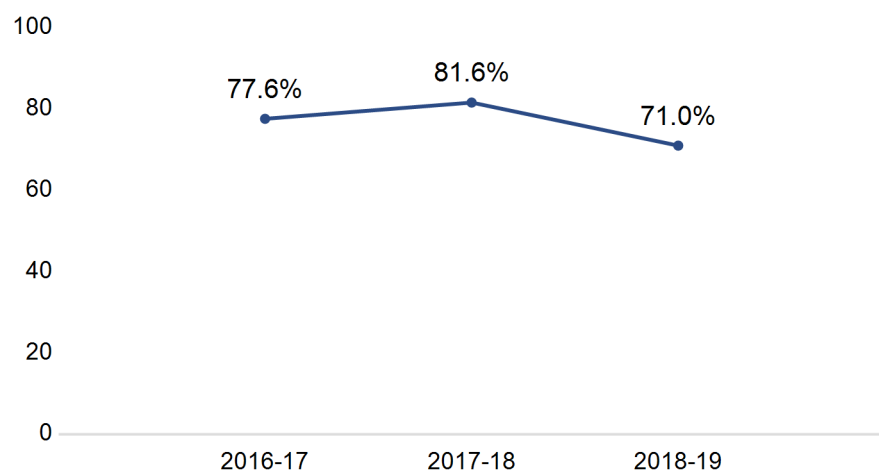
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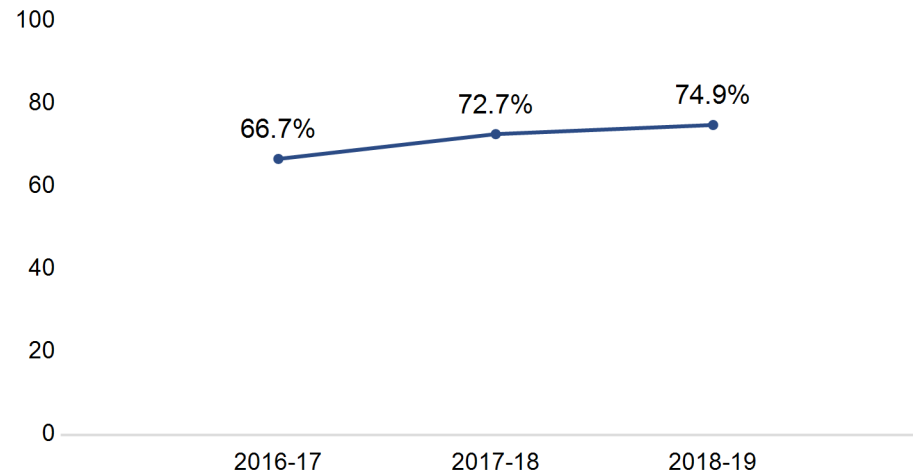
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.2%	92.9%	95.4%	92.9%	92.9%	95.4%
Proficiency Rate for Federal Accountability	77.6%	81.6%	71.0%	66.7%	72.7%	74.9%
Annual Target	79.2%	79.3%	79.3%	70.7%	71.2%	71.7%
Met Annual Target?	Met Target†	Met Goal	Not Met	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	207	95.4	71.0	67.8	57.9	71.0	79.3	Not Met
White	111	94.9	79.3	79.2	66.9	79.3	80	Met Target†
Hispanic	26	100.0	73.1	58.2	43.9	73.1	72.2	Met Target
Black or African American	39	92.9	53.8	44.3	38.5	52.6	57.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	17	100.0	58.8	74.4	64.4	58.8	**	**
Female	90	94.7	85.6	77.9	64.8	85.3		
Male	117	95.9	59.8	58.3	51.3	59.8		
Economically Disadvantaged Students	19	100.0	26.3	34.1	40.0	26.3	**	**
Non-Economically Disadvantaged Students	188	94.9	75.5	73.5	67.9	75.5		
Students with Disabilities	44	91.7	25.0	32.4	22.7	24.6	40.5	Not Met
Students without Disabilities	163	96.4	83.4	75.3	65.1	83.4		
English Learners	N	N	N	39.5	29.3	N	**	**
Non-English Learners	207	95.4	71.0	68.2	60.6	71.0		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



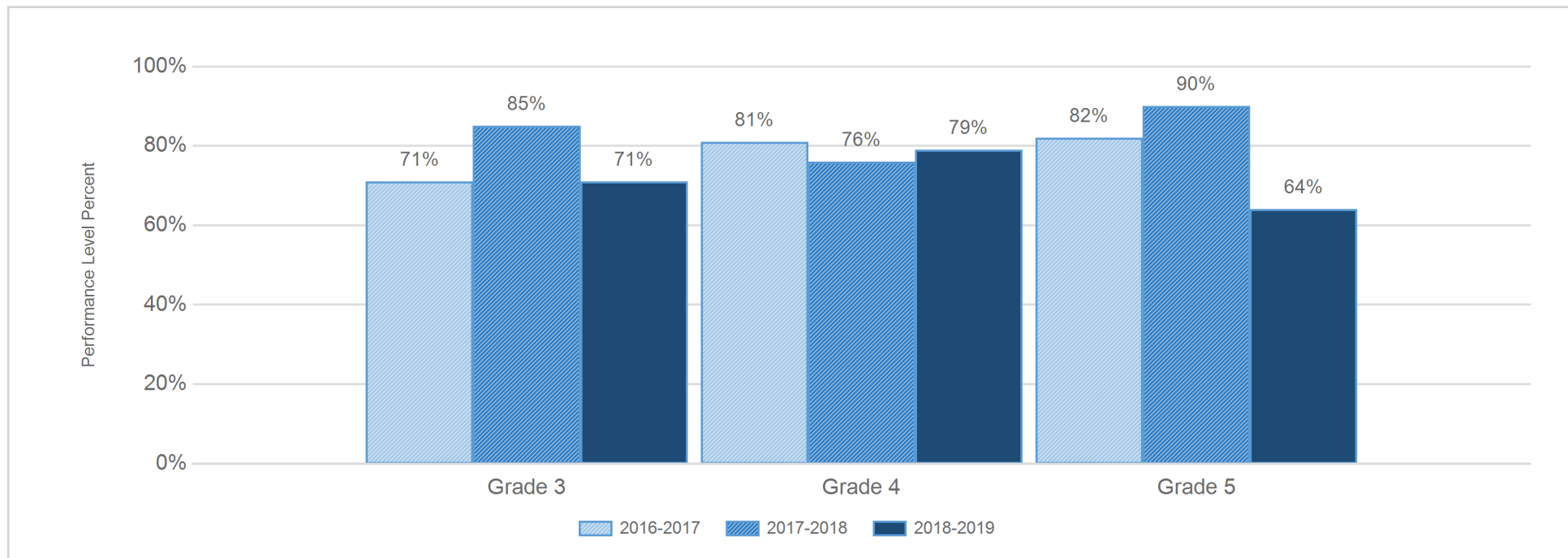
Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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.





Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	759	759	748	*	*	14%	*	*	71%	50%
White	39	765	769	757	*	*	*	*	*	77%	60%
Hispanic	*	*	748	734	*	*	*	*	*	*	36%
Black or African American	12	740	735	731	*	*	*	*	*	42%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	34	773	766	753	*	*	*	*	*	85%	55%
Male	35	746	753	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	765	759	*	*	*	*	*	*	61%
Students with Disabilities	15	724	725	719	*	*	*	*	*	33%	24%
Students without Disabilities	54	769	766	754	*	*	*	*	*	81%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	69	759	*	751	*	*	14%	*	*	71%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	772	763	755	*	*	17%	50%	29%	79%	57%
White	29	778	774	763	0%	0%	*	*	*	90%	67%
Hispanic	10	777	755	743	0%	0%	*	*	*	80%	44%
Black or African American	15	764	743	739	*	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	30	783	770	760	*	*	*	*	*	93%	62%
Male	36	764	757	750	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	765	*	*	*	*	*	*	69%
Students with Disabilities	11	738	731	725	*	*	*	*	*	27%	25%
Students without Disabilities	55	779	770	761	*	*	*	*	*	89%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	66	772	*	758	*	*	17%	50%	29%	79%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	763	765	756	*	*	26%	*	*	64%	58%
White	42	767	772	764	*	*	*	*	*	74%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	11	751	750	739	0%	*	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	26	769	771	761	*	*	*	*	*	77%	64%
Male	44	759	759	750	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	16	732	739	724	*	*	*	*	*	13%	23%
Students without Disabilities	54	772	771	762	*	*	*	*	*	80%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	70	763	*	758	*	*	26%	*	*	64%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	207	95.4	74.9	55.1	44.5	74.9	71.7	Met Target
White	111	94.9	80.2	68.0	54.1	80.2	78.9	Met Goal
Hispanic	26	100.0	73.1	46.8	28.8	73.1	72.2	Met Target
Black or African American	39	92.9	64.1	*	23.0	62.6	52	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	17	100.0	70.6	59.7	53.3	70.6	**	**
Female	90	94.7	82.2	56.8	44.9	81.9		
Male	117	95.9	69.2	53.5	44.2	69.2		
Economically Disadvantaged Students	19	100.0	26.3	21.9	26.3	26.3	**	**
Non-Economically Disadvantaged Students	188	94.9	79.8	61.1	54.9	79.8		
Students with Disabilities	44	91.7	38.6	*	17.4	38.0	32.3	Met Target
Students without Disabilities	163	96.4	84.7	*	50.0	84.7		
English Learners	N	N	N	40.8	25.0	N	**	**
Non-English Learners	207	95.4	74.9	55.3	46.5	74.9		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



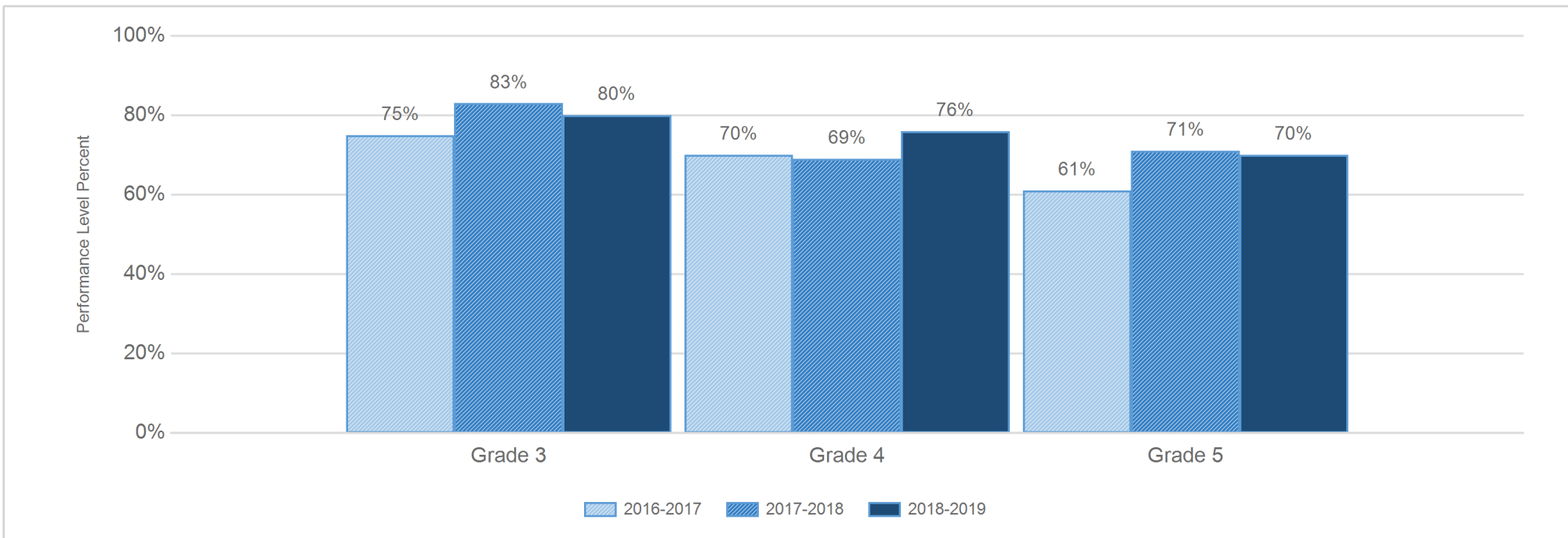
Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	69	771	763	752	*	*	14%	54%	26%	80%	55%
White	39	774	771	760	*	0%	*	51%	33%	85%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	12	758	742	735	*	0%	*	*	*	67%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	34	776	764	751	*	*	*	*	*	88%	54%
Male	35	765	763	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	769	761	*	*	*	*	*	*	67%
Students with Disabilities	15	746	739	731	*	*	*	*	*	53%	31%
Students without Disabilities	54	777	768	756	*	*	*	*	*	87%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	69	771	*	754	*	*	14%	54%	26%	80%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Watchung Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	765	756	749	*	*	17%	*	*	76%	51%
White	29	775	770	757	0%	0%	*	*	*	79%	62%
Hispanic	10	756	747	737	0%	*	*	*	*	70%	36%
Black or African American	15	752	731	731	*	*	*	*	*	67%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	30	767	754	749	*	*	*	*	*	87%	50%
Male	36	763	757	749	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	63%
Students with Disabilities	11	733	725	726	*	*	*	*	*	27%	25%
Students without Disabilities	55	771	763	754	*	*	*	*	*	85%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	66	765	*	751	*	*	17%	*	*	76%	54%
Homeless Students	N	N	*	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	*	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	70	766	758	747	0%	*	23%	*	*	70%	47%
White	42	770	765	755	0%	*	*	50%	26%	76%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	11	758	740	729	0%	*	*	*	*	64%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	26	765	756	747	0%	*	*	*	*	69%	47%
Male	44	766	759	747	0%	*	*	*	*	70%	47%
Economically Disadvantaged Students	*	*	731	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	16	740	732	725	0%	*	*	*	*	31%	19%
Students without Disabilities	54	773	763	752	0%	*	*	*	*	81%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	70	766	*	749	0%	*	23%	*	*	70%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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	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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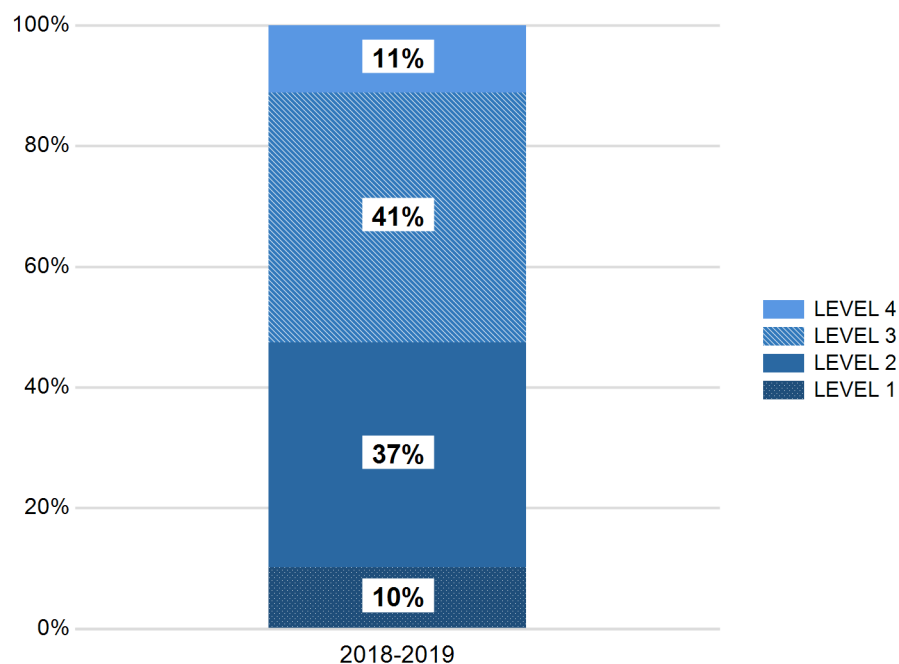
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	10	37	41	11
White	5	33	50	12
Hispanic	*	*	*	*
Black or African American	9	45	45	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	8	38	38	15
Male	11	36	43	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	31	50	19	0
Students without Disabilities	4	33	48	15
English Learners	N	N	N	N
Non-English Learners	10	37	41	11
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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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.

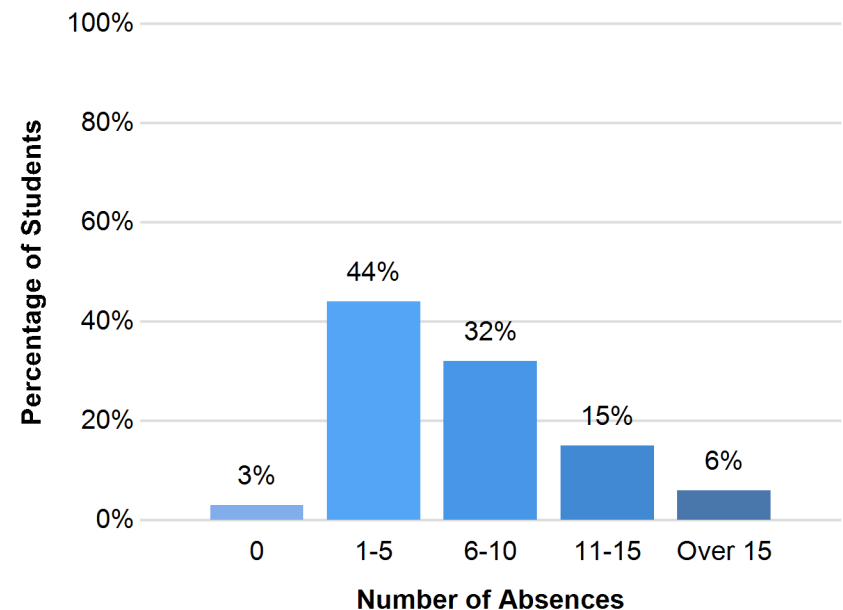
Chronic Absenteeism

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	9	2.1	8.9	Met
White	5	2.1	8.9	Met
Hispanic	1	1.8	8.9	Met
Black or African American	2	2.9	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	2.9	8.9	Met
Female	3	1.6		
Male	6	2.5		
Economically Disadvantaged Students	2	5.0	8.9	Met
Students with Disabilities	5	6.3	8.9	Met
English Learners	N	N	N	N
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.





Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

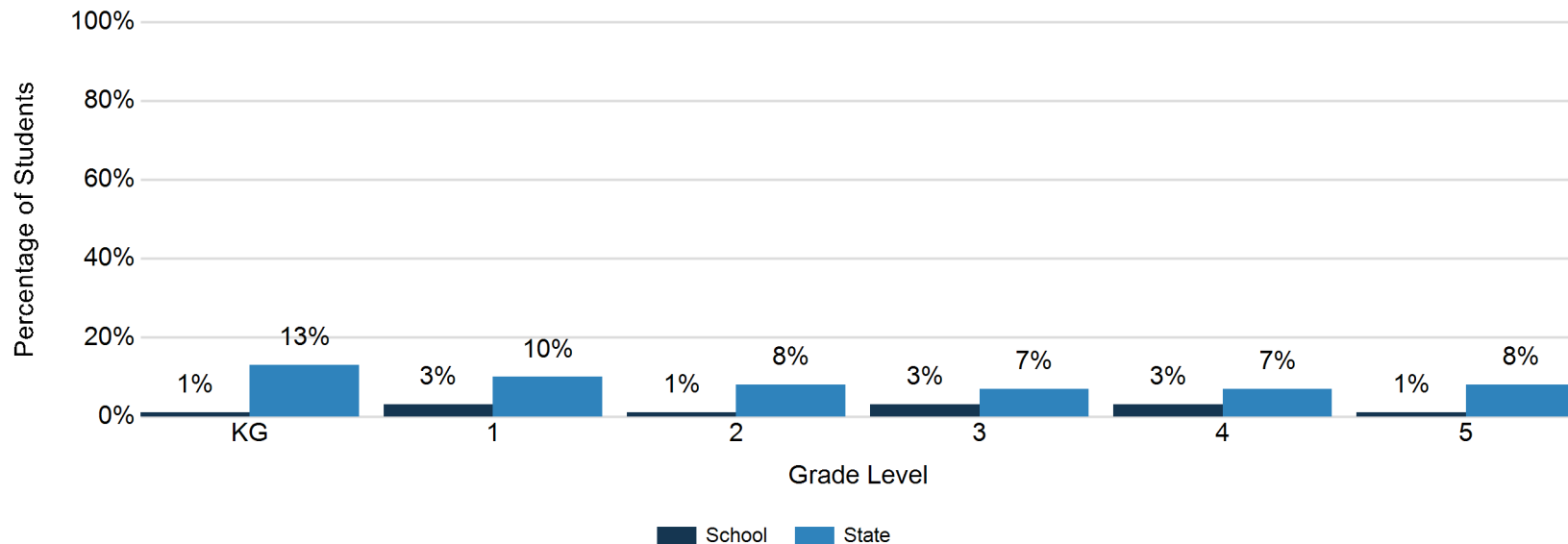
Report Key:

- * Data is not displayed in order to protect student privacy
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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.





Watchung Elementary School

(13-3310-170)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of 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	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 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	34	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	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	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	424:1	201:1
Teachers to Administrators	34:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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	44.6%	88.2%	0.0%	48.4%	77.1%	54.9%
Male	55.4%	11.8%	100.0%	51.6%	22.9%	45.1%
White	54.7%	70.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.0%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.3%	14.7%	0.0%	15.0%	6.6%	13.9%
Asian	7.3%	5.9%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.0%	2.9%	0.0%	2.1%	0.2%	0.2%



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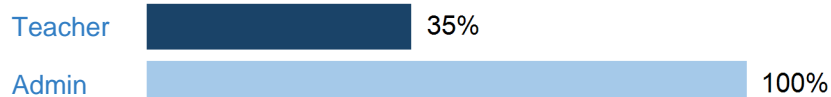
Teachers and Administrators - Level of Education

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

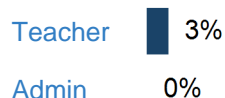
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	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	94.9%



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.6%	81.6%	71.0%
Math Proficiency	66.7%	72.7%	74.9%
ELA Growth	47	61	42
Math Growth	46	53	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.6%	4.5%	2.1%

† 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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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	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target†	Met Goal	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target	Not Met	Met Standard	n/a	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	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Not Met	Met Target	Met Standard	Met Standard	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:

- #17 Best Public Elementary School in Essex County 2019 Best Schools NICHE
- Technology is part of each school day for all students, with all 5th grade students utilizing 1:1 personal Chromebooks
- State of the Art STEAM Lab and Greenhouse used by all students in grades K-5



Mission, Vision, Theme:

Renaissance Middle School specializes in providing our students innovative tools and experiences necessary to make meaningful connections with their learning. It's not simply what we are teaching the students rather how we guide them to access the information and then apply it with purpose. Our mission is to inspire individuals to think critically, responsibly and empathetically. At the heart of Renaissance are the students and faculty who investigate ideas through interdisciplinary, thematic curriculum. We design our program through a restorative justice lens to support all dimensions of student growth: socially, emotionally and physically as well as intellectually, responsibly and empathetically. At the heart of Renaissance are students and faculty who investigate ideas through an interdisciplinary, thematic curriculum.



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 <p>Courses, Curriculum, Instruction:</p>	<p>ELA-Center for Collaborative Classroom Go Math /Science-FOSS Word Study-Wilson Foundations. FLEX classes-(ex. Robotics, Forensics, Broadcasting, Coding, 3D Printing, Hydroponics etc.) Over 50 additional courses offered for students to choose from based on their interests in STEAM aside from their basic instructional courses. Textbooks - Hardcopy and Online?</p>
 <p>Clubs and Activities:</p>	<p>Green Team, Drum Circle, School Play, Winter and Spring Concerts, MLK Celebration, African American History Celebration, Open Circle, Wake-Up Watchung Television Series, Neighborhood Block Parties(Character Education Program) Field Day, Science Fair, Science Summit, Science Bee.</p>



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 <p>Before and After School Programs:</p>	<p>YMCA Before and After-Care, After School Enrichment-sponsored by the PTA.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff is engaged in Professional Learning on a consistent basis ranging from current topics being taught in our school to new and progressive concepts and ideas. Particular members of our staff are certified in various areas such as being Google Certified, Wilson Certified etc.</p>



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Student Supports and Services:

Watchung is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS. This team is made up of a group of professionals who are knowledgeable of the student's in question and provides support in the general education environment



Student Health and Wellness:

Watchung is committed to providing students with a healthy environment both in body and mind. From our Health and Wellness Fair to classroom practices that encourage this lifestyle, staff and our parent community are committed to providing this environment.



Parent and Community Involvement:

Watchung has an involved parent community. From the PTA to our SAT, we work as a team to provided resources and experiences for our students. Parents and the community often come together with new ideas to help move our school in a progressive course.



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Facilities:

Watchung was built in 1900 with 3 additions throughout the years ending in 1927. The building has continued to keep its historical attributes while continuously becoming modern. The building houses an auditorium, gym, STEAM Lab, Greenhouse, Spanish Room, Collaborative Learning Lab, Art room, Cafeteria, Courtyard and various classrooms that range in an assortment of learning.



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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.



Other Information

Our school currently houses four laptop carts of Mac Air books, 6 Chromebook carts, multiple tablets and handheld devices which are utilized daily by students. Students produce and star in a daily news broadcast each and every morning in our broadcast studio. Students also have the opportunity of choosing from an eclectic catalogue of courses to take once a week pertaining to STEAM. Courses such as robotics, coding, broadcasting, recording studio, virtual reality and more allow students to engage in real world hands on course work that is directly related to the world around them preparing them as a 21st century learner. Watchung School is broken up into three neighborhoods: Leadership, Responsibility and Integrity. Each Neighborhood consists of students from Kindergarten to 5th grade. The name of each Neighborhood was chosen to specifically correlate with our character-building program. Each Neighborhood teaches students what it means to take pride in being part of a community and taking ownership for their individual part of their community. On the last Friday of each month the Neighborhoods get together to join in a Neighborhood "Block Party". This is a time for students to engage in activities within and between the Neighborhoods. Students work together to learn about each other, develop leadership skills and formulate ways to give back to the Montclair community. Each neighborhood is also created to cycle students through specific courses throughout the year allowing for more time to engage in projects in the area of Related Arts. Art, Spanish and STEAM are considered Cycle courses that will engage students three times a week. This will allow the staff to create lessons that will drive the students to think deeper and create more. Physical Education, Music and Technology are a constant throughout the year where every student will participate in these Related Arts courses every week for every cycle.