NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School
(23-3845-082)
Grades Offered: KG-05
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. Joseph Marinzoli
Address	33 BUSHNELL RD OLD BRIDGE, NJ 08857-2320
Phone Number	732-360-4499
Email Address	Joseph.Marinzoli@obps.org
Website	https://www.oldbridgeadmin.org/Domain/617
Twitter	https://twitter.com/AlanBShepPrin

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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	29	38	40
1	44	29	40
2	48	49	32
3	38	46	48
4	55	37	43
5	41	54	36
Total	255	253	239

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	45.1%	49.0%	51.0%
Male	54.9%	51.0%	49.0%
Economically Disadvantaged Students	22.4%	24.1%	25.5%
Students with Disabilities	25.1%	26.9%	26.8%
English Learners	12.5%	13.4%	13.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.8%	1.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	59.2%	57.3%	54.8%
Hispanic	22.0%	21.7%	20.5%
Black or African American	3.1%	3.6%	4.2%
Asian	15.7%	17.0%	20.1%
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	0.0%	0.4%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	29	38	40

Enrollment by Home Language

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

Home Language	% of Students
English	76.6%
Spanish	9.2%
Gujarati	2.5%
Urdu	1.7%
Russian	1.3%
Other Languages	8.8%

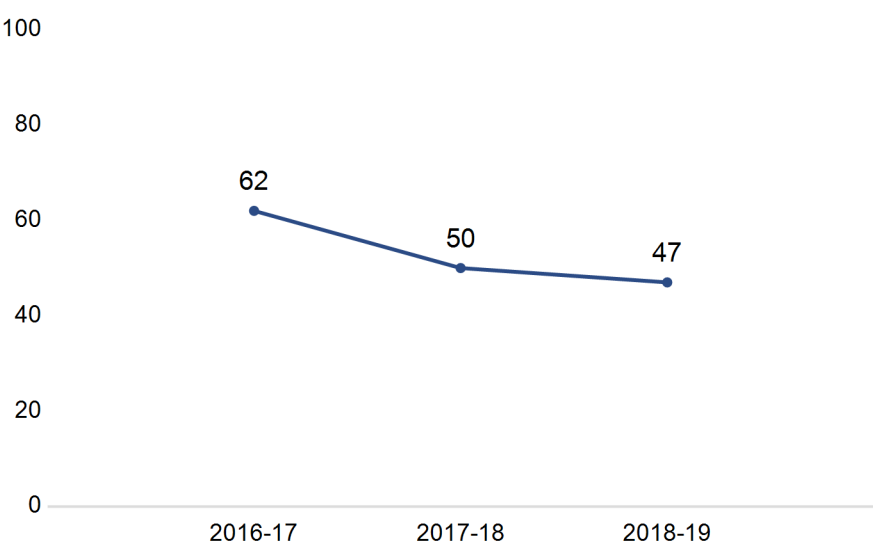**NJ SCHOOL PERFORMANCE REPORT**

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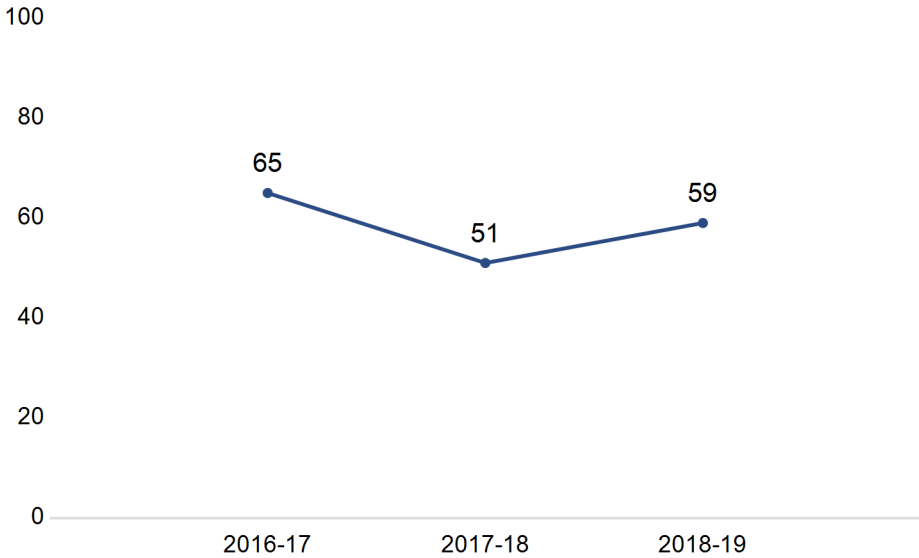
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	50	47	65	51	59
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	50	50	Met Standard	59	51	50	Met Standard
White	38	49	50	Not Met	60.5	50	52	Exceeds Standard
Hispanic	56.5	49	49	**	55.5	51	47	**
Black or African American	N	48.5	45	**	N	47	43	**
Asian, Native Hawaiian, or Pacific Islander	57.5	59	59	**	71.5	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	43.5	49	**	N	40.5	52	**
Female	55.5	53.5	53	N	59	52	50	N
Male	38	47	47	N	59	51	51	N
Economically Disadvantaged Students	56.5	52	48	**	50.5	49	46	**
Students with Disabilities	30.5	44	43	Not Met	52.5	47	45	Met Standard
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

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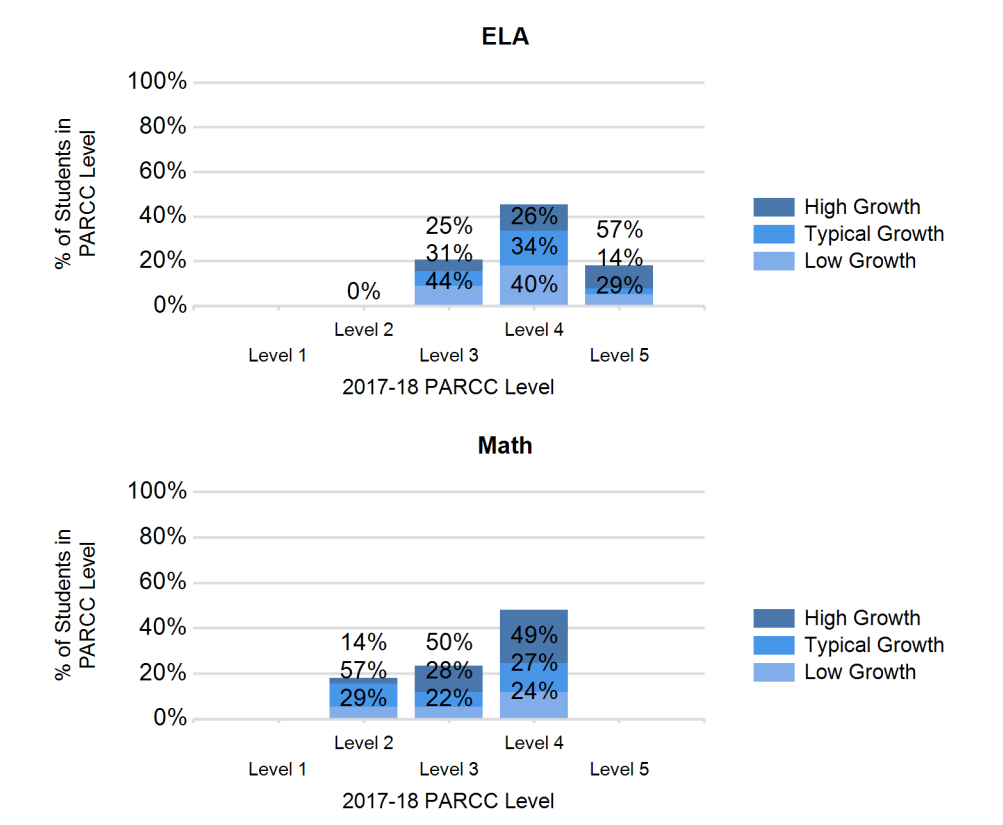
| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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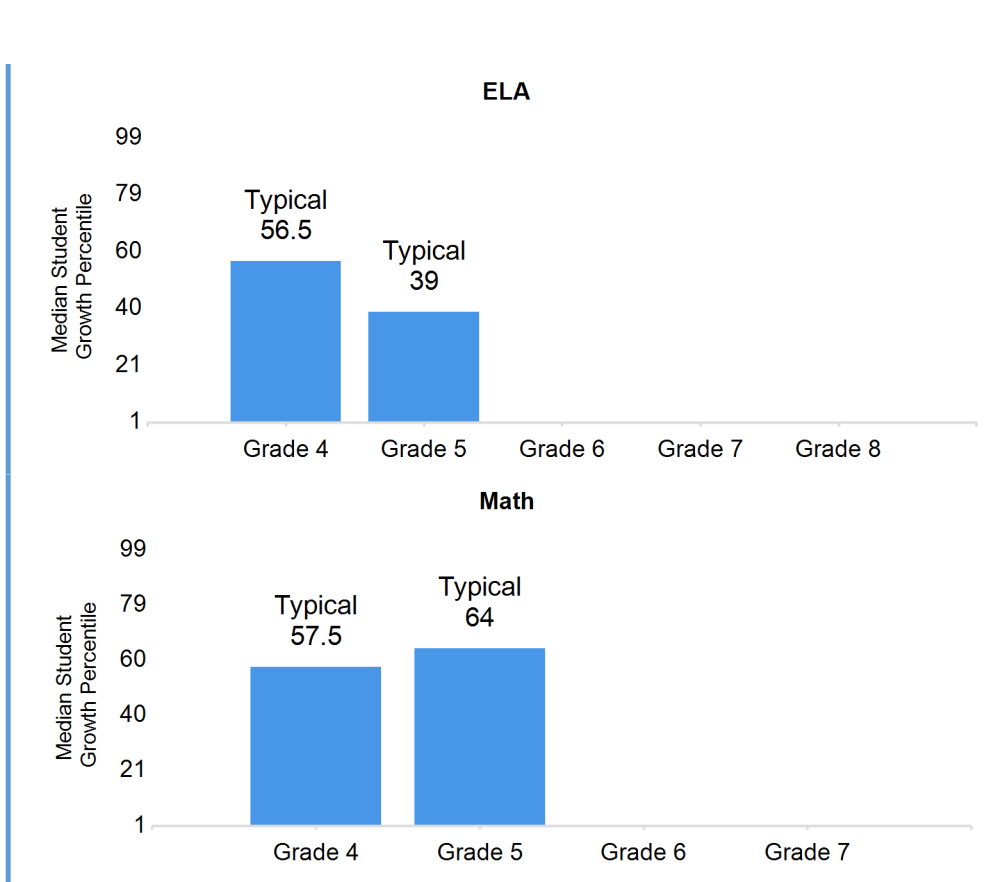
Student Growth by Performance Level

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

ELA

2017-18 PARCC Level

Level	Low Growth	Typical Growth	High Growth
Level 2	0%		
Level 3	44%	31%	25%
Level 4	40%	34%	26%
Level 5	29%	14%	57%

Math

2017-18 PARCC Level

Level	Low Growth	Typical Growth	High Growth
Level 2	29%	57%	14%
Level 3	22%	28%	50%
Level 4	24%	27%	49%

Student Growth by Grade

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

ELA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Typical 56.5	Typical 39			

Math

	Grade 4	Grade 5	Grade 6	Grade 7
	Typical 57.5	Typical 64		

6

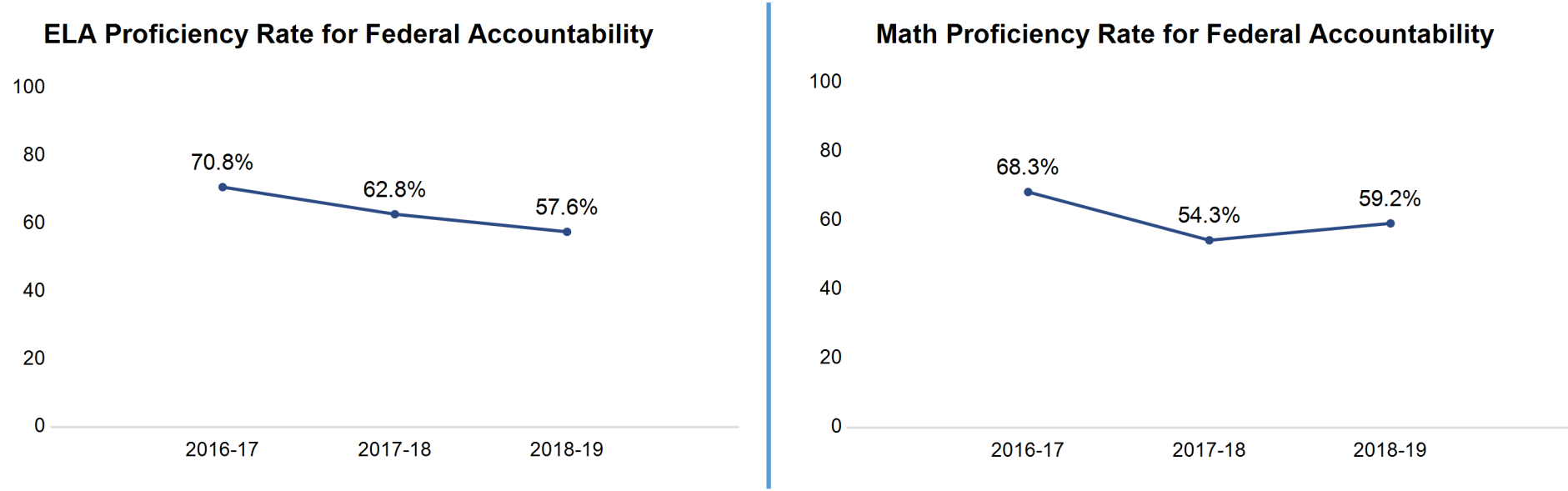| Overview | Demographic | Student Growth | Academic Achievement | Climate and Environment | Staff | Per-Pupil Expenditures | Accountability | Narrative |

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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

70.8% 62.8% 57.6%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

68.3% 54.3% 59.2%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	100.0%	99.2%	99.3%	100.0%	100.0%
Proficiency Rate for Federal Accountability	70.8%	62.8%	57.6%	68.3%	54.3%	59.2%
Annual Target	54.9%	56.2%	57.6%	46.0%	47.8%	49.6%
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	125	99.2	57.6	62.4	57.9	57.6	57.6	Met Target
White	75	100.0	58.7	61.7	66.9	58.7	58.7	Met Target
Hispanic	27	100.0	40.7	*	43.9	40.7	44.4	Met Target†
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.7	82.9	*	61.2	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	58	100.0	63.8	70.7	64.8	63.8		
Male	67	98.6	52.2	54.6	51.3	52.2		
Economically Disadvantaged Students	30	100.0	43.3	*	40.0	43.3	42.9	Met Target
Non-Economically Disadvantaged Students	95	99.0	62.1	*	67.9	62.1		
Students with Disabilities	36	97.4	16.7	19.2	22.7	16.7	19.1	Met Target†
Students without Disabilities	89	100.0	74.2	70.9	65.1	74.2		
English Learners	23	100.0	34.8	46.4	29.3	34.8	N	N
Non-English Learners	102	99.1	62.7	63.4	60.6	62.7		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

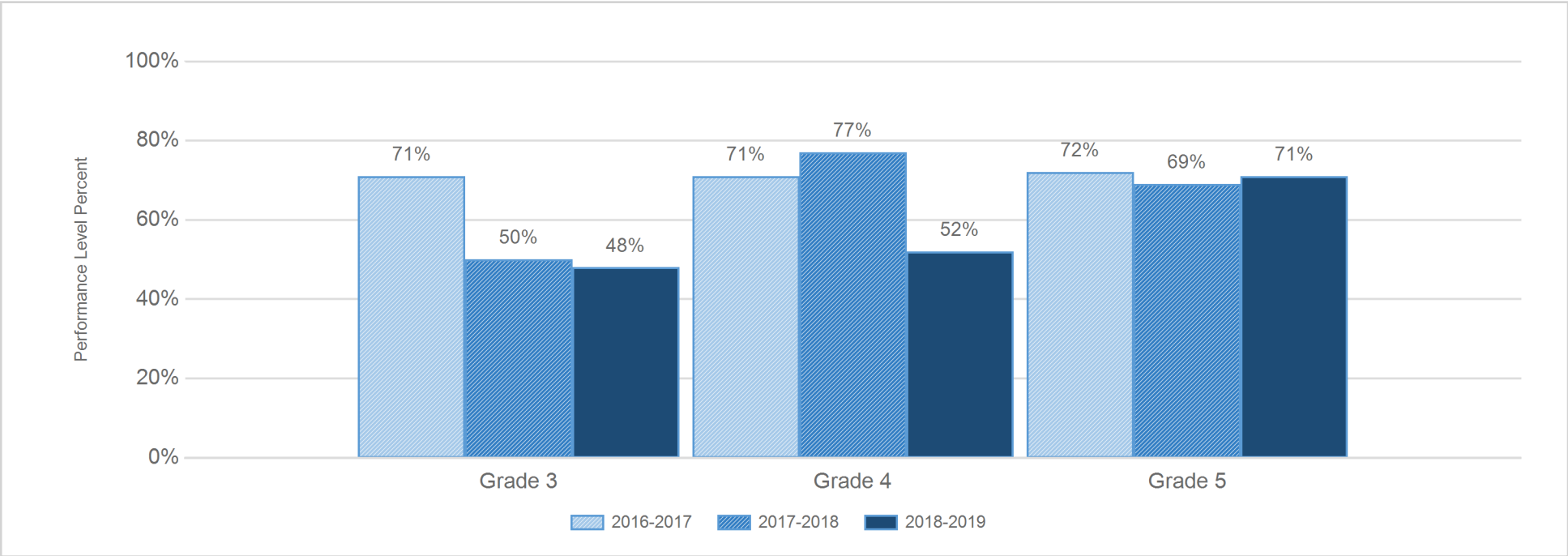**NJ SCHOOL PERFORMANCE REPORT**

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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.

Grade 3: 2016-2017 71%, 2017-2018 50%, 2018-2019 48%
Grade 4: 2016-2017 71%, 2017-2018 77%, 2018-2019 52%
Grade 5: 2016-2017 72%, 2017-2018 69%, 2018-2019 71%

Performance Level Percent (Y-axis: 0% to 100%)

Legend: 2016-2017, 2017-2018, 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	46	746	763	748	*	*	24%	*	*	48%	50%
White	28	744	761	757	*	*	*	*	*	50%	60%
Hispanic	11	736	759	734	*	*	*	*	*	27%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	755	771	753	*	*	*	*	*	54%	55%
Male	22	737	755	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	15	737	750	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	31	751	767	759	*	*	*	*	*	55%	61%
Students with Disabilities	12	723	722	719	*	*	*	*	*	25%	24%
Students without Disabilities	34	755	772	754	*	*	*	*	*	56%	56%
English Learners	10	725	733	713	*	*	*	*	*	20%	17%
Non-English Learners	36	752	764	751	*	*	*	*	*	56%	54%
Homeless Students	N	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%

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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	42	754	767	755	*	*	24%	*	*	52%	57%
White	21	754	767	763	*	*	*	*	*	57%	67%
Hispanic	11	748	755	743	*	*	*	*	*	36%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	10	758	780	779	*	*	*	*	*	60%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	18	753	771	760	*	*	*	*	*	56%	62%
Male	24	754	764	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	13	728	732	725	*	*	*	*	*	*	25%
Students without Disabilities	29	765	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	766	767	756	*	*	*	*	*	71%	58%
White	25	760	764	764	*	*	*	*	*	68%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	18	777	776	761	*	*	*	*	*	78%	64%
Male	20	757	758	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	758	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	10	724	730	724	*	*	*	*	*	20%	23%
Students without Disabilities	28	781	775	762	*	*	*	*	*	89%	65%
English Learners	*	*	733	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

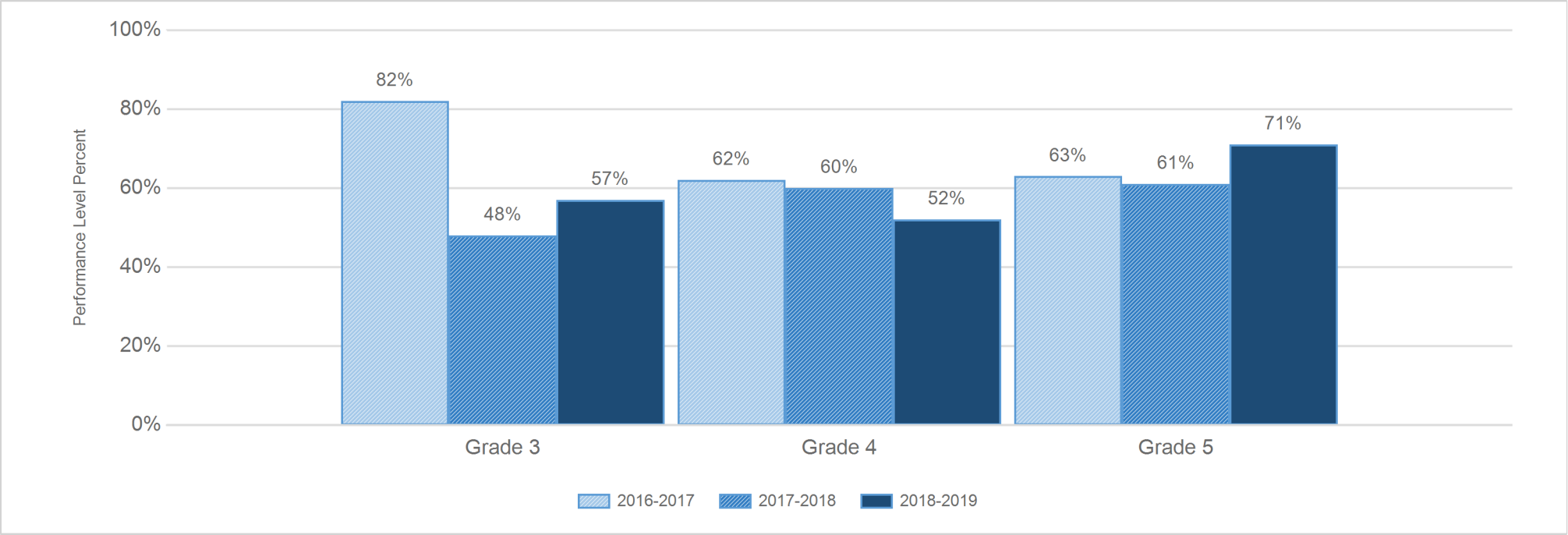**NJ SCHOOL PERFORMANCE REPORT**

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	125	100.0	59.2	48.1	44.5	59.2	49.6	Met Target
White	75	100.0	58.7	47.5	54.1	58.7	56.7	Met Target
Hispanic	27	100.0	44.4	*	28.8	44.4	28.2	Met Target
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.0	76.5	*	52.3	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	58	100.0	58.6	49.7	44.9	58.6		
Male	67	100.0	59.7	46.6	44.2	59.7		
Economically Disadvantaged Students	30	100.0	43.3	*	26.3	43.3	33.6	Met Target
Non-Economically Disadvantaged Students	95	100.0	64.2	*	54.9	64.2		
Students with Disabilities	36	100.0	27.8	16.9	17.4	27.8	26.1	Met Target
Students without Disabilities	89	100.0	71.9	54.3	50.0	71.9		
English Learners	23	100.0	39.1	39.2	25.0	39.1	N	N
Non-English Learners	102	100.0	63.7	48.6	46.5	63.7		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

Grades Offered: KG-05

2018-2019

Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

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	46	754	765	752	*	*	24%	*	*	57%	55%
White	28	750	762	760	*	*	*	*	*	57%	66%
Hispanic	11	752	760	739	0%	*	*	*	*	45%	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	757	767	751	*	*	*	*	*	54%	54%
Male	22	750	763	752	*	*	*	*	*	59%	56%
Economically Disadvantaged Students	15	748	755	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	31	756	768	761	*	*	*	*	*	65%	67%
Students with Disabilities	12	728	735	731	*	*	*	*	*	33%	31%
Students without Disabilities	34	763	771	756	*	*	*	*	*	65%	60%
English Learners	10	744	746	728	*	*	*	*	*	40%	26%
Non-English Learners	36	756	766	754	*	*	*	*	*	61%	58%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)
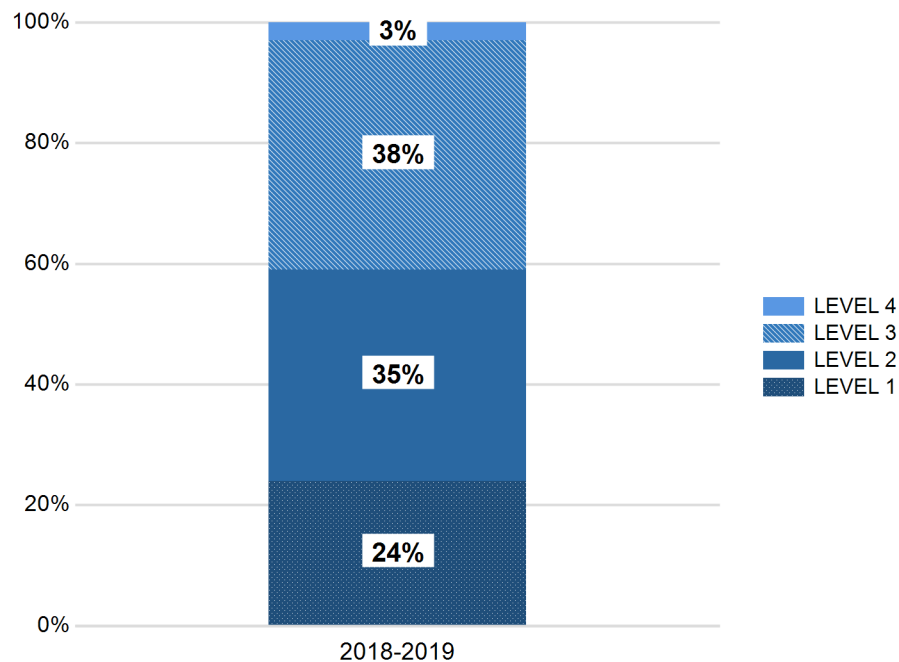
Grades Offered: KG-05

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	752	758	749	0%	*	26%	*	*	52%	51%
White	21	753	757	757	0%	*	*	*	*	52%	62%
Hispanic	11	742	746	737	0%	*	*	*	*	36%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	10	764	775	776	0%	*	*	*	*	70%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	18	747	756	749	0%	*	*	*	*	44%	50%
Male	24	757	759	749	0%	*	*	*	*	58%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	63%
Students with Disabilities	13	733	737	726	0%	*	*	*	*	23%	25%
Students without Disabilities	29	761	763	754	0%	*	*	*	*	66%	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	760	755	747	*	*	*	*	*	71%	47%
White	25	762	754	755	*	*	*	*	*	72%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	18	763	759	747	*	*	*	*	*	78%	47%
Male	20	757	752	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	*	*	746	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	759	757	*	*	*	*	*	*	59%
Students with Disabilities	10	728	727	725	*	*	*	*	*	30%	19%
Students without Disabilities	28	771	762	752	*	*	*	*	*	86%	52%
English Learners	*	*	732	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School
(23-3845-082)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

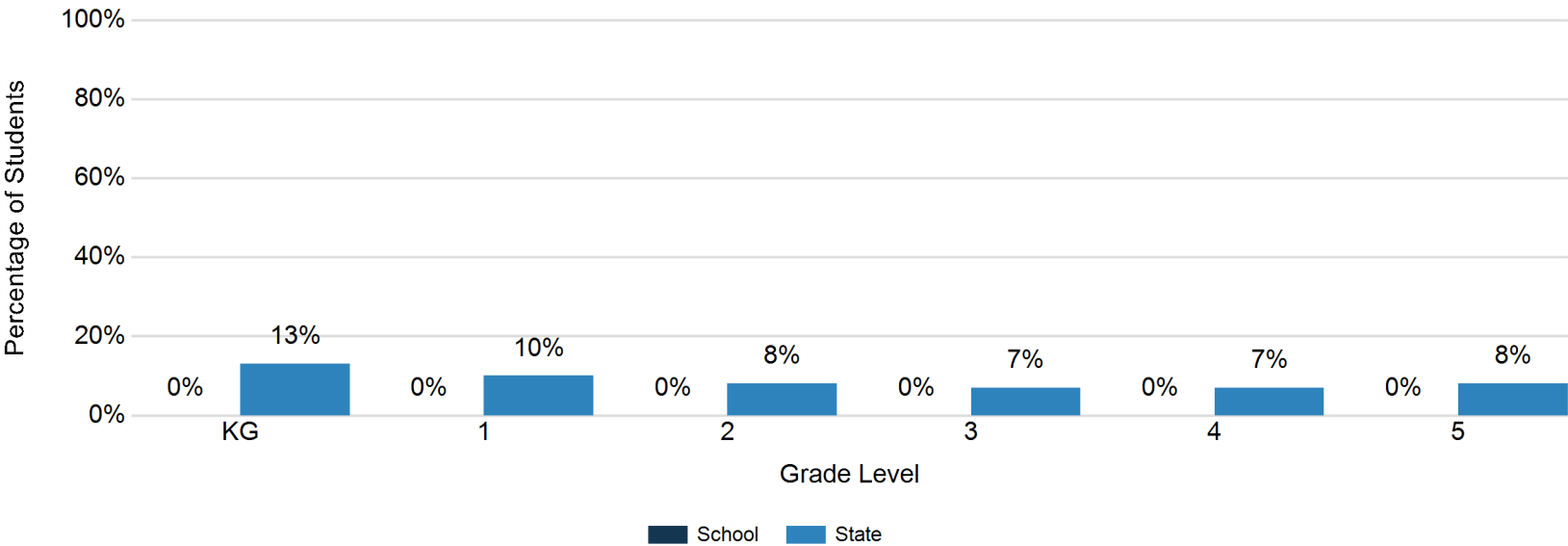This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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	30.0%	56.6%	Not Met

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	81.8%	18.2%
3-4	13	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	35	38	3
White	25	42	29	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	17	44	39	0
Male	32	26	37	5
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

Alan B. Shepard Elementary School

(23-3845-082)

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	0	0	8.9	Met
White	0	0	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	0	0		
Male	0	0		
Economically Disadvantaged Students	0	0	8.9	Met
Students with Disabilities	0	0	8.9	Met
English Learners	0	0	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

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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.

School | State

Alan B. Shepard Elementary School

(23-3845-082)

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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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.42

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Alan B. Shepard Elementary School
(23-3845-082)
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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	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Alan B. Shepard Elementary School

(23-3845-082)

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	12:1
Students to Administrators	239:1	222:1
Teachers to Administrators	29:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

Alan B. Shepard Elementary School

(23-3845-082)

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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	89.7%	0.0%	48.4%	77.1%	54.9%
Male	49.0%	10.3%	100.0%	51.6%	22.9%	45.1%
White	54.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	20.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

Alan B. Shepard Elementary School

(23-3845-082)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 55%

Admin: N/A

Master's Degree

Teacher: 45%

Admin: 100%

Doctoral Degree

Teacher: 0%

Admin: 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

Alan B. Shepard Elementary School

(23-3845-082)

Grades Offered: KG-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

(23-3845-082)

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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.

Alan B. Shepard Elementary School

(23-3845-082)

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2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.8%	62.8%	57.6%
Math Proficiency	68.3%	54.3%	59.2%
ELA Growth	62	50	47
Math Growth	65	51	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.7%	30.0%
Chronic Absenteeism	4.7%	6.3%	0.0%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• 2016-2020 National School of Character -- this is the second time Shepard School has received this honor • Recognized by Princeton University as an ongoing community action partner in its Pace Center for Civic Engagement • Featured in NJ Classroom Closeup for its Play Unified Program – an inclusive program for children of all abilities and recognized as a Unified Champion School by Special Olympics
Mission, Vision, Theme:	The Alan B Shepard Elementary School is dedicated to creating an atmosphere of mutual respect where emerging knowledge is fostered, respected and shared. The students at Shepard pledge each day to: share, help, empower every person, promote positive character, accept others, respect all and do their best.
Awards, Recognition, Accomplishments:	State and National School of Character in 2011 with a requalification for both titles in 2016. Awarded several promising practices by Character.Org. Featured in NJN's Classroom Closeup for 3 practices: Number the Stars Holocaust Education Project, Shark News anchored by Shepard's ESL students and the Play Unified Integrated Play Program. Ongoing partner with Princeton University's Pace Center for Civic Engagement, Program for Community-Engaged Scholarship, and Engineers without Borders

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Courses, Curriculum, Instruction:	The curriculum and instruction at Shepard are guided by the NJ Learning Standards. Achievement is measured by clearly established benchmarks. Projects and hands on learning are included as part of instruction. Skills such as Critical Thinking, Problem Solving, Communication, Collaboration, Creativity and Innovation are all targeted.
Clubs and Activities:	There are several opportunities for student engagement and participation at Shepard. The Student Council, K Kids Club, Safety Patrol, Choir, Art Club, Running Club, and our Play Unified Partners are all opportunities where students can cultivate leadership, friendships, and a variety of other critical social skills.

NJ SCHOOL PERFORMANCE REPORT

Alan B. Shepard Elementary School

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Before and After School Programs:	In collaboration with the Parks and Recreation Department of the Township of Old Bridge, our non-profit Before and After Care Program offers affordable childcare for students beginning at 7:00 am and ending at 6:00 pm. Supported by parent tuition fees only, all Shepard students are eligible to attend. Activities include 45 minutes of homework time followed by organized games, crafts, and movies.
Staff and Professional Learning:	A variety of opportunities for teachers and staff to continue professional learning are offered by both the district and the school. There are two in-service days that are built into the district calendar as well as several Professional Learning Community Days that focus on more building specific needs. In addition, staff members have the opportunity to take 2 professional development days during the year and have access to Frontline, an online professional development facilitation platform.

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Alan B. Shepard Elementary School

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2018-2019

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Student Supports and Services:	A set of comprehensive services are offered at our school to address the needs of diverse learners. The Department of Special Services oversees our Resource and Multiply Disabled Program. An RTI program is also utilized to monitor progress and help students who are not classified. A robust ESL program is present at Shepard and G&T services are also available for students who qualify.
Student Health and Wellness:	Our nursing staff conducts general screenings including vision, hearing and scoliosis. Immunization records are monitored and communication is consistently maintained with parents. Free Breakfast and Lunch is offered to eligible students. Reduced and full price meals are also available for purchase. Physical education requirements are met by both in-class activities and weekly Physical Education activities and instruction.
Parent and Community Involvement:	A vibrant PTA enhances all aspects of our School. Parents are encouraged to join and participate. The PTA provides extra curricular activites and events during the course of the year that help foster community involvement. A Parent Advisory Council and School Safety Team also meet regularly with the building Principal in an effort to gain community and parental insight.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is administered on bi-annual basis. The results are analyzed by school administration and are used to effect change. The results are also reviewed by the Parent Advisory Council, the Teacher Advisory Council and the ScIP team. Changes and improvements are discussed collaboratively.
Facilities:	The building facility has air conditioned instructional classrooms and smartboard technology in each instructional classroom. The Gymnasium and Lunchroom are also air conditioned. The Playground Equipment has components that encourage inclusive play, and improvements are made to the entire facility annually.
School Safety:	The school and district have established partnerships with local Law Enforcement that have advanced the security of the schools. Professional Development on safety and security topics are part of staff and administration protocol.

Alan B. Shepard Elementary School

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Technology and STEM:	Teachers in varous grades present STEM and STEAM related topics in a variety of styles and lessons. Integration of the available technology occurs progressively from K-5. Students become familiar with Bee Bots, and OzoBots. A 3-D printer is also utilized for select projects in the school.

Alan B. Shepard Elementary School

(23-3845-082)

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2018-2019

School Narrative

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	Other Information	Shepard elementary is one of 12 elementary schools in the Old Bridge Township Public School District. Its dedicated staff included over 30 skilled professionals. The philosophy of Shepard School is derived from the "Mission Statement" of the Old Bridge Township Public Schools. Our focus is pupil-centered and our programs and activites are designed to address the academic, social and emotional needs of all our students.

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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:

Carl Sandburg Middle School

(23-3845-103)

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.

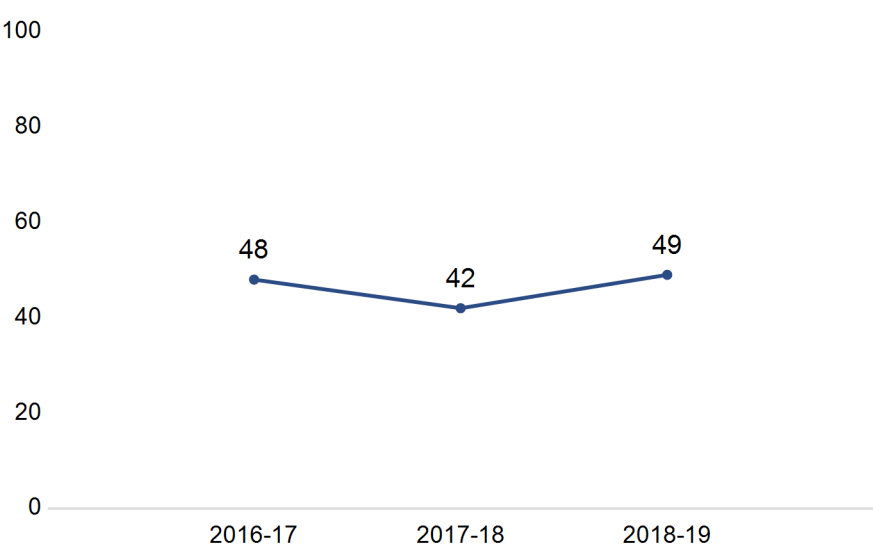| Type	Contact Information
County	Middlesex
District	Old Bridge Township School District
Principal Name	Mrs. Martha Simon
Address	3439 ROUTE 516 OLD BRIDGE, NJ 08857
Phone Number	732-360-4400
Email Address	Martha.Simon@obps.org
Website	https://oldbridgeadmin.org/Domain/858
Twitter	https://twitter.com/angziemba

Carl Sandburg 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	368	335	348
7	358	365	333
8	412	358	366
Total	1,138	1,058	1,047

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	48.9%	49.0%
Male	50.1%	51.1%	51.0%
Economically Disadvantaged Students	28.3%	25.9%	24.4%
Students with Disabilities	14.0%	16.6%	16.0%
English Learners	1.9%	2.8%	2.4%
Homeless Students	0.3%	0.4%	0.3%
Students in Foster Care	0.1%	0.2%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	56.9%	59.5%	58.5%
Hispanic	12.7%	12.0%	12.4%
Black or African American	10.5%	9.5%	8.8%
Asian	19.4%	18.2%	19.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.8%	1.1%

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	88.3%
Spanish	1.7%
Arabic	1.5%
Urdu	1.1%
Russian	1.0%
Other Languages	6.4%

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

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2018-2019

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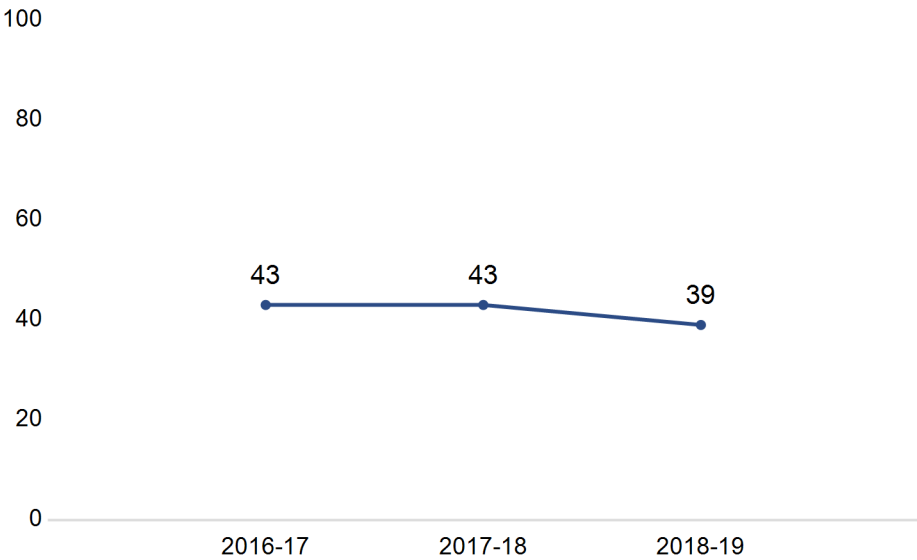- **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

- 2016-17: 48
- 2017-18: 42
- 2018-19: 49

Math Median Student Growth Percentile

- 2016-17: 43
- 2017-18: 43
- 2018-19: 39

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	42	49	43	43	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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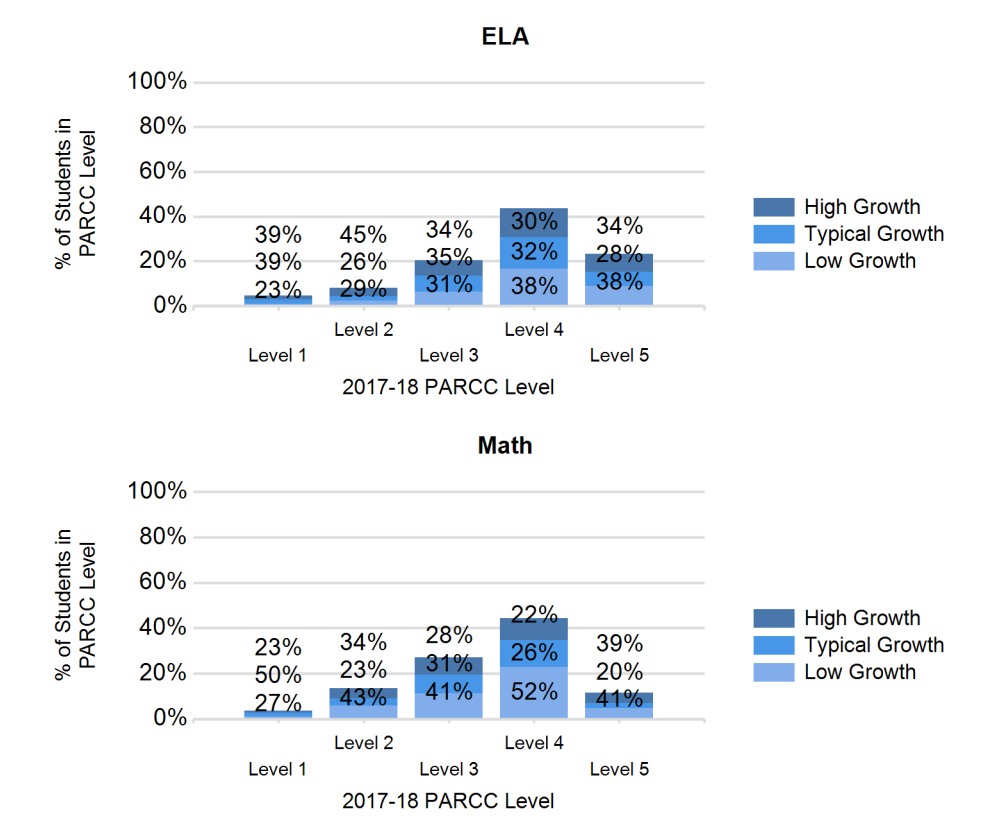**†** This indicates a table specific note, see note below table

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

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

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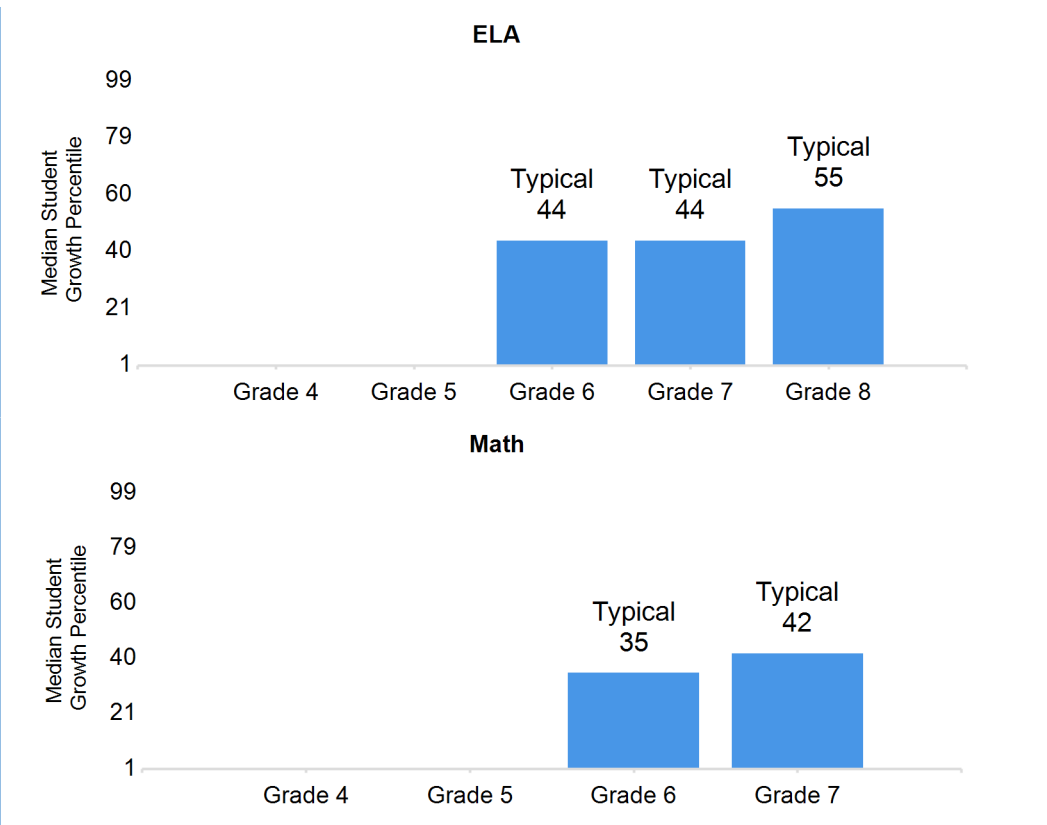
Student Growth

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

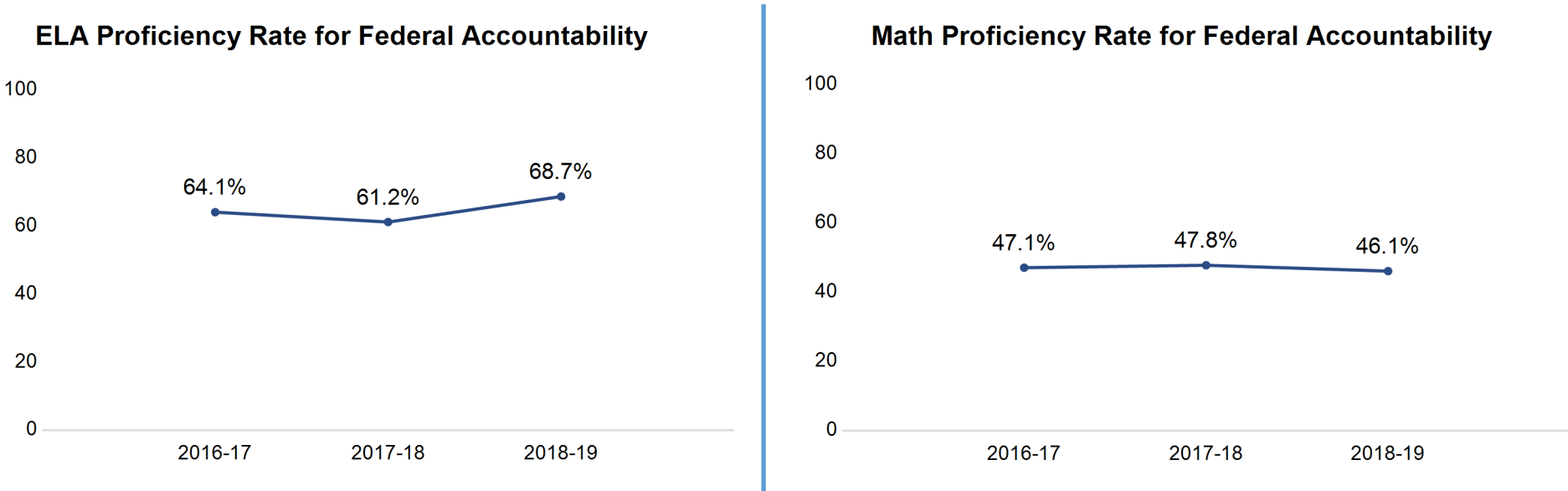| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	50	50	Met Standard	39	51	50	Not Met
White	49	49	50	Met Standard	36	50	52	Not Met
Hispanic	48	49	49	Met Standard	39	51	47	Not Met
Black or African American	44	48.5	45	Met Standard	35	47	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	53	59	59	Met Standard	47	61	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	50	53.5	53	N	36	52	50	N
Male	47	47	47	N	42	51	51	N
Economically Disadvantaged Students	51.5	52	48	Met Standard	38.5	49	46	Not Met
Students with Disabilities	50.5	44	43	Met Standard	36	47	45	Not Met
English Learners	63.5	57.5	52	Exceeds Standard	43	56	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg 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 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

Carl Sandburg Middle School

(23-3845-103)

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

- 2016-17: 64.1%
- 2017-18: 61.2%
- 2018-19: 68.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 47.1%
- 2017-18: 47.8%
- 2018-19: 46.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	97.5%	98.5%	98.0%	97.8%	98.5%
Proficiency Rate for Federal Accountability	64.1%	61.2%	68.7%	47.1%	47.8%	46.1%
Annual Target	59.8%	60.8%	61.9%	46.8%	48.6%	50.3%
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.
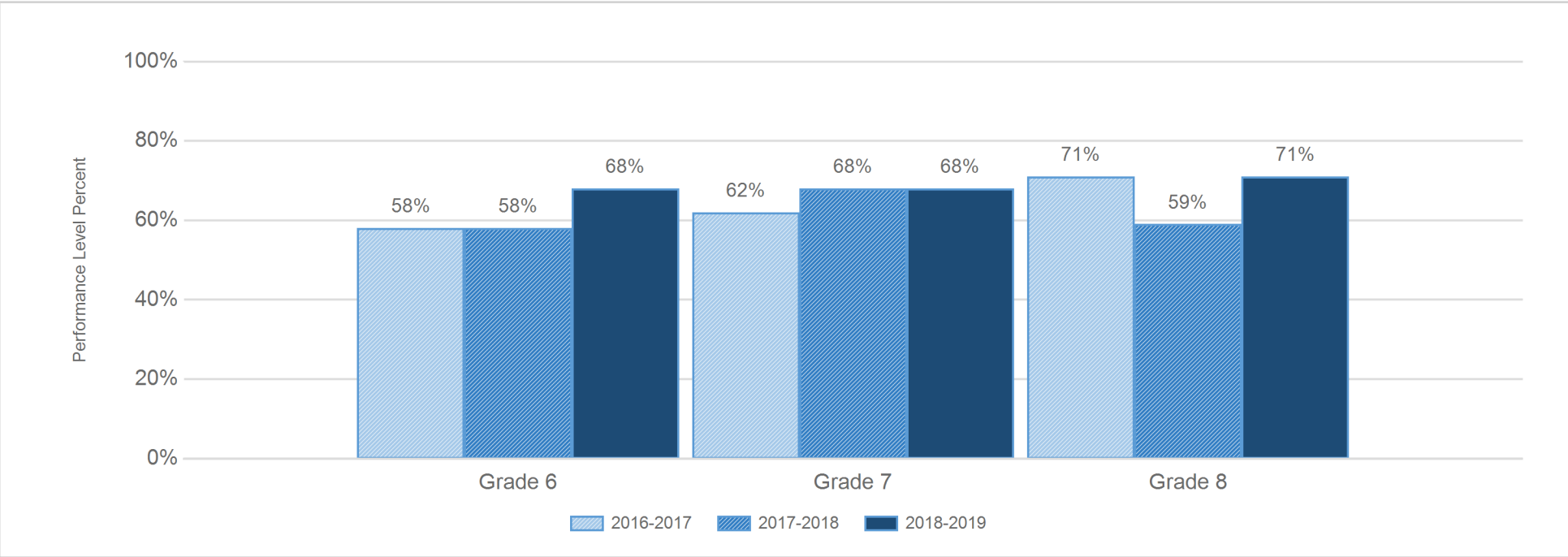
7

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

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	997	98.5	68.7	62.4	57.9	68.7	61.9	Met Target
White	588	98.3	68.9	61.7	66.9	68.9	62.3	Met Target
Hispanic	121	99.2	55.4	*	43.9	55.4	46.3	Met Target
Black or African American	90	98.9	65.6	55.3	38.5	65.6	48.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	186	98.0	79.6	77.7	82.9	79.6	75	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	50.0	*	64.4	50.0	**	**
Female	485	98.4	76.5	70.7	64.8	76.5		
Male	512	98.5	61.3	54.6	51.3	61.3		
Economically Disadvantaged Students	227	99.6	56.4	*	40.0	56.4	46.2	Met Target
Non-Economically Disadvantaged Students	770	98.1	72.3	*	67.9	72.3		
Students with Disabilities	152	93.4	16.4	19.2	22.7	16.3	24.6	Not Met
Students without Disabilities	845	99.4	78.1	70.9	65.1	78.1		
English Learners	50	100.0	46.0	46.4	29.3	46.0	24.2	Met Target
Non-English Learners	947	98.4	69.9	63.4	60.6	69.9		
Homeless Students	*	*	*	41.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

Carl Sandburg Middle School

(23-3845-103)

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.

Carl Sandburg Middle School

(23-3845-103)

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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	329	764	758	754	*	*	20%	49%	19%	68%	56%
White	181	760	757	762	*	*	24%	49%	15%	65%	65%
Hispanic	46	756	751	743	0%	*	22%	*	*	65%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	69	782	776	780	*	*	*	43%	39%	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	158	768	763	762	*	*	18%	51%	22%	73%	64%
Male	171	760	754	748	*	*	22%	47%	17%	64%	48%
Economically Disadvantaged Students	88	753	747	740	*	*	24%	*	*	57%	39%
Non-Economically Disadvantaged Students	241	768	762	763	*	*	19%	*	*	73%	67%
Students with Disabilities	40	725	722	722	*	*	30%	*	*	13%	19%
Students without Disabilities	289	769	765	761	*	*	19%	*	*	76%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

Carl Sandburg Middle School

(23-3845-103)

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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	326	763	765	761	7%	7%	18%	41%	27%	68%	63%
White	192	761	764	769	7%	7%	17%	45%	24%	69%	72%
Hispanic	37	753	753	747	*	*	*	*	*	49%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	68	777	782	790	*	*	15%	34%	44%	78%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	154	775	776	769	*	*	14%	40%	39%	79%	71%
Male	172	752	753	753	*	*	22%	42%	17%	59%	55%
Economically Disadvantaged Students	66	747	750	743	*	*	26%	*	*	53%	45%
Non-Economically Disadvantaged Students	260	767	767	771	*	*	16%	*	*	72%	73%
Students with Disabilities	52	723	726	720	*	*	29%	*	*	21%	22%
Students without Disabilities	274	770	771	769	*	*	16%	*	*	77%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

Carl Sandburg Middle School
(23-3845-103)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

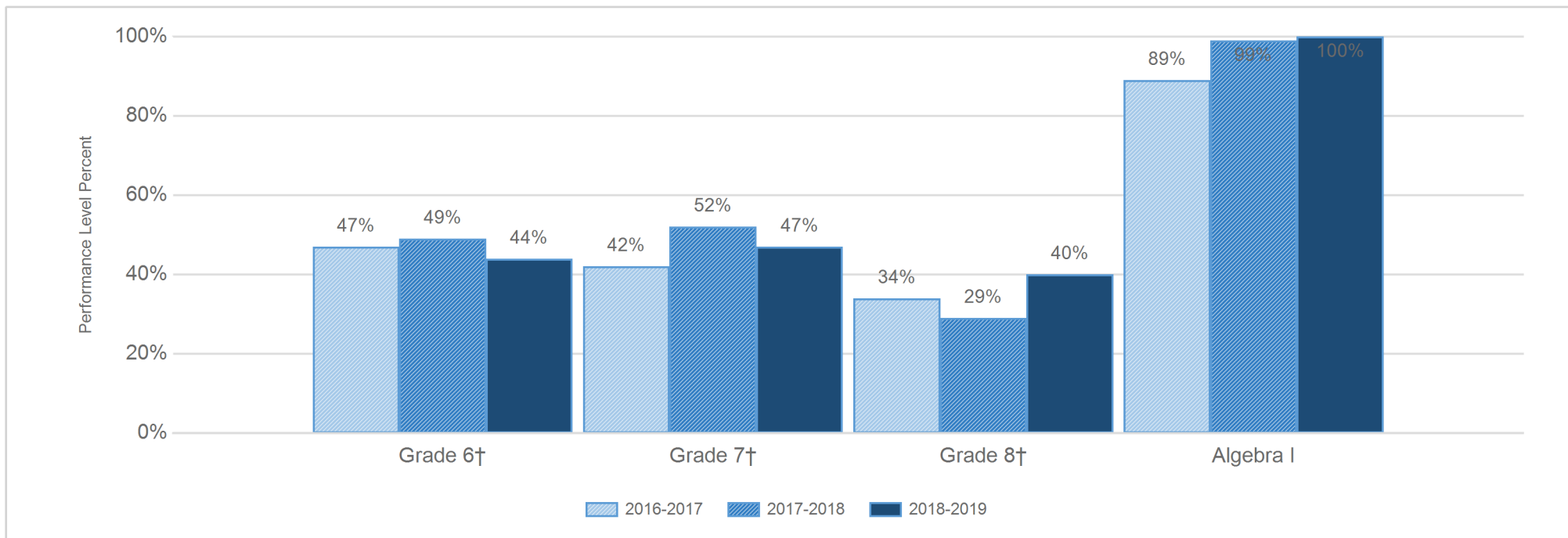| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	351	770	768	762	5%	7%	18%	43%	28%	71%	63%
White	218	771	767	770	*	*	16%	45%	28%	73%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	57	784	787	794	*	*	18%	35%	42%	77%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	179	779	778	771	*	*	16%	45%	34%	79%	71%
Male	172	760	758	753	*	*	20%	41%	22%	63%	55%
Economically Disadvantaged Students	76	758	754	743	*	*	26%	41%	18%	59%	45%
Non-Economically Disadvantaged Students	275	773	771	772	*	*	15%	44%	31%	74%	72%
Students with Disabilities	51	722	720	721	*	*	31%	*	*	16%	22%
Students without Disabilities	300	778	777	770	*	*	15%	*	*	80%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1000	98.5	46.1	48.1	44.5	46.1	50.3	Not Met
White	588	98.2	46.6	47.5	54.1	46.6	48.6	Met Target†
Hispanic	121	99.2	32.2	*	28.8	32.2	32.7	Met Target†
Black or African American	92	100.0	26.1	37.0	23.0	26.1	42.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	98.0	64.7	67.0	76.5	64.7	67.4	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	25.0	*	53.3	25.0	**	**
Female	486	98.2	47.3	49.7	44.9	47.3		
Male	514	98.7	44.9	46.6	44.2	44.9		
Economically Disadvantaged Students	229	100.0	33.6	*	26.3	33.6	34.7	Met Target†
Non-Economically Disadvantaged Students	771	98.0	49.8	*	54.9	49.8		
Students with Disabilities	154	94.6	*	16.9	17.4	*	22.4	Not Met
Students without Disabilities	846	99.2	*	54.3	50.0	*		
English Learners	52	98.2	30.8	39.2	25.0	30.8	21.1	Met Target
Non-English Learners	948	98.5	46.9	48.6	46.5	46.9		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(23-3845-103)

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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.

14

NJ SCHOOL PERFORMANCE REPORT

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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	331	746	745	741	5%	18%	34%	35%	9%	44%	41%
White	182	744	744	749	5%	19%	34%	35%	7%	42%	51%
Hispanic	46	738	737	729	*	*	35%	35%	0%	35%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	69	765	762	769	*	*	28%	41%	22%	62%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	158	745	744	742	*	22%	34%	*	*	41%	42%
Male	173	748	746	740	*	14%	33%	*	*	46%	40%
Economically Disadvantaged Students	89	736	734	726	*	27%	34%	*	*	30%	21%
Non-Economically Disadvantaged Students	242	750	748	750	*	14%	33%	*	*	48%	53%
Students with Disabilities	41	713	715	716	*	*	*	*	*	*	12%
Students without Disabilities	290	751	751	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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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	329	748	749	744	5%	15%	33%	36%	11%	47%	42%
White	193	747	748	751	*	14%	34%	*	*	47%	53%
Hispanic	37	741	740	733	*	*	32%	*	*	35%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	69	760	767	768	*	*	23%	33%	28%	61%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	156	750	752	744	*	13%	32%	*	*	50%	42%
Male	173	746	747	743	*	17%	33%	*	*	44%	42%
Economically Disadvantaged Students	67	737	739	731	*	25%	33%	*	*	34%	24%
Non-Economically Disadvantaged Students	262	751	752	751	*	13%	32%	*	*	50%	53%
Students with Disabilities	54	718	718	718	*	*	20%	*	*	15%	13%
Students without Disabilities	275	754	755	749	*	*	35%	*	*	53%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

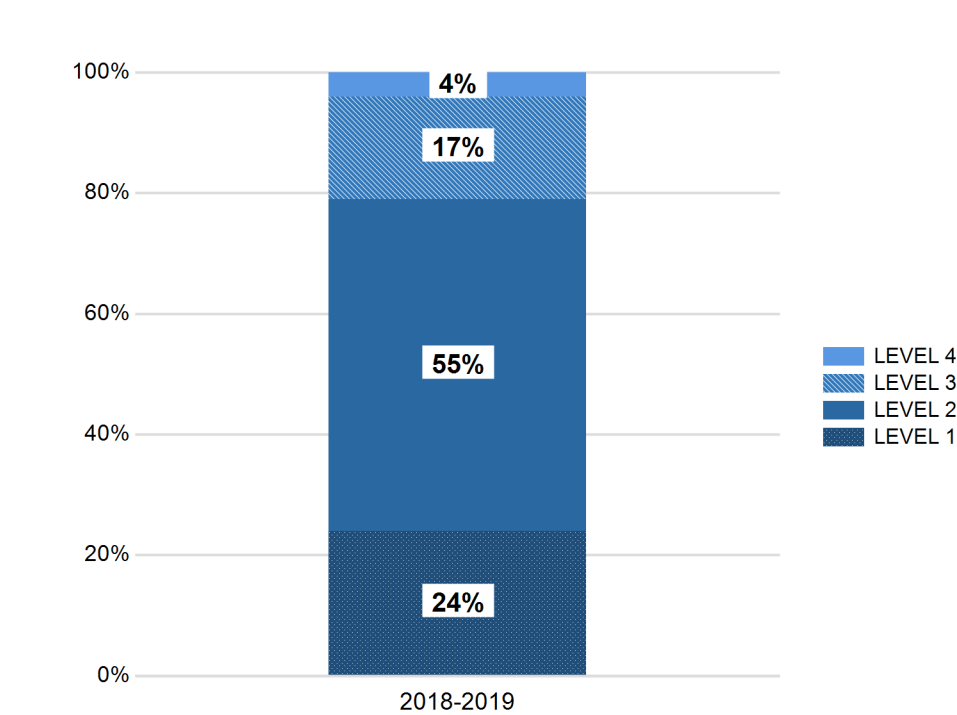| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	738	741	728	13%	22%	25%	*	*	40%	29%
White	188	740	741	737	9%	23%	24%	*	*	44%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	36	730	*	714	*	*	31%	*	*	25%	15%
Asian, Native Hawaiian, or Pacific Islander	40	749	755	747	*	*	25%	53%	0%	53%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	153	741	744	731	8%	21%	28%	*	*	42%	31%
Male	148	735	737	726	18%	23%	22%	*	*	38%	27%
Economically Disadvantaged Students	72	733	734	719	21%	18%	28%	*	*	33%	20%
Non-Economically Disadvantaged Students	229	739	742	735	10%	23%	24%	*	*	42%	36%
Students with Disabilities	50	709	710	707	*	*	*	*	*	*	10%
Students without Disabilities	251	744	748	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

Carl Sandburg Middle School

(23-3845-103)

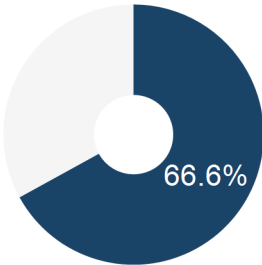Grades Offered: 06-08

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	48	788	735	744	0%	0%	0%	*	*	100%	42%
White	28	787	735	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	719	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	17	790	756	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	25	786	737	745	0%	0%	0%	*	*	100%	44%
Male	23	790	735	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	721	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	740	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	48	788	741	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	714	710	N	N	N	N	N	N	*
Non-English Learners	48	788	736	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	81.8%	18.2%
3-4	*	*	*
5 or more	N	N	N

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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

NJSLA Science Assessment: Grade 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	55	17	4
White	23	58	17	3
Hispanic	38	54	5	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	49	32	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	59	17	3
Male	29	50	17	4
Economically Disadvantaged Students	36	55	9	0
Non-Economically Disadvantaged Students	21	55	20	5
Students with Disabilities	80	18	0	2
Students without Disabilities	15	61	20	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

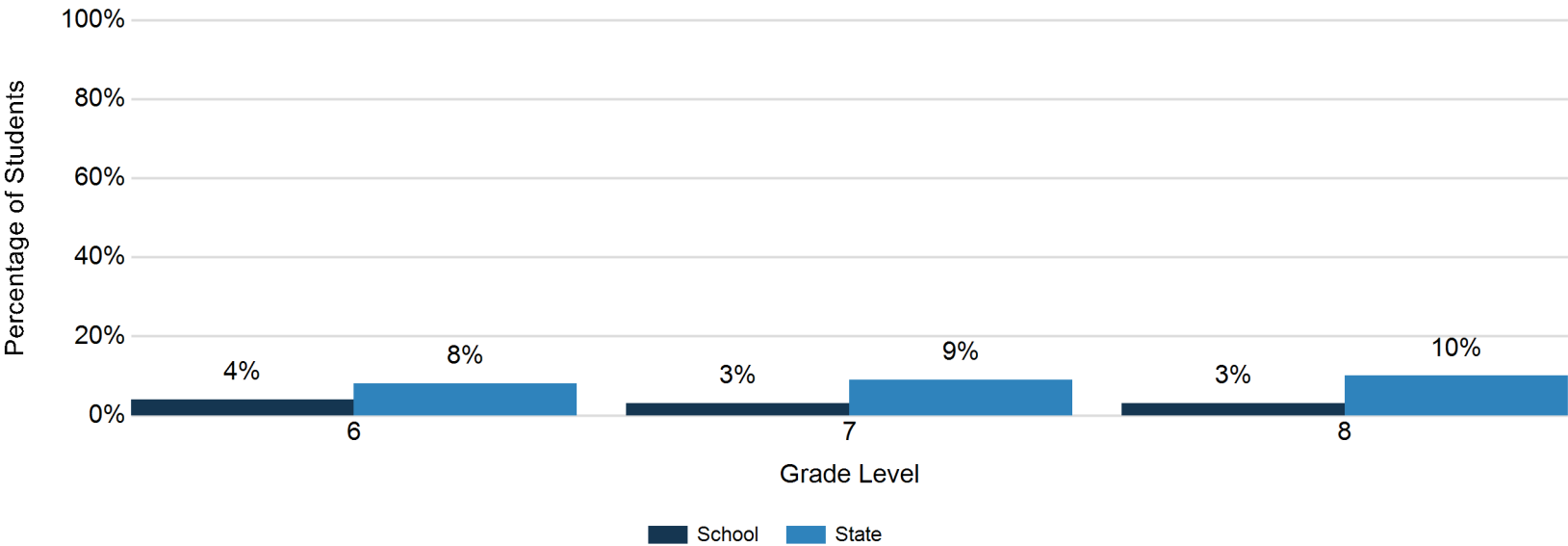**NJ SCHOOL PERFORMANCE REPORT**

Carl Sandburg Middle School
(23-3845-103)
Grades Offered: 06-08
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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	349
7	0	0	331
8	48	0	318
Total	48	0	998

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	287	283	287	0	288	289	0
7	308	304	310	0	306	307	0
8	127	26	33	0	40	8	0
Total	722	613	630	0	634	604	0

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

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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

66.6% School

90.9% State

Students enrolled in one or more classes by discipline:

MUSIC	School	66.6%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	0.0%
	State	70.0%

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	3.3	9.1	Met
White	25	4.1	9.1	Met
Hispanic	3	2.4	9.1	Met
Black or African American	2	2.2	9.1	Met
Asian, Native Hawaiian, or Pacific	4	2.0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	13	2.6		
Male	21	3.9		
Economically Disadvantaged Students	13	5.1	9.1	Met
Students with Disabilities	16	9.7	9.1	Not Met
English Learners	0	0	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

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Grades Offered: 06-08

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.

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	1
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.29

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	3	3
Disability	0	0	0
Other	2	0	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	52	5.0%
Out-of-School Suspensions	36	3.4%
Any Suspension	80	7.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
138

Carl Sandburg Middle School
(23-3845-103)
Grades Offered: 06-08
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	8:05 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 35 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

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

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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	93	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	89.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	349:1	222:1
Teachers to Administrators	31:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	79.6%	66.7%	48.4%	77.1%	54.9%
Male	51.0%	20.4%	33.3%	51.6%	22.9%	45.1%
White	58.5%	92.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.4%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.8%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	19.1%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 29%
Admin N/A

Master's Degree

Teacher 71%
Admin 67%

Doctoral Degree

Teacher 0%
Admin 33%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%

Carl Sandburg Middle School

(23-3845-103)

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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.

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	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.

Carl Sandburg Middle School

(23-3845-103)

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2018-2019

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.1%	61.2%	68.7%
Math Proficiency	47.1%	47.8%	46.1%
ELA Growth	48	42	49
Math Growth	43	43	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.1%	63.6%
Chronic Absenteeism	8.8%	10.9%	3.3%

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

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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

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

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

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

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

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

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

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

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.

Carl Sandburg Middle School
(23-3845-103)
Grades Offered: 06-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

34

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School
(23-3845-103)
Grades Offered: 06-08
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:	• New Jersey State School of Character and National School of Character. • Curriculum includes ELA, math, science, social studies, 4 options for World Language Grades 6-7, 5 WL options Grade 8, 5 options for related arts. • Award winning band, orchestra and choir.
Mission, Vision, Theme:	Carl Sandburg Middle School is a diverse community of 6th, 7th and 8th graders. Our mission is to provide outstanding academic, social, and creative opportunities for students to thrive. Our school theme, "Relationships Matter", reflects the commitment to build connections with students and families.
Awards, Recognition, Accomplishments:	Carl Sandburg Middle School has received the distinction as both a State and National School of Character by character.org. Additional recognition includes award winning instrumental and vocal music programs. Our Peer Mediation Program has been recognized by the NJ State Bar Association as an outstanding service model. Our students compete in the NJ State Bar Association Mock Trial, Academic Team competitions, National Geography Bees, and National Spelling Bees.

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	Enriched and Honors level math courses are offered at every grade level. ELA honors courses begin in 7th grade. 8th graders have honors options in all core subjects, including the option to complete Algebra I. World languages include German, French, Italian, Spanish, and Chinese. Related arts include fabrication, family and consumer science, computer literacy & computer graphic arts, music, and art.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Play Unified athletics club partners students with special needs with peer volunteers.
Clubs and Activities:	Academic Team, Builders Club (Kiwanis Int.), Chinese Club, French Club, Cougars Helping Animals, Debate Club, Environmental Club, National Junior Honor Society, Cougar Chronicle (newspaper),Peer Leadership, Spring Musical, Student Council, Tabletop Gaming, Yearbook, Yoga Club.

Carl Sandburg Middle School

(23-3845-103)

Grades Offered: 06-08

2018-2019

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School Narrative

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Before and After School Programs:	Acadmic support for at-risk learners is offered for mathematics and English Language Arts. Support is provided three days a week for ELL students for reading, writing and math.

NJ SCHOOL PERFORMANCE REPORT

Carl Sandburg Middle School

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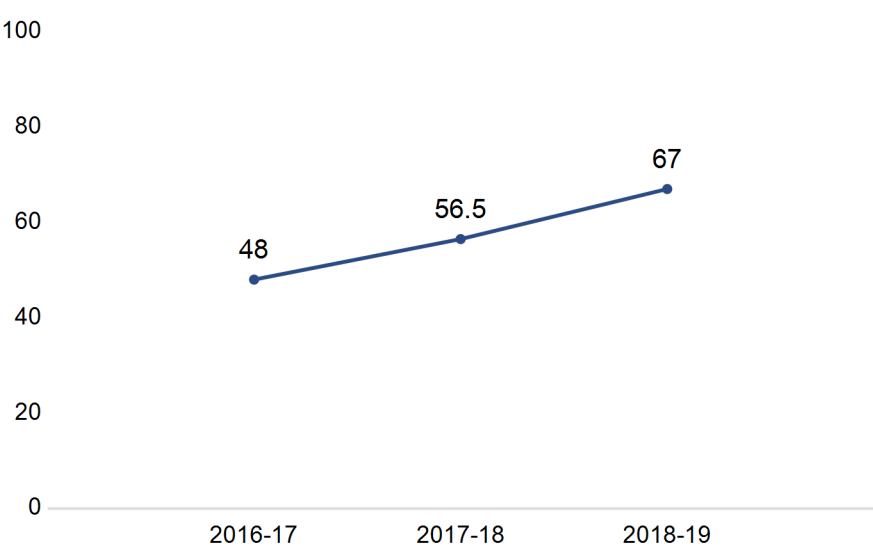|	
Climate Surveys:	Who is surveyed: Students, Parents, Teachers School climate surveys are conducted a minimum of twice a year. Survey results are used to identify areas for improvement, to implement new ideas and programs, and to closely monitor the academic, social and emotional climate and culture of the school.

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
Grades Offered: KG-05
2018-2019

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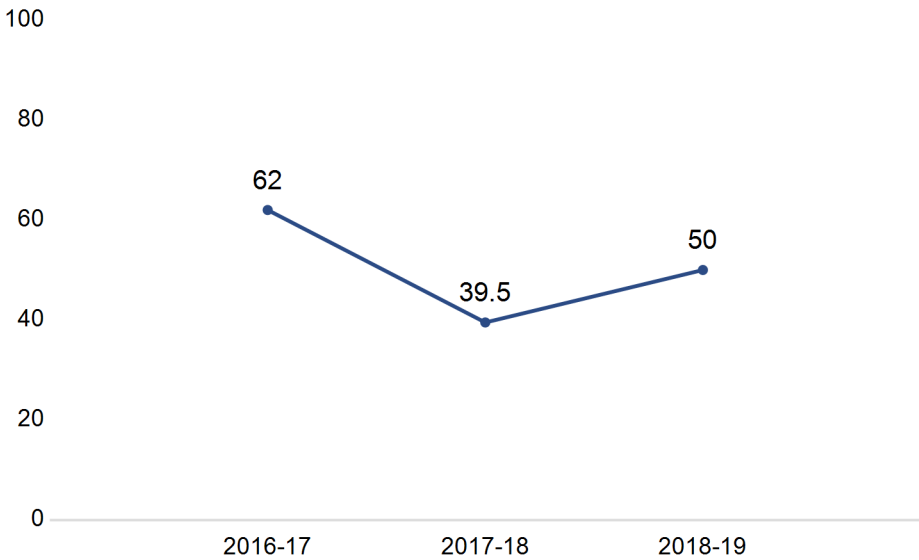 **†** This indicates a table specific note, see note below table

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	Middlesex
District	Old Bridge Township School District
Principal Name	Dr. Ferry
Address	111 ROUTE 34 MATAWAN, NJ 07747-3450
Phone Number	732-360-4552
Email Address	thomas.ferry@obps.org
Website	https://www.oldbridgeadmin.org/Domain/198

NJ SCHOOL PERFORMANCE REPORT

Cheesequake 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	41	47	45
1	56	43	45
2	47	56	44
3	46	49	57
4	42	48	51
5	52	42	42
Total	284	285	284

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.2%	46.7%	44.4%
Male	52.8%	53.3%	55.6%
Economically Disadvantaged Students	35.9%	31.9%	29.6%
Students with Disabilities	14.4%	11.2%	12.0%
English Learners	6.7%	8.4%	8.1%
Homeless Students	0.4%	0.0%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.0%	46.7%	46.8%
Hispanic	10.2%	12.3%	12.7%
Black or African American	11.3%	11.6%	12.7%
Asian	27.5%	28.8%	26.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	0.7%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	41	47	45

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	72.9%
Urdu	4.9%
Spanish	4.2%
Gujarati	3.5%
Arabic	2.5%
Other Languages	12.0%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
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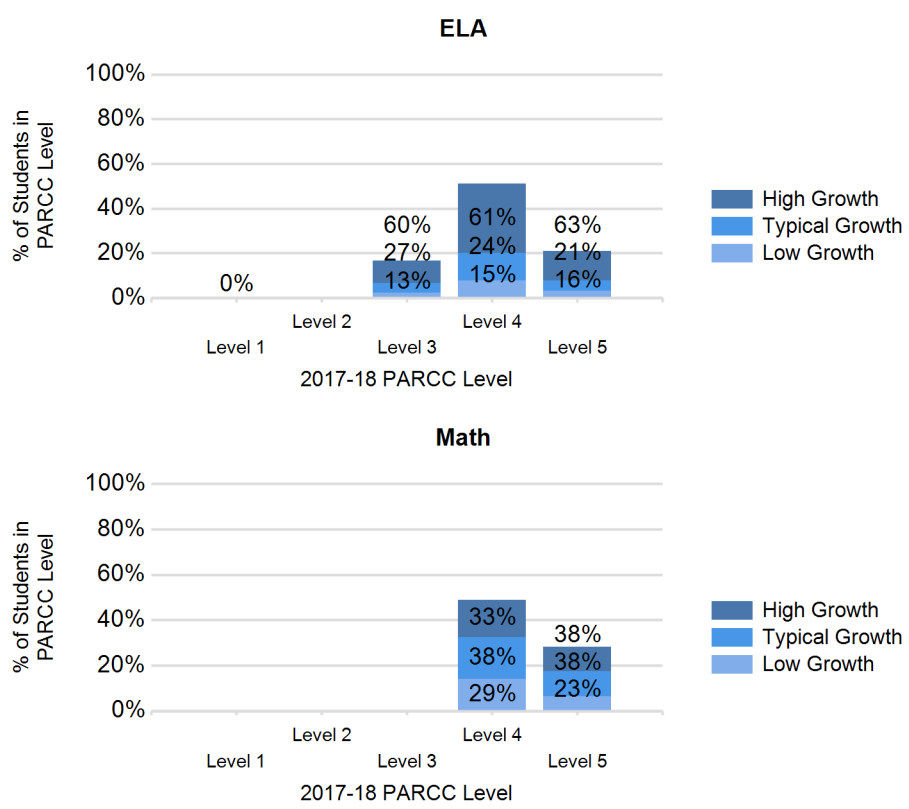† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

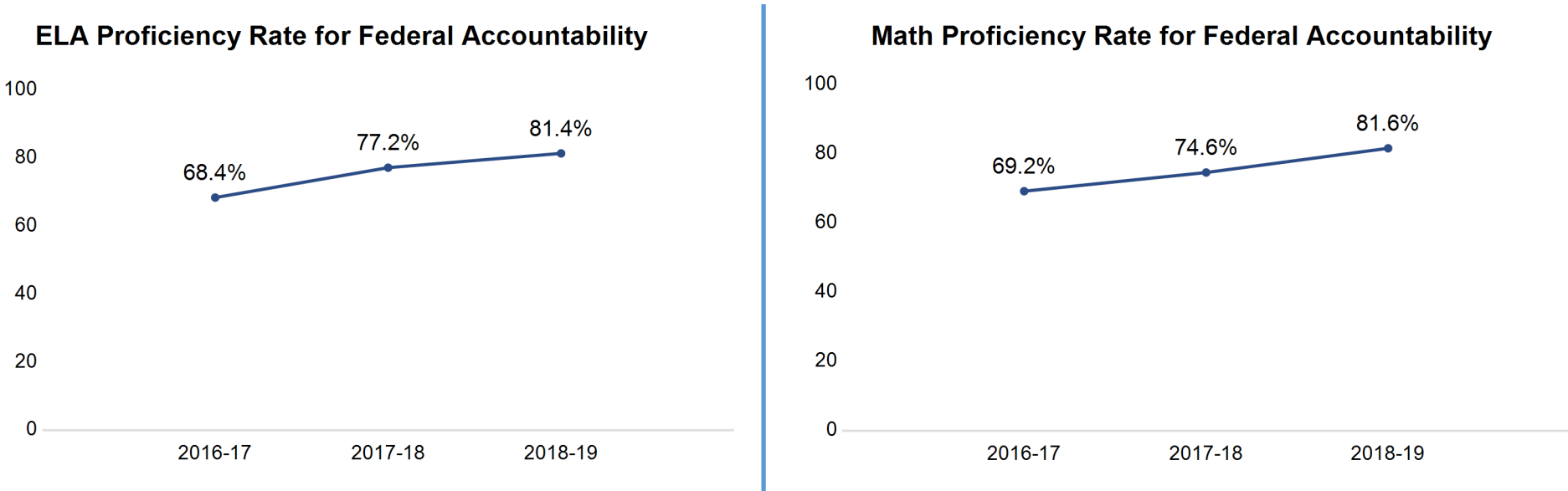| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	56.5	67	62	39.5	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	67	50	50	Exceeds Standard	50	51	50	Met Standard
White	68	49	50	Exceeds Standard	48.5	50	52	Met Standard
Hispanic	*	49	49	**	37	51	47	**
Black or African American	70	48.5	45	**	44	47	43	**
Asian, Native Hawaiian, or Pacific Islander	68	59	59	Exceeds Standard	62.5	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	67	53.5	53	N	47.5	52	50	N
Male	69	47	47	N	51	51	51	N
Economically Disadvantaged Students	67	52	48	Exceeds Standard	48	49	46	Met Standard
Students with Disabilities	62	44	43	**	48	47	45	**
English Learners	69	57.5	52	**	48	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
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2018-2019

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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
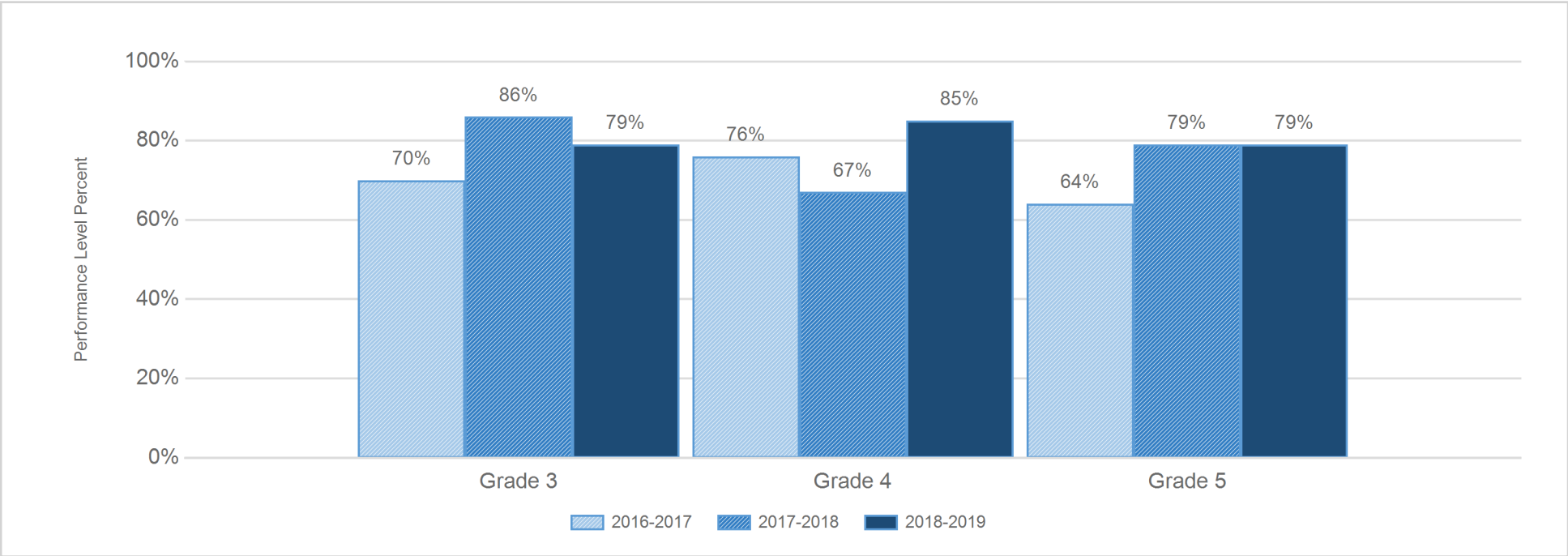

Math

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

68.4% (2016-17), 77.2% (2017-18), 81.4% (2018-19)

Math Proficiency Rate for Federal Accountability

69.2% (2016-17), 74.6% (2017-18), 81.6% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	68.4%	77.2%	81.4%	69.2%	74.6%	81.6%
Annual Target	77.1%	77.3%	77.4%	69.5%	70.0%	70.6%
Met Annual Target?	Not Met	Met Target†	Met Goal	Met Target†	Met Target	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	140	100.0	81.4	62.4	57.9	81.4	77.4	Met Goal
White	68	100.0	85.3	61.7	66.9	85.3	78.6	Met Goal
Hispanic	19	100.0	57.9	*	43.9	57.9	**	**
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	85.7	77.7	82.9	85.7	73.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	61	100.0	85.2	70.7	64.8	85.2		
Male	79	100.0	78.5	54.6	51.3	78.5		
Economically Disadvantaged Students	39	100.0	66.7	*	40.0	66.7	64.7	Met Target
Non-Economically Disadvantaged Students	101	100.0	87.1	*	67.9	87.1		
Students with Disabilities	21	100.0	38.1	19.2	22.7	38.1	35.7	Met Target
Students without Disabilities	119	100.0	89.1	70.9	65.1	89.1		
English Learners	21	100.0	52.4	46.4	29.3	52.4	56.2	Met Target†
Non-English Learners	119	100.0	86.6	63.4	60.6	86.6		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

8

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 3	70%	86%	79%
Grade 4	76%	67%	85%
Grade 5	64%	79%	79%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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	57	783	763	748	*	*	*	51%	28%	79%	50%
White	26	788	761	757	*	0%	*	*	*	88%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	779	776	773	*	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	784	771	753	*	*	*	*	*	79%	55%
Male	29	782	755	743	*	*	*	*	*	79%	46%
Economically Disadvantaged Students	14	767	750	731	*	*	*	*	*	64%	33%
Non-Economically Disadvantaged Students	43	788	767	759	*	*	*	*	*	84%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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

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

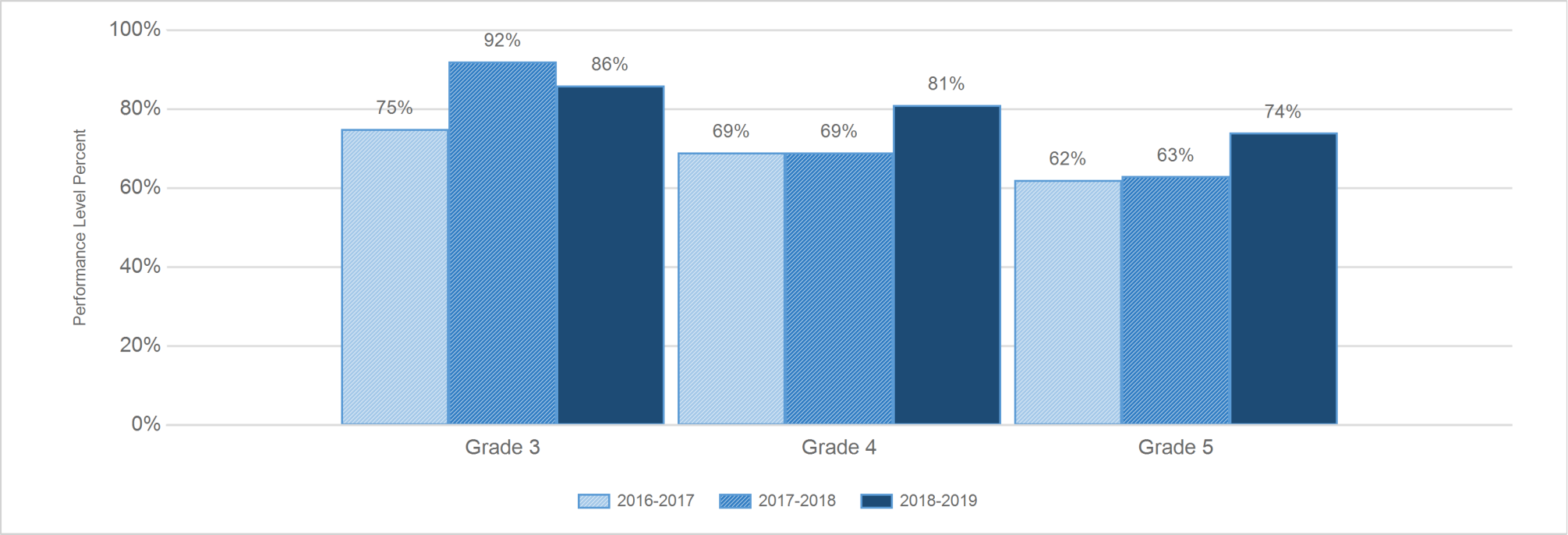| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	780	767	755	*	*	*	40%	45%	85%	57%
White	24	777	767	763	*	0%	*	46%	42%	88%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	794	780	779	*	*	0%	*	*	88%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	23	775	771	760	*	*	*	*	*	83%	62%
Male	30	783	764	750	*	*	*	*	*	87%	53%
Economically Disadvantaged Students	13	764	757	740	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	40	784	770	765	*	*	*	*	*	90%	69%
Students with Disabilities	10	751	732	725	*	*	*	*	*	60%	25%
Students without Disabilities	43	786	774	761	*	*	*	*	*	91%	64%
English Learners	N	N	736	720	N	N	N	N	N	N	17%
Non-English Learners	53	780	768	758	*	*	*	40%	45%	85%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

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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	42	774	767	756	*	*	*	52%	26%	79%	58%
White	22	772	764	764	*	*	*	*	*	77%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	15	790	776	761	*	*	*	*	*	93%	64%
Male	27	765	758	750	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	18	765	758	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	24	781	770	766	*	*	*	*	*	92%	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	*	*	733	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
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	141	100.0	81.6	48.1	44.5	81.6	70.6	Met Goal
White	69	100.0	87.0	47.5	54.1	87.0	68.4	Met Goal
Hispanic	19	100.0	47.4	*	28.8	47.4	**	**
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	85.7	67.0	76.5	85.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	62	100.0	79.0	49.7	44.9	79.0		
Male	79	100.0	83.5	46.6	44.2	83.5		
Economically Disadvantaged Students	39	100.0	71.8	*	26.3	71.8	59.6	Met Target
Non-Economically Disadvantaged Students	102	100.0	85.3	*	54.9	85.3		
Students with Disabilities	21	100.0	38.1	16.9	17.4	38.1	35.6	Met Target
Students without Disabilities	120	100.0	89.2	54.3	50.0	89.2		
English Learners	22	100.0	59.1	39.2	25.0	59.1	62.6	Met Target†
Non-English Learners	119	100.0	85.7	48.6	46.5	85.7		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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.

Grade 3: 2016-2017 75%, 2017-2018 92%, 2018-2019 86%
Grade 4: 2016-2017 69%, 2017-2018 69%, 2018-2019 81%
Grade 5: 2016-2017 62%, 2017-2018 63%, 2018-2019 74%

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

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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	57	781	765	752	*	*	*	39%	47%	86%	55%
White	26	786	762	760	*	*	0%	*	*	92%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	782	781	778	0%	*	*	*	*	80%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	775	767	751	*	*	*	*	*	86%	54%
Male	29	786	763	752	*	*	*	*	*	86%	56%
Economically Disadvantaged Students	14	769	755	737	*	*	*	*	*	79%	37%
Non-Economically Disadvantaged Students	43	785	768	761	*	*	*	*	*	88%	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	773	758	749	*	*	*	60%	21%	81%	51%
White	24	769	757	757	0%	*	*	*	*	88%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	17	790	775	776	*	*	0%	*	*	88%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	767	756	749	*	*	*	*	*	70%	50%
Male	30	778	759	749	*	*	*	*	*	90%	52%
Economically Disadvantaged Students	13	755	747	734	*	*	*	*	*	69%	32%
Non-Economically Disadvantaged Students	40	779	761	759	*	*	*	*	*	85%	63%
Students with Disabilities	10	747	737	726	*	*	*	*	*	60%	25%
Students without Disabilities	43	779	763	754	*	*	*	*	*	86%	56%
English Learners	N	N	735	722	N	N	N	N	N	N	18%
Non-English Learners	53	773	759	751	*	*	*	60%	21%	81%	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

(23-3845-105)

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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.

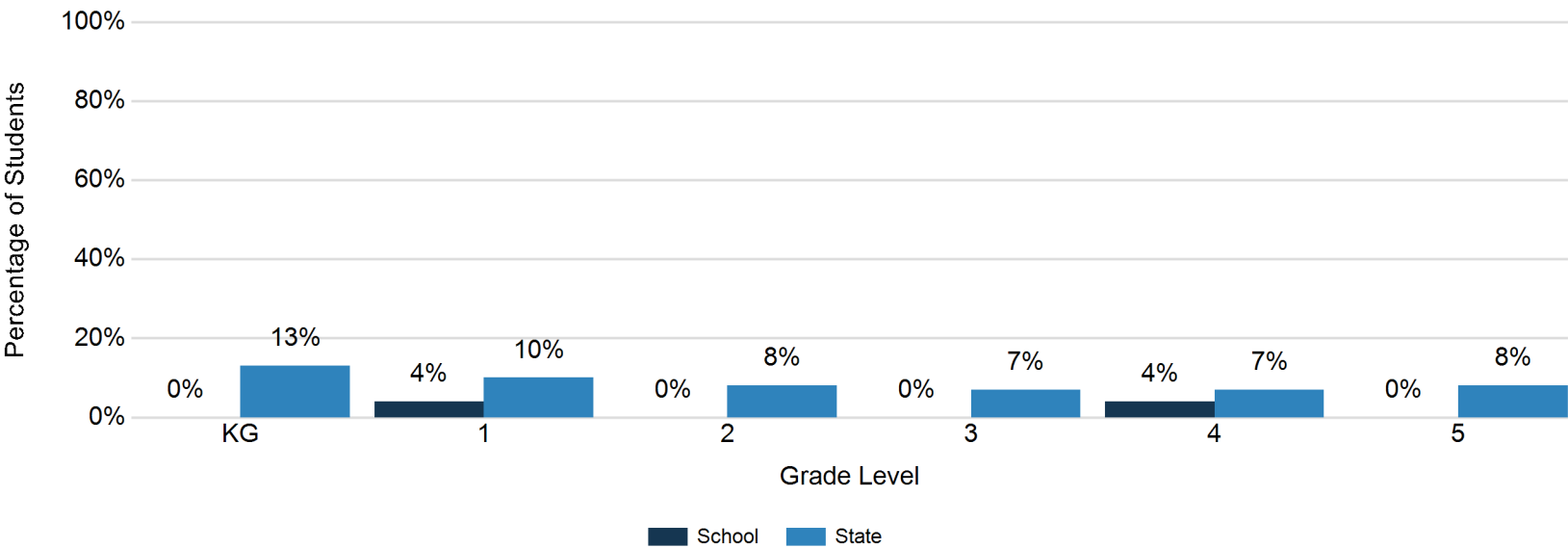| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	762	755	747	*	*	*	*	*	74%	47%
White	23	762	754	755	*	*	*	*	*	78%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	16	765	759	747	*	*	*	*	*	75%	47%
Male	27	760	752	747	*	*	*	*	*	74%	47%
Economically Disadvantaged Students	18	748	746	732	*	*	*	*	*	61%	27%
Non-Economically Disadvantaged Students	25	772	759	757	*	*	*	*	*	84%	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	732	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Cheesequake Elementary School
(23-3845-105)
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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	14	85.7%	14.3%
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	43	31	5
White	18	45	36	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	40	33	7
Male	22	44	30	4
Economically Disadvantaged Students	35	29	29	6
Non-Economically Disadvantaged Students	12	52	32	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

2018-2019

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	4	1.4	8.9	Met
White	3	2.2	8.9	Met
Hispanic	1	2.6	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	0	0		
Male	4	2.4		
Economically Disadvantaged Students	3	3.5	8.9	Met
Students with Disabilities	1	2.4	8.9	Met
English Learners	1	3.8	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs **Number of Absences**: 0 = 5%, 1-5 = 49%, 6-10 = 31%, 11-15 = 11%, Over 15 = 4%

20

Cheesequake Elementary School

(23-3845-105)

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.35

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	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	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
*

Cheesequake Elementary School

(23-3845-105)

Grades Offered: KG-05

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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 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	N

NJ SCHOOL PERFORMANCE REPORT

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	16.3	12.1
Average years experience in district	15.5	10.8
Percentage of Teachers with 4 or more years experience in the district	92.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	284:1	222:1
Teachers to Administrators	25:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	96.0%	0.0%	48.4%	77.1%	54.9%
Male	55.6%	4.0%	100.0%	51.6%	22.9%	45.1%
White	46.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	26.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 44%

Admin — N/A

Master's Degree

Teacher — 56%

Admin

Doctoral Degree

Teacher — 0%

Admin — 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%

Cheesequake Elementary School

(23-3845-105)

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2018-2019

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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.4%	77.2%	81.4%
Math Proficiency	69.2%	74.6%	81.6%
ELA Growth	48	56	67
Math Growth	62	40	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		84.6%	*
Chronic Absenteeism	5.3%	1.4%	1.4%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Cheesequake was named a 2017 National Blue Ribbon School by the United States Department of Education • Cheesequake is a National Title I Distinguished School, given this distinction as an Exemplary High Performing School. • Cheesequake is a National Model School of Character, as designated by Character.Org.
Mission, Vision, Theme:	Cheesequake's mission is to inspire the love of learning, embrace diversity, and cultivate a caring, respectful, supportive environment that is conducive to empowering individual achievement.
Awards, Recognition, Accomplishments:	In 2019, Cheesequake was recertified as a National School of Character by character.org for the multifaceted character education system that we instituted and foster. In 2015, as a result of our outstanding academic results on state assessments, Cheesequake was named a National Title I Distinguished School, one of only two schools in NJ that year to earn the honor. Due to continued academic excellence, the US Department of Education named Cheesequake a 2017 National Blue Ribbon School of Excellence.

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Clubs and Activities:	Our students have a multitude of volunteer opportunities, activities, clubs, and leadership roles available to them. Older students serve as Bus Character Leaders, teachers' helpers, referees at recess, peer mentors to younger children, and Student Council members. Students help with Relay for Life and give hair for Locks of Love, participate in Jump Rope for Heart, do math for St. Jude's Children's Hospital, and gather care packages for the homeless, as just a few examples.

NJ SCHOOL PERFORMANCE REPORT

Cheesequake Elementary School
(23-3845-105)
Grades Offered: KG-05
2018-2019

School Narrative

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Before and After School Programs:	Before Care and After Care is offered for students in Grades K-5 for parents who need additional supervision in the early morning or late afternoon and evening hours. This program, run by the Township of Old Bridge, is utilized by dozens of our students and, while separate from the school district itself, is very helpful for our students, parents, and school community.
Staff and Professional Learning:	Cheesequake's professional development approach provides sustained, data-driven, and need-focused support and learning opportunities to enhance teacher and principal effectiveness and student and school success. Cheesequake teachers receive PD through three district-wide professional development days, five research-supported, Cheesequake-based Professional Learning Community (PLC) days (two hours each), 10 faculty meetings, and two additional professional days for each teacher.

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Student Supports and Services:	Our Challenge program provides a robust STEAM program for students identified as gifted & talented. Multiple academic supports exist for struggling learners. Struggling learners may receive Tier I, II, and III interventions through our thriving RTI program. Others receive Special Education services or ESL. Students eligible for Title I services also receive supplemental instruction in mathematics and ELA after school and in the summer.
Student Health and Wellness:	Students at Cheesequake receive 150 minutes or more of physical education, health, and classroom PE per week. They enjoy recess daily, and students also engage in "brain breaks" and exercise at different junctures throughout the day. Numerous programs, activities, and initiatives are designed to help students be as physically, emotionally, and socially healthy as possible throughout the school year.
Parent and Community Involvement:	Our excellent Parent Teacher Association (PTA) assists with planning school events, trips, and fundraising. The principal and teachers attend the monthly PTA meetings to discuss student and school highlights. Parents and the community are informed of students' academic achievements in multiple ways. Twitter has become a frequently used social media vehicle to highlight student and school accomplishments. Our Realtime Parent Portal provides updated access to student grades and attendance.

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Climate Surveys:	Cheesequake's school climate survey is provided annually to students, parents, and staff. Like our overall extensive use of data, the climate survey is used to identify our strengths so that we can continue, replicate, and expand them, as well as to identify any areas that we can further strengthen and enhance.
Facilities:	Cheesequake's school facility has experienced exciting technology upgrades in recent years. Every classroom and instructional space has a Smartboard or interactive whiteboard. HP Streams, Ipads, and Kindles are provided to students, allowing our school to nearly be 1-to-1 (1:1 in Grades 3-5). Teachers employ these and a myriad of other technology daily to enhance teaching and learning. Cheesequake is currently undergoing renovations to enhance the building's energy efficiency.

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Other Information	We strive to consistently cultivate and foster a warm, inclusive, respectful, and collaborative school culture. We engage our racially, religiously, ethnically, and socioeconomically diverse student population by showing that we value and celebrate diversity while calling positive attention to collective goals and expectations. Each student demonstrates pride in his/her ethnicity through The Eagle Has Landed Program, nationally recognized as a Promising Practice by character.org. Through this program, each classroom celebrates diversity and multiculturalism for one week as they learn how to say hello and goodbye in all languages spoken in the room, create a class poster on tolerance, and engage in a cultural show and tell, explaining an item of cultural significance. Through this and other initiatives, we have transformed our diversity from a potential challenge into one of our greatest strengths. Thirty at-risk students take part in our Eagle Gets Mentored program and are mentored weekly by twenty-five staff volunteers.To help students with struggling socialization skills, the guidance counselor conducts "lunch bunches" each week, facilitating conversations during small group lunch meetings in her office. Students who are observed demonstrating a pillar of character are issued "Good Character Leaves," have their names read over the PA system on Fridays, and receive a Good Character Certificate from the principal in class. Each marking period, students vote on which classmate showed the best character, and a Student With Character is recognized from each class in front of the school during a character education assembly. Students receive "Oh Wow! Certificates" from teachers for work that stands out as exemplary, and the principal places a congratulatory call to the parent in front of the student. These and many other practices allow us to foster a thriving school culture where students feel safe and happy and thus have their minds primed for optimal learning.

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

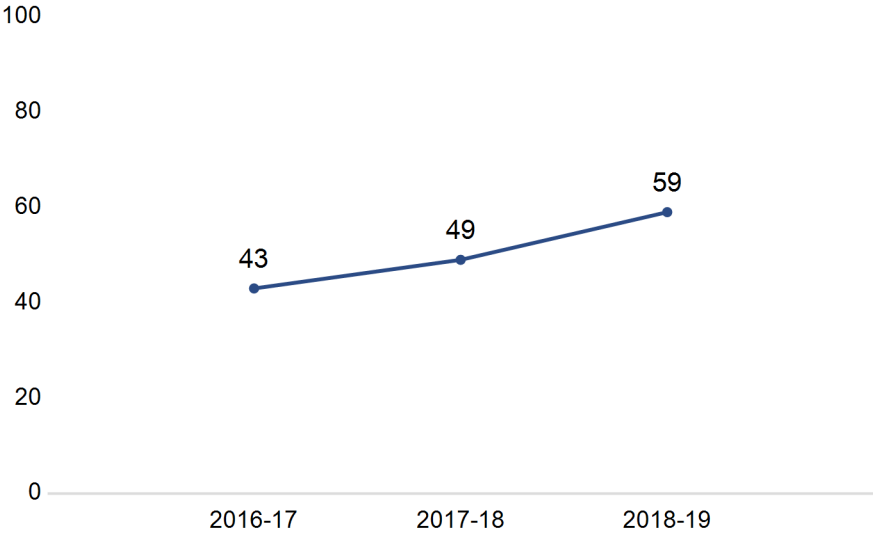**Notes from the New Jersey Department of Education:**

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

Report Key:
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N No Data is available to display
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Old Bridge Township School District
Principal Name	Mrs. Laurie Coletti
Address	1 MANNY MARTIN WAY OLD BRIDGE, NJ 08857
Phone Number	732-360-4512
Email Address	Laurie.Coletti@obps.org
Website	https://www.oldbridgeadmin.org/Domain.338

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	86	69	69
1	72	75	66
2	78	68	72
3	65	74	73
4	70	65	69
5	75	69	59
Total	446	420	408

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	46.2%	46.4%	45.1%
Male	53.8%	53.6%	54.9%
Economically Disadvantaged Students	21.5%	20.0%	17.2%
Students with Disabilities	19.1%	18.8%	19.6%
English Learners	8.7%	6.4%	4.7%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.4%	0.2%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	58.1%	59.8%	62.3%
Hispanic	16.4%	16.9%	17.2%
Black or African American	3.6%	4.0%	4.2%
Asian	21.3%	18.6%	14.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.5%	1.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	86	69	69

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	89.5%
Spanish	4.2%
Arabic	1.0%
Bengali	1.0%
Urdu	1.0%
Other Languages	3.4%

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James A. McDivitt Elementary School
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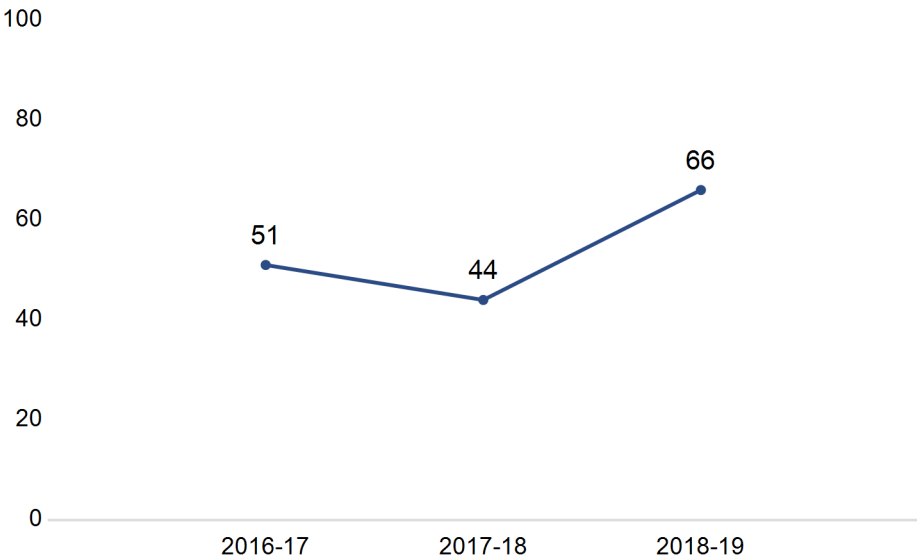† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

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	43	49	59	51	44	66
Met Standard (40-59.5)?	Met Standard	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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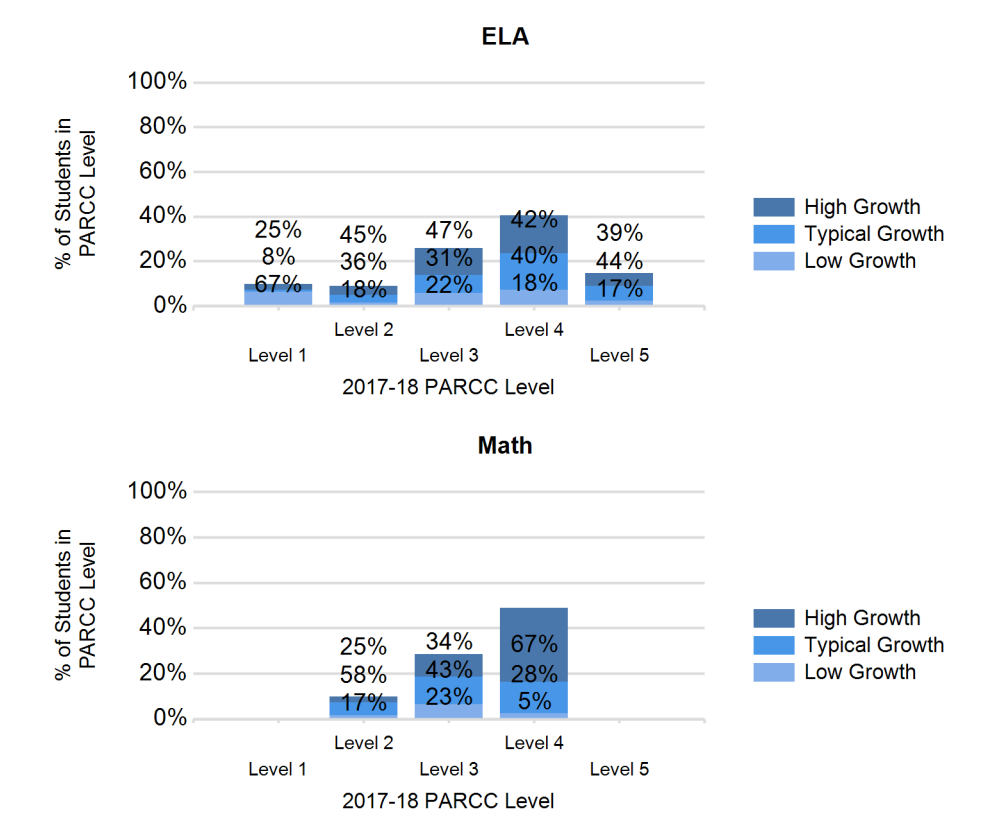 **†** This indicates a table specific note, see note below table

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

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

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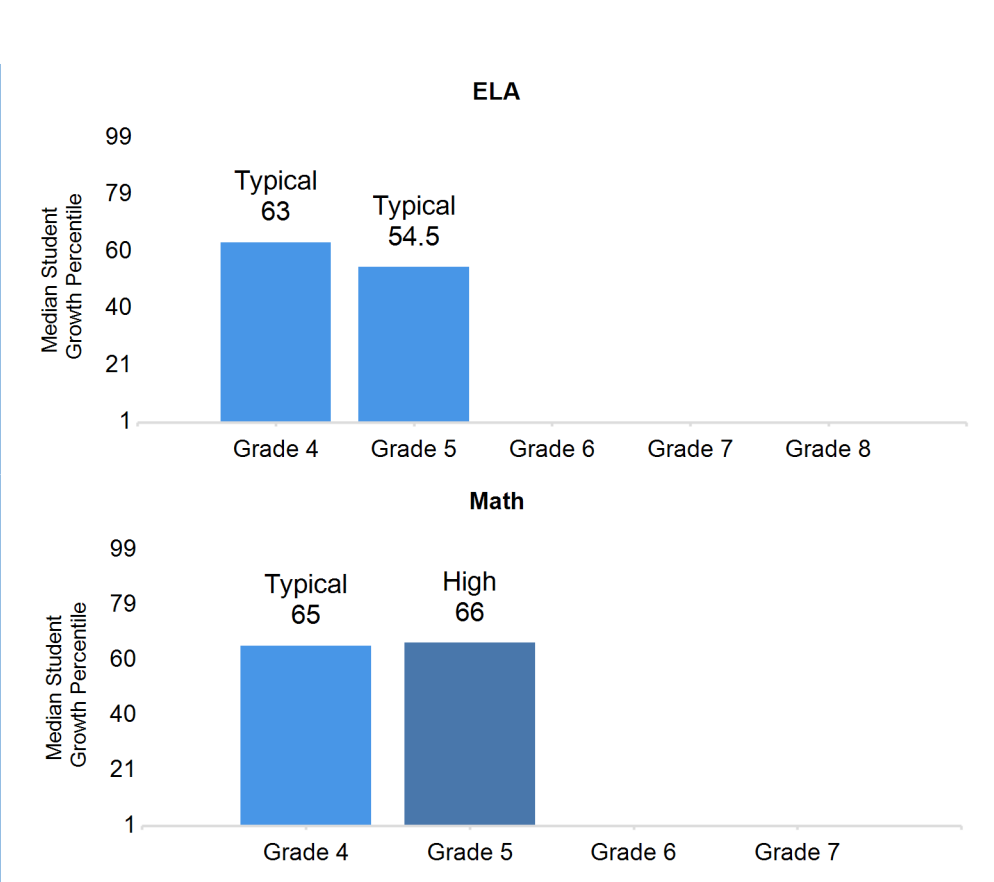
Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	50	50	Met Standard	66	51	50	Exceeds Standard
White	54	49	50	Met Standard	66	50	52	Exceeds Standard
Hispanic	69	49	49	**	57	51	47	**
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	71	59	59	Exceeds Standard	77	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	43.5	49	**	N	40.5	52	**
Female	54	53.5	53	N	66	52	50	N
Male	67	47	47	N	65	51	51	N
Economically Disadvantaged Students	61.5	52	48	**	63	49	46	**
Students with Disabilities	34	44	43	Not Met	54	47	45	Met Standard
English Learners	69	57.5	52	**	45	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

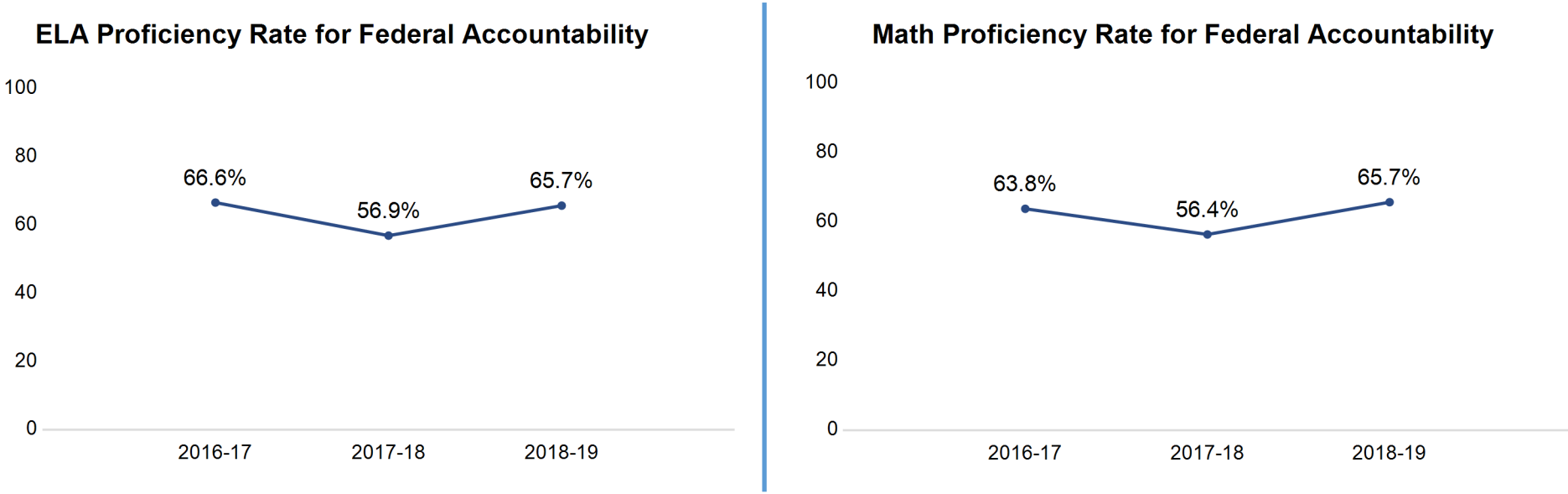**NJ SCHOOL PERFORMANCE REPORT**

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

(23-3845-108)

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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

	2016-17	2017-18	2018-19
	66.6%	56.9%	65.7%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	63.8%	56.4%	65.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.1%	100.0%	100.0%	99.1%	100.0%
Proficiency Rate for Federal Accountability	66.6%	56.9%	65.7%	63.8%	56.4%	65.7%
Annual Target	70.1%	70.6%	71.2%	70.1%	70.6%	71.2%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

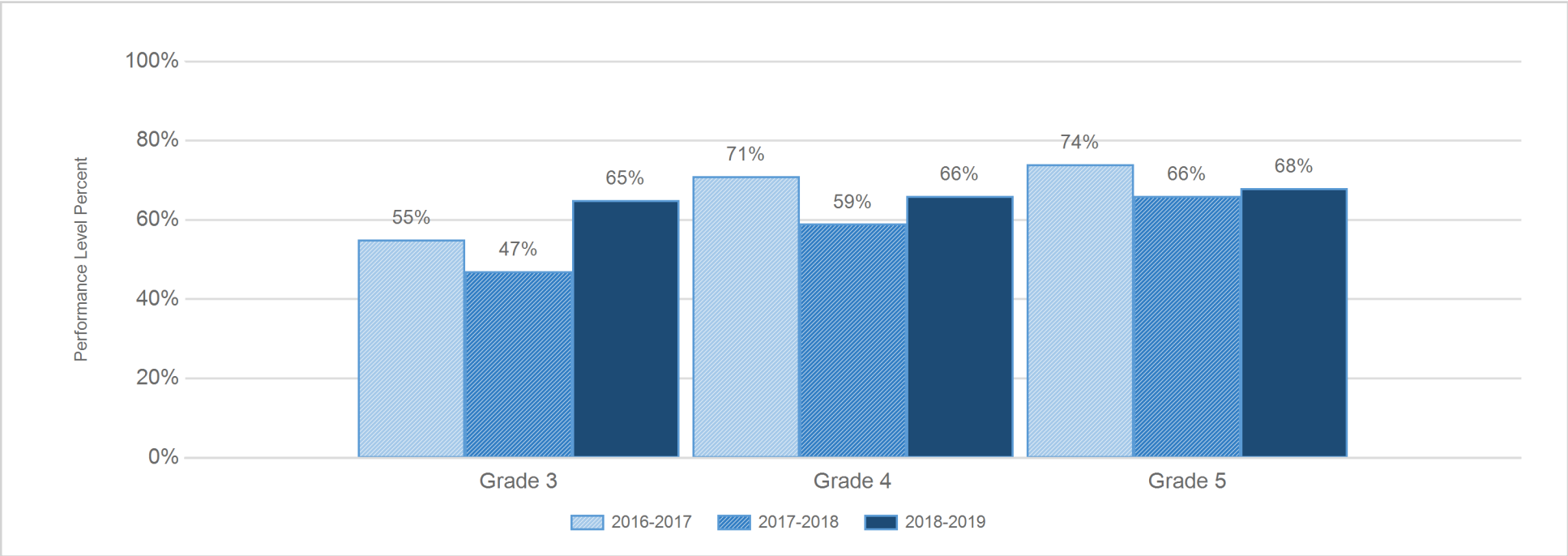† Target was met within a confidence interval.

James A. McDivitt Elementary School

(23-3845-108)

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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	198	100.0	65.7	62.4	57.9	65.7	71.2	Met Target†
White	119	100.0	60.5	61.7	66.9	60.5	69.4	Not Met
Hispanic	31	100.0	61.3	*	43.9	61.3	63	Met Target†
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	82.1	77.7	82.9	82.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	88	100.0	73.9	70.7	64.8	73.9		
Male	110	100.0	59.1	54.6	51.3	59.1		
Economically Disadvantaged Students	27	100.0	51.9	*	40.0	51.9	59.7	Met Target†
Non-Economically Disadvantaged Students	171	100.0	67.8	*	67.9	67.8		
Students with Disabilities	32	100.0	21.9	19.2	22.7	21.9	50.8	Not Met
Students without Disabilities	166	100.0	74.1	70.9	65.1	74.1		
English Learners	16	100.0	37.5	46.4	29.3	37.5	**	**
Non-English Learners	182	100.0	68.1	63.4	60.6	68.1		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

8

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

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	72	765	763	748	*	*	24%	*	*	65%	50%
White	41	758	761	757	*	*	32%	*	*	51%	60%
Hispanic	13	769	759	734	0%	0%	*	*	*	77%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	782	776	773	0%	*	*	*	*	85%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	34	781	771	753	*	*	*	*	*	82%	55%
Male	38	752	755	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	750	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

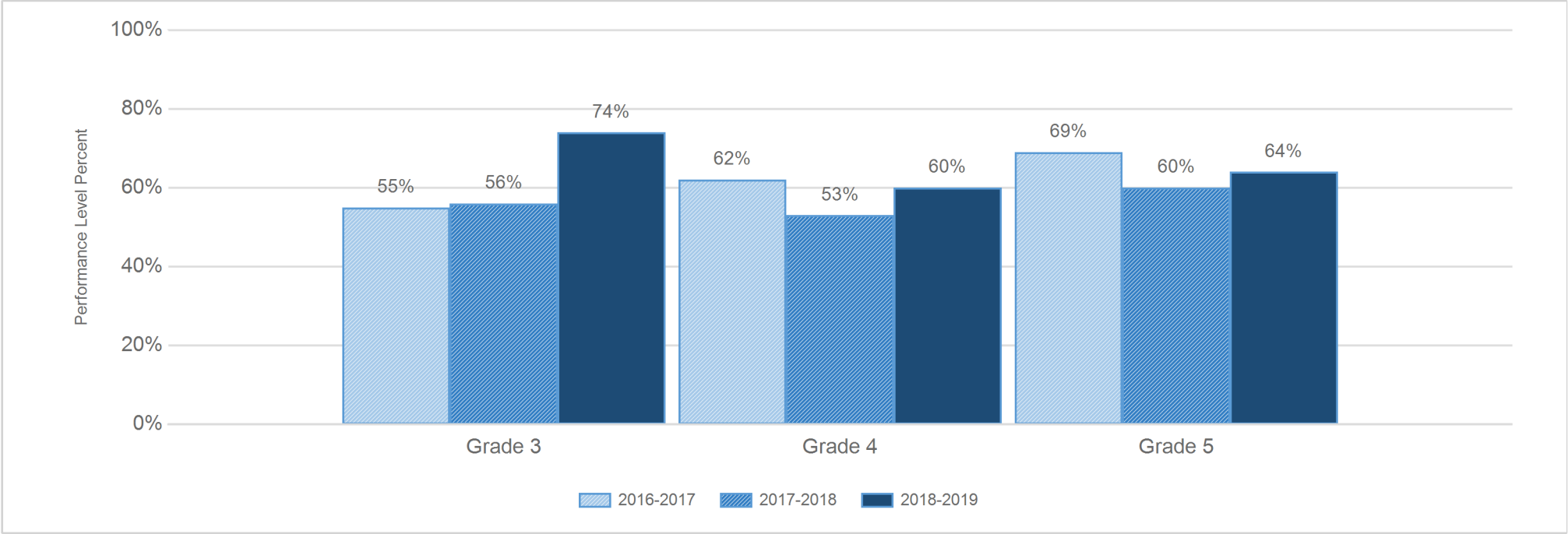| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	760	767	755	*	*	19%	46%	21%	66%	57%
White	39	752	767	763	*	*	*	*	*	67%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	780	780	779	0%	0%	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	24	753	771	760	*	*	*	*	*	58%	62%
Male	44	763	764	750	*	*	*	*	*	70%	53%
Economically Disadvantaged Students	10	745	757	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	58	762	770	765	*	*	*	*	*	71%	69%
Students with Disabilities	12	727	732	725	*	*	*	*	*	33%	25%
Students without Disabilities	56	767	774	761	*	*	*	*	*	73%	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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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(23-3845-108)

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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	59	762	767	756	*	*	17%	*	*	68%	58%
White	40	758	764	764	*	*	*	*	*	65%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	786	785	781	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	768	776	761	*	*	*	*	*	77%	64%
Male	28	754	758	750	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	*	*	758	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	11	714	730	724	*	*	*	*	*	*	23%
Students without Disabilities	48	772	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	59	762	768	758	*	*	17%	*	*	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

James A. McDivitt Elementary School

(23-3845-108)

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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	198	100.0	65.7	48.1	44.5	65.7	71.2	Met Target†
White	119	100.0	60.5	47.5	54.1	60.5	68.7	Not Met
Hispanic	31	100.0	58.1	*	28.8	58.1	54.5	Met Target
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	87.2	67.0	76.5	87.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	88	100.0	69.3	49.7	44.9	69.3		
Male	110	100.0	62.7	46.6	44.2	62.7		
Economically Disadvantaged Students	27	100.0	51.9	*	26.3	51.9	53.5	Met Target†
Non-Economically Disadvantaged Students	171	100.0	67.8	*	54.9	67.8		
Students with Disabilities	32	100.0	34.4	16.9	17.4	34.4	41.8	Met Target†
Students without Disabilities	166	100.0	71.7	54.3	50.0	71.7		
English Learners	16	100.0	37.5	39.2	25.0	37.5	**	**
Non-English Learners	182	100.0	68.1	48.6	46.5	68.1		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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

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

James A. McDivitt Elementary School

(23-3845-108)

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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.

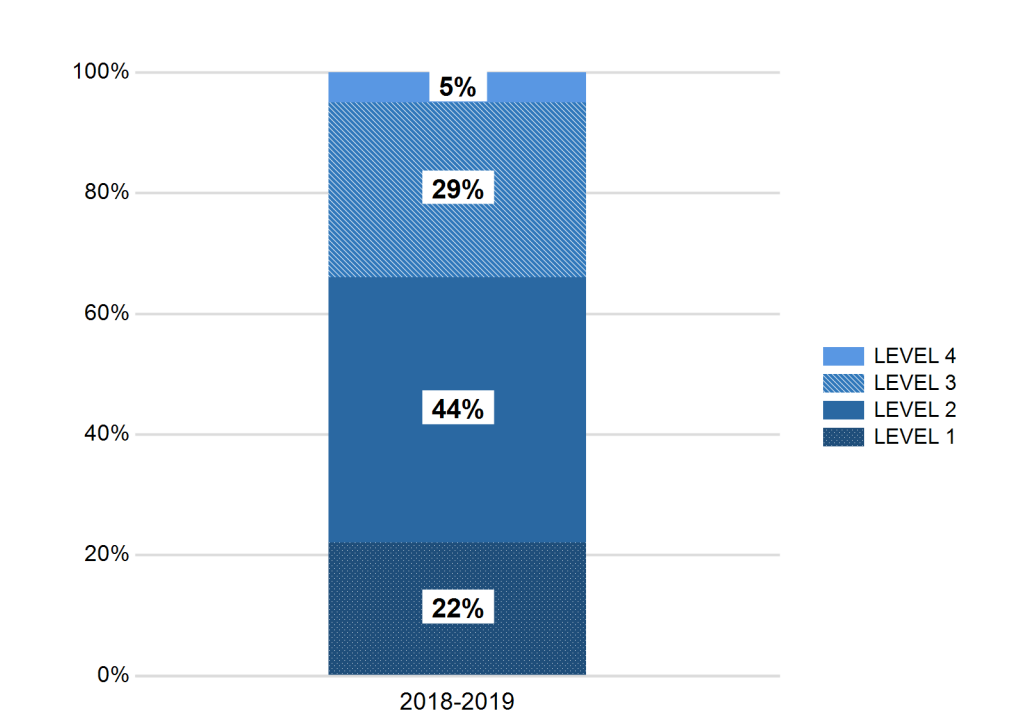| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	764	765	752	*	0%	25%	*	*	74%	55%
White	41	754	762	760	*	0%	37%	*	*	61%	66%
Hispanic	13	767	760	739	0%	0%	*	*	*	77%	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	789	781	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	34	771	767	751	*	0%	*	*	*	88%	54%
Male	38	759	763	752	*	0%	*	*	*	61%	56%
Economically Disadvantaged Students	*	*	755	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	768	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

(23-3845-108)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	758	758	749	*	*	*	*	*	60%	51%
White	39	756	757	757	*	*	28%	*	*	54%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	15	777	775	776	0%	*	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	24	747	756	749	*	*	*	*	*	46%	50%
Male	44	765	759	749	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	10	738	747	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	58	762	761	759	*	*	*	*	*	64%	63%
Students with Disabilities	12	744	737	726	*	*	*	*	*	33%	25%
Students without Disabilities	56	762	763	754	*	*	*	*	*	66%	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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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.

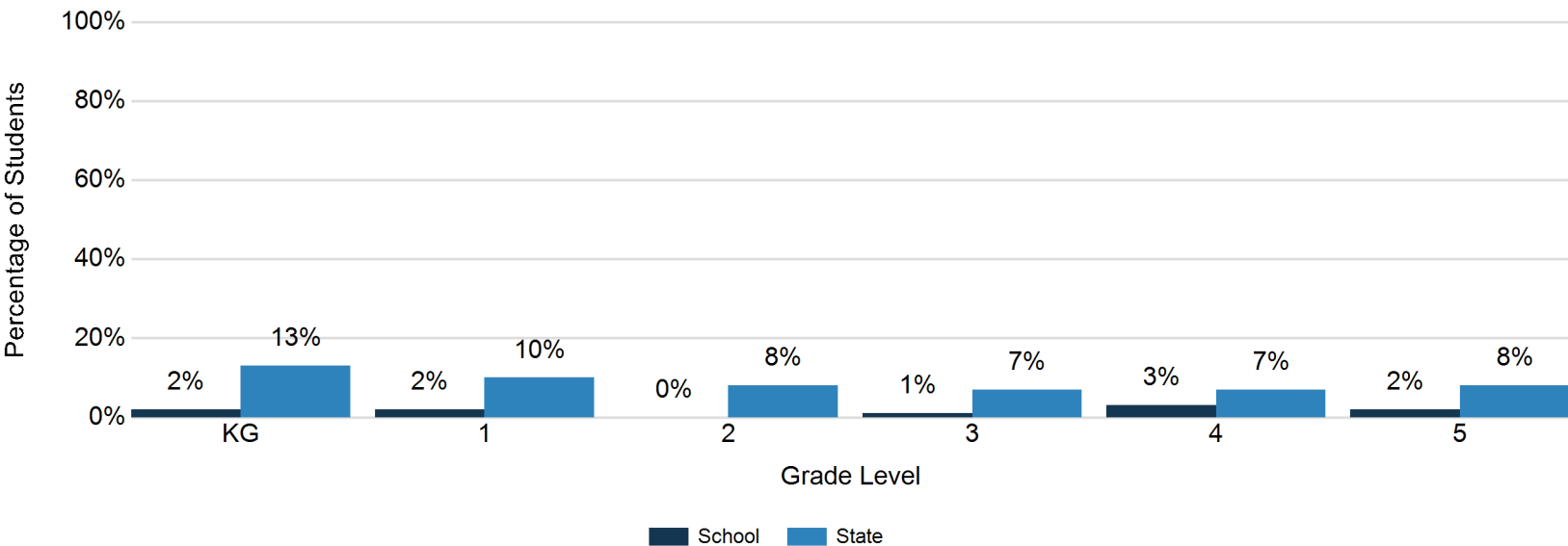| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	756	755	747	*	*	20%	*	*	64%	47%
White	40	755	754	755	*	*	*	*	*	68%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	773	775	775	0%	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	759	759	747	*	*	*	*	*	68%	47%
Male	28	753	752	747	*	*	*	*	*	61%	47%
Economically Disadvantaged Students	*	*	746	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	759	757	*	*	*	*	*	*	59%
Students with Disabilities	11	722	727	725	*	*	*	*	*	27%	19%
Students without Disabilities	48	764	762	752	*	*	*	*	*	73%	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	59	756	756	749	*	*	20%	*	*	64%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

James A. McDivitt Elementary School

(23-3845-108)

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	68.8%	**	**

† 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	*	*	*

James A. McDivitt Elementary School

(23-3845-108)

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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	44	29	5
White	23	43	28	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	50	50	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	13	55	29	3
Male	32	32	29	7
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	73	27	0	0
Students without Disabilities	10	48	35	6
English Learners	N	N	N	N
Non-English Learners	22	44	29	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

(23-3845-108)

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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	6	1.6	8.9	Met
White	4	1.7	8.9	Met
Hispanic	1	1.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.1		
Male	4	1.9		
Economically Disadvantaged Students	3	4.8	8.9	Met
Students with Disabilities	3	5.6	8.9	Met
English Learners	1	5.6	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs **Number of Absences**

- 0: 3%
- 1-5: 48%
- 6-10: 35%
- 11-15: 11%
- Over 15: 3%

James A. McDivitt Elementary School

(23-3845-108)

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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.

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 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

James A. McDivitt Elementary School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	90.7%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	408:1	222:1
Teachers to Administrators	43:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

James A. McDivitt Elementary School

(23-3845-108)

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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	45.1%	93.0%	100.0%	48.4%	77.1%	54.9%
Male	54.9%	7.0%	0.0%	51.6%	22.9%	45.1%
White	62.3%	93.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.2%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.5%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

James A. McDivitt Elementary 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

Teacher 28%

Admin N/A

Master's Degree

Teacher 72%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

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.

James A. McDivitt Elementary School

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.6%	56.9%	65.7%
Math Proficiency	63.8%	56.4%	65.7%
ELA Growth	43	49	59
Math Growth	51	44	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.0%	68.8%
Chronic Absenteeism	3.8%	9.7%	1.6%

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

James A. McDivitt Elementary School

(23-3845-108)

Grades Offered: KG-05

2018-2019

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

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.

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

James A. McDivitt Elementary School

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School Narrative

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

Highlights:	• National School of Character, Student Council, K-Kids, Gym Show • Curriculum includes Balanced Literacy, Math, NGSS, SS, Health, Gifted and Talented • Fourth and Fifth grade band, RTI, SPED services
Mission, Vision, Theme:	McDivitt School's staff is exceptionally dedicated and committed to providing an outstanding educational program designed to provide all students with opportunities to excel academically and personally in an environment that acknowledges their individual needs, develops their unique strengths, and enables them to reach their full potential.
Awards, Recognition, Accomplishments:	McDivitt's Character Education Program is integrated at all grade levels during the school year with grade level and school wide service learning and pay it forward activities. This is the foundation for McDivitt School's rules and strong home-school partnership. McDivitt School is a National and State School of Character. McDivitt School is also a New Jersey recognized Future Ready School. As such we are dedicated to focusing on technology skill acquisition embedded into our curriculum.

James A. McDivitt Elementary School

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Courses, Curriculum, Instruction:	The adopted district curricula and texts are utilized to provide a challenging academic program enabling the students to become effective communicators, independent thinkers, and creative problem solvers. Students in grades K-5 receive Math instruction through the Pearson enVisions math program. Students in grades K-5 receive instruction in English language arts through the balance literacy program Journey's Reading. All district curricula is aligned with the New Jersey Student Learning Standards.
Clubs and Activities:	The Student Council promotes service to the school. Elected representatives from Fourth, and Fifth grades meet regularly to plan activities, events, and support a High School Scholarship. McDivitt K-kids provides opportunities for community service learning. Additionally, our students participate in Jump Rope For Heart, Math A Thon, and the Food Drive. The school newsletter is prepared by students 4-5 times each year.

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School

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Before and After School Programs:	The Before and Aftercare Program is run by the town and is housed in our All Purpose Room. This program services students K-5 and runs from 7-9 am and from 3:15-6pm.
Staff and Professional Learning:	McDivitt Staff participates in Professional Learning Communities(PLC) as a means to improve student academic success. PLC meetings provide teachers common planning, common assessment, and diagnostic opportunities to drive instruction.

NJ SCHOOL PERFORMANCE REPORT

James A. McDivitt Elementary School
(23-3845-108)
Grades Offered: KG-05
2018-2019

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Student Supports and Services:	McDivitt School offers varied types of instruction for our students: Resource center , inclusion, speech/language, occupational therapy, physical therapy, special education, English as a Second Language, Challenge (Gifted & Talented), Response to Intervention and World Language.
Student Health and Wellness:	McDivitt School offers both a breakfast and lunch program. Our students engage in physical education and health lessons for 150 minutes each week.
Parent and Community Involvement:	The McDivitt PTA plays an active role in fostering communication between parents and school to support the success of the overall educational program. The PTA monitors their Webpage, Remind 101, and Facebook pages. The S.P.A.C.E. (Safety, Parent Advisory, Character Education) committee meets several times each year to provide input for the effective operation of the school.

NJ SCHOOL PERFORMANCE REPORT

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate Surveys are completed by all stakeholders once each year. The data drives our climate and culture. The information received from the survey is shared with all stakeholders and informs decisions for Safety, Service Learning, Professional Development, and Character Education.
Facilities:	James A. McDivitt School is named in honor of Astronaut, James McDivitt. Our school has celebrated 50 years of Academic Excellence. We have a library, a stage, an all purpose room, a music room, two computer labs, an art room, and two large group instruction areas in our air conditioned building.
School Safety:	McDivitt School has a SLEO present the entire school day. The school safety team meets a few times each year to assess our needs and continued well being. District Administration is actively involved with all areas of school safety.

James A. McDivitt Elementary School

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2018-2019

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Technology and STEM:	McDivitt's STEAM Club meets through out the year. Students are actively engaged in coding and technology integration. Classroom lessons support STEAM and are integrated across the curriculum.

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	Other Information	McDivitt School offers many opportunities for students to use, learn, and become proficient in technology. We have Kindles and iPads in Kindergarten, iPads in first and second grade, and HP streams in grades 3-5. Workstations are networked for printing and Internet access. Internet security has been provided on all student devices. McDivitt School benefits from Smart Boards and Polyvison Boards. Students in grades K-2 have access to Education City and grades 3-5 have access to Study Island and Polyvision Office 365. All students have access to Think Central and Discovery Education.

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School
(23-3845-110)
Grades Offered: 06-08
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

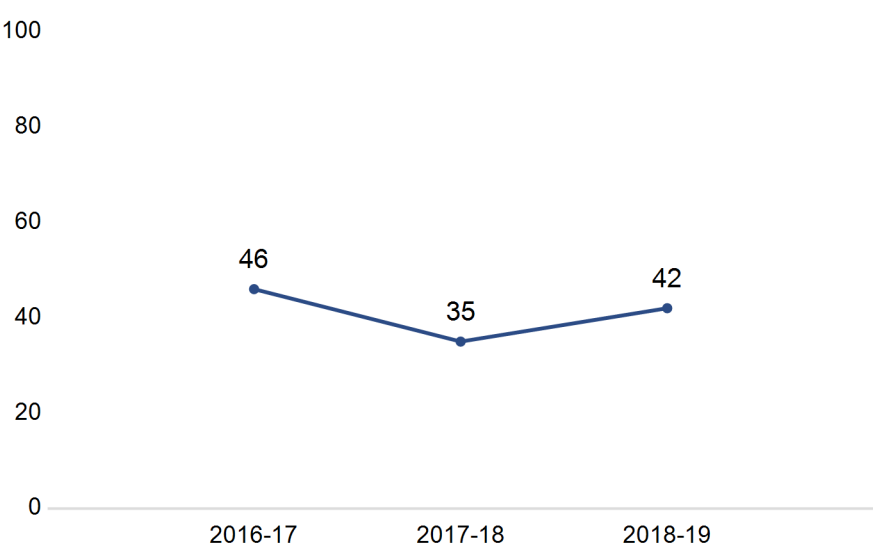**NJ SCHOOL PERFORMANCE REPORT**

Jonas Salk Middle School
(23-3845-110)
Grades Offered: 06-08
2018-2019

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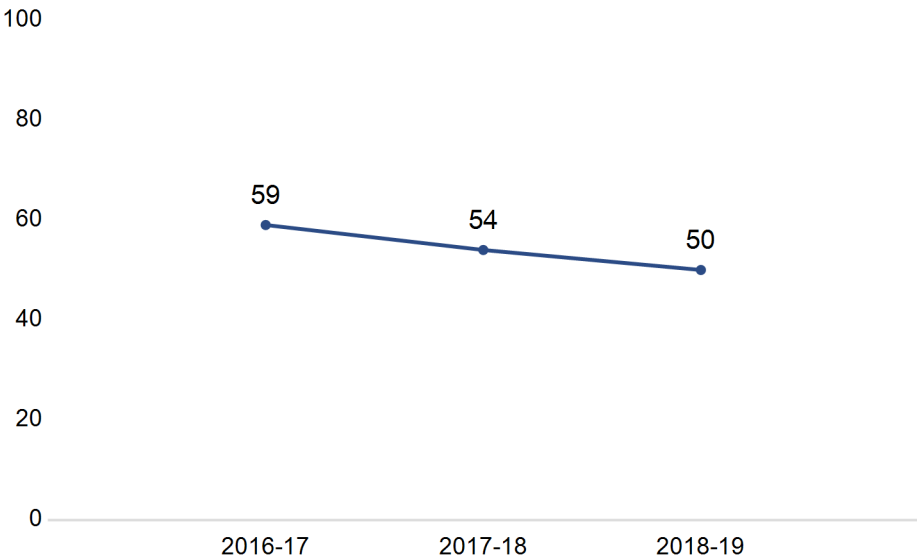**†** This indicates a table specific note, see note below table

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. William Rezes
Address	155 W GREYSTONE ROAD OLD BRIDGE, NJ 08857-9625
Phone Number	732-360-4519
Email Address	William.Rezes@obps.org
Website	https://www.oldbridgeadmin.org/jsms
Facebook	https://www.facebook.com/groups/135245793346187/
Twitter	https://twitter.com/OB_JSMS_Rezes

Jonas Salk Middle 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
6	322	303	310
7	348	328	309
8	323	351	324
Total	993	982	943

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.2%	48.0%	50.0%
Male	52.8%	52.0%	50.0%
Economically Disadvantaged Students	20.5%	20.1%	17.0%
Students with Disabilities	17.0%	14.5%	16.1%
English Learners	0.0%	0.5%	0.6%
Homeless Students	0.1%	0.4%	0.1%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	0.0%	0.0%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.7%	62.1%	62.1%
Hispanic	14.3%	16.2%	16.3%
Black or African American	5.8%	6.5%	6.9%
Asian	14.7%	14.7%	14.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.4%	0.5%	0.4%

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	2.0%
Gujarati	1.1%
Arabic	1.1%
Other Languages	3.6%

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

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2018-2019

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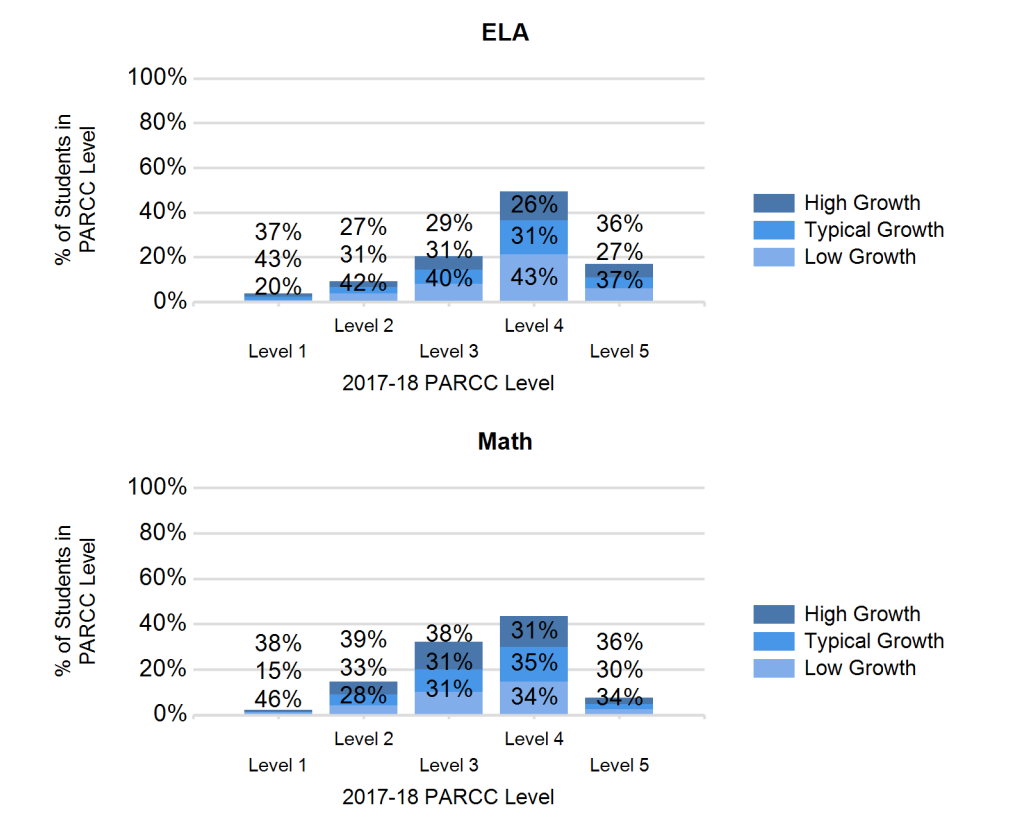- **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

2016-17	2017-18	2018-19
46	35	42

Math Median Student Growth Percentile

2016-17	2017-18	2018-19
59	54	50

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	35	42	59	54	50
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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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.
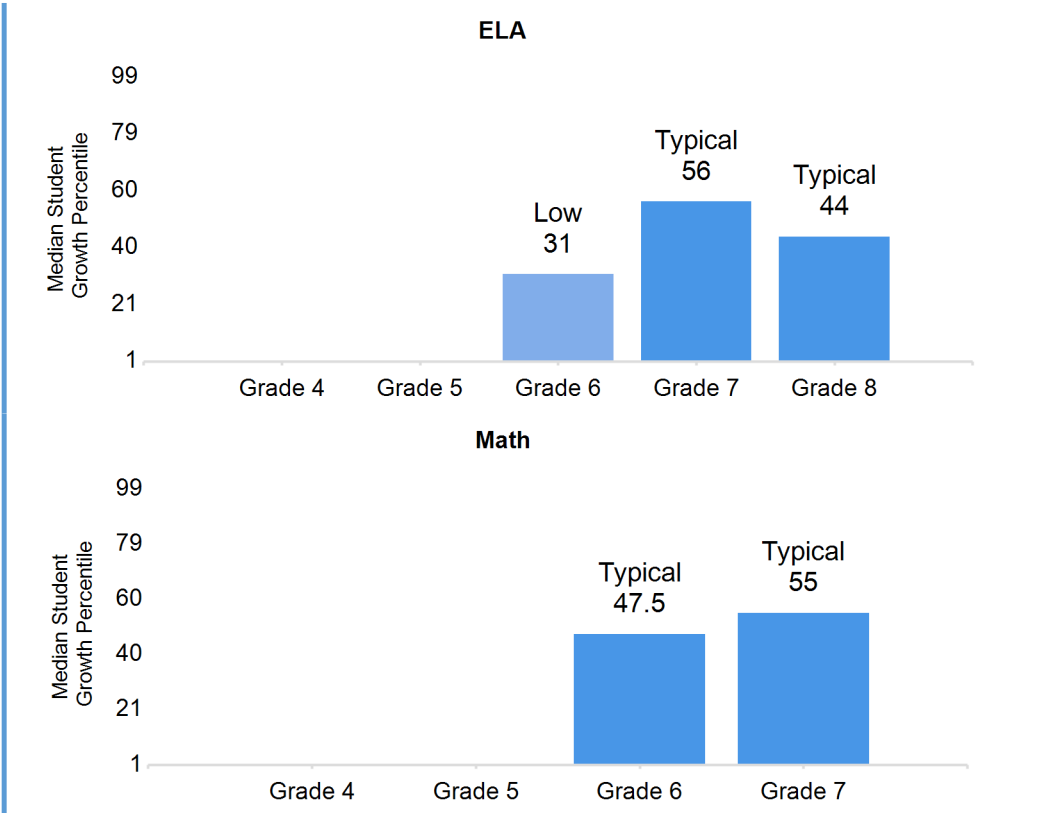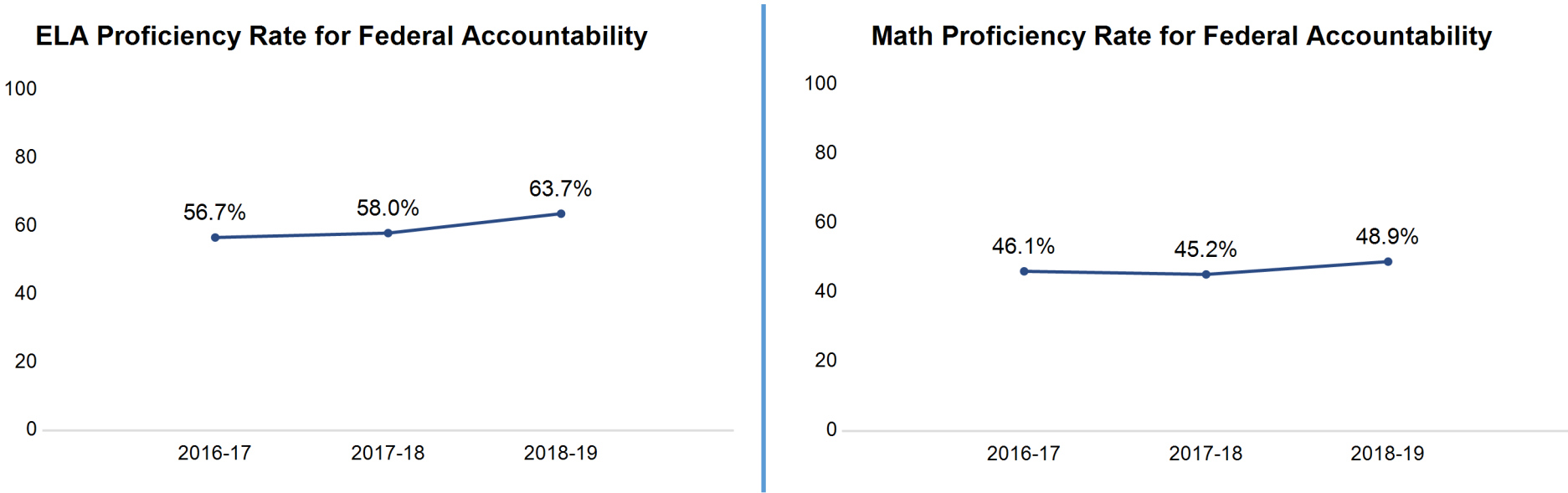
Student Growth

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	42	50	50	Met Standard	50	51	50	Met Standard
White	40	49	50	Met Standard	48	50	52	Met Standard
Hispanic	43	49	49	Met Standard	48	51	47	Met Standard
Black or African American	43	48.5	45	Met Standard	47.5	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	59	59	Met Standard	63	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	48	53.5	53	N	53	52	50	N
Male	38	47	47	N	48	51	51	N
Economically Disadvantaged Students	38	52	48	Not Met	47	49	46	Met Standard
Students with Disabilities	40	44	43	Met Standard	31	47	45	Not Met
English Learners	40	57.5	52	Met Standard	60	56	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	N	N	51	N

Jonas Salk Middle School

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| 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

6

NJ SCHOOL PERFORMANCE REPORT

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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

	2016-17	2017-18	2018-19
	56.7%	58.0%	63.7%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	46.1%	45.2%	48.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	96.8%	98.3%	95.3%	96.2%	98.4%
Proficiency Rate for Federal Accountability	56.7%	58.0%	63.7%	46.1%	45.2%	48.9%
Annual Target	52.4%	53.8%	55.3%	44.1%	46.0%	47.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
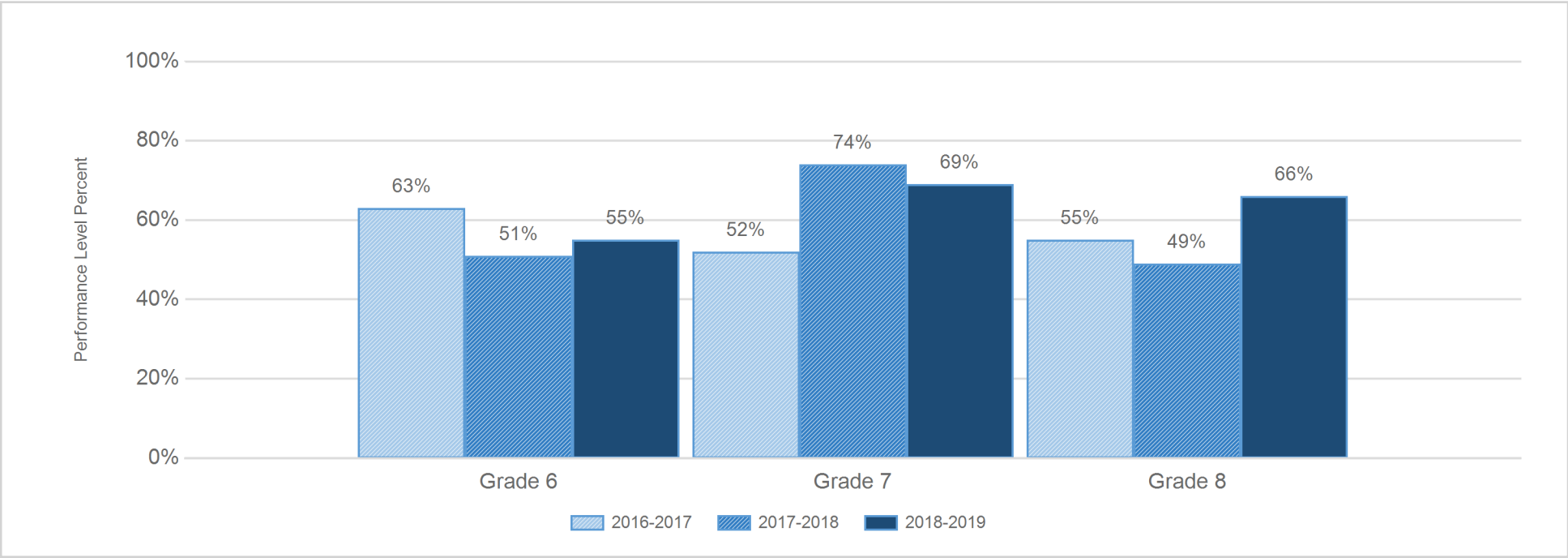
7

Jonas Salk Middle School

(23-3845-110)

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 - 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	929	98.3	63.7	62.4	57.9	63.7	55.3	Met Target
White	578	97.7	63.3	61.7	66.9	63.3	53.2	Met Target
Hispanic	152	99.4	54.6	*	43.9	54.6	44.7	Met Target
Black or African American	*	*	*	55.3	38.5	*	51.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	131	100.0	80.2	77.7	82.9	80.2	72	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	466	98.3	73.6	70.7	64.8	73.6		
Male	463	98.3	53.8	54.6	51.3	53.8		
Economically Disadvantaged Students	146	98.0	47.3	*	40.0	47.3	42.6	Met Target
Non-Economically Disadvantaged Students	783	98.4	66.8	*	67.9	66.8		
Students with Disabilities	157	95.8	17.2	19.2	22.7	17.2	21.3	Met Target†
Students without Disabilities	772	98.9	73.2	70.9	65.1	73.2		
English Learners	30	100.0	50.0	46.4	29.3	50.0	44	Met Target
Non-English Learners	899	98.3	64.2	63.4	60.6	64.2		
Homeless Students	*	*	*	41.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

8

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

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.

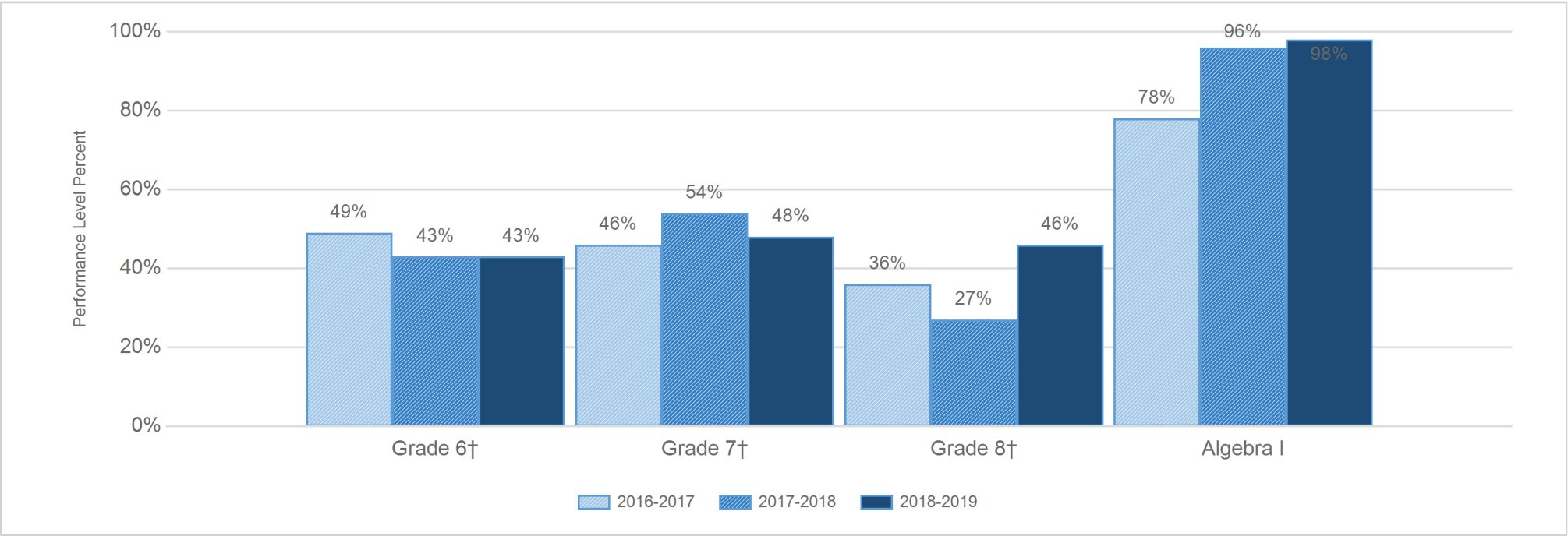| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	309	753	758	754	7%	13%	26%	44%	11%	55%	56%
White	201	753	757	762	7%	10%	27%	44%	11%	56%	65%
Hispanic	50	746	751	743	*	22%	22%	*	*	52%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	38	766	776	780	*	*	*	*	*	63%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	160	759	763	762	*	*	26%	51%	13%	63%	64%
Male	149	746	754	748	*	*	26%	37%	9%	46%	48%
Economically Disadvantaged Students	57	738	747	740	*	23%	32%	*	*	33%	39%
Non-Economically Disadvantaged Students	252	756	762	763	*	10%	25%	*	*	60%	67%
Students with Disabilities	59	720	722	722	*	*	24%	*	*	14%	19%
Students without Disabilities	250	761	765	761	*	*	26%	*	*	64%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	766	765	761	4%	7%	20%	39%	31%	69%	63%
White	197	766	764	769	*	*	16%	42%	30%	72%	72%
Hispanic	42	753	753	747	*	*	33%	*	*	57%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	44	791	782	790	0%	0%	*	*	*	82%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	164	777	776	769	*	*	15%	40%	41%	80%	71%
Male	144	754	753	753	*	*	26%	38%	19%	57%	55%
Economically Disadvantaged Students	37	756	750	743	*	*	27%	*	*	62%	45%
Non-Economically Disadvantaged Students	271	768	767	771	*	*	19%	*	*	70%	73%
Students with Disabilities	37	730	726	720	*	*	32%	*	*	30%	22%
Students without Disabilities	271	771	771	769	*	*	18%	*	*	75%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	308	766	*	763	4%	7%	20%	39%	31%	69%	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	765	768	762	7%	12%	15%	39%	27%	66%	63%
White	184	762	767	770	7%	13%	18%	38%	24%	62%	72%
Hispanic	63	752	*	747	*	*	17%	37%	17%	54%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	52	791	787	794	0%	*	*	37%	52%	88%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	148	776	778	771	*	*	11%	41%	36%	76%	71%
Male	175	756	758	753	*	*	19%	37%	20%	57%	55%
Economically Disadvantaged Students	56	748	754	743	*	20%	20%	*	*	48%	45%
Non-Economically Disadvantaged Students	267	768	771	772	*	10%	14%	*	*	70%	72%
Students with Disabilities	60	718	720	721	*	*	22%	*	*	13%	22%
Students without Disabilities	263	776	777	770	*	*	14%	*	*	78%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	323	765	*	764	7%	12%	15%	39%	27%	66%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	933	98.4	48.9	48.1	44.5	48.9	47.9	Met Target
White	579	97.7	48.5	47.5	54.1	48.5	45.1	Met Target
Hispanic	153	99.4	32.7	*	28.8	32.7	36.4	Met Target†
Black or African American	*	*	*	37.0	23.0	*	48.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	132	100.0	75.0	67.0	76.5	75.0	67.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	470	98.6	51.7	49.7	44.9	51.7		
Male	463	98.3	46.0	46.6	44.2	46.0		
Economically Disadvantaged Students	147	98.7	34.7	*	26.3	34.7	38.5	Met Target†
Non-Economically Disadvantaged Students	786	98.4	51.5	*	54.9	51.5		
Students with Disabilities	157	95.8	10.8	16.9	17.4	10.8	19.2	Not Met
Students without Disabilities	776	99.0	56.6	54.3	50.0	56.6		
English Learners	33	100.0	30.3	39.2	25.0	30.3	46.6	Not Met
Non-English Learners	900	98.4	49.6	48.6	46.5	49.6		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

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.

Grade	2016-2017	2017-2018	2018-2019
Grade 6†	49%	43%	43%
Grade 7†	46%	54%	48%
Grade 8†	36%	27%	46%
Algebra I	78%	96%	98%

† 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.

14

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	744	745	741	7%	17%	33%	36%	7%	43%	41%
White	202	744	744	749	6%	18%	33%	35%	8%	43%	51%
Hispanic	51	737	737	729	*	*	39%	*	*	31%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	39	756	762	769	*	*	*	*	*	64%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	163	743	744	742	6%	20%	32%	*	*	42%	42%
Male	149	744	746	740	7%	15%	35%	*	*	43%	40%
Economically Disadvantaged Students	57	730	734	726	*	*	33%	28%	0%	28%	21%
Non-Economically Disadvantaged Students	255	747	748	750	*	*	33%	38%	8%	46%	53%
Students with Disabilities	59	716	715	716	*	32%	31%	*	*	10%	12%
Students without Disabilities	253	750	751	746	*	14%	34%	*	*	50%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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.

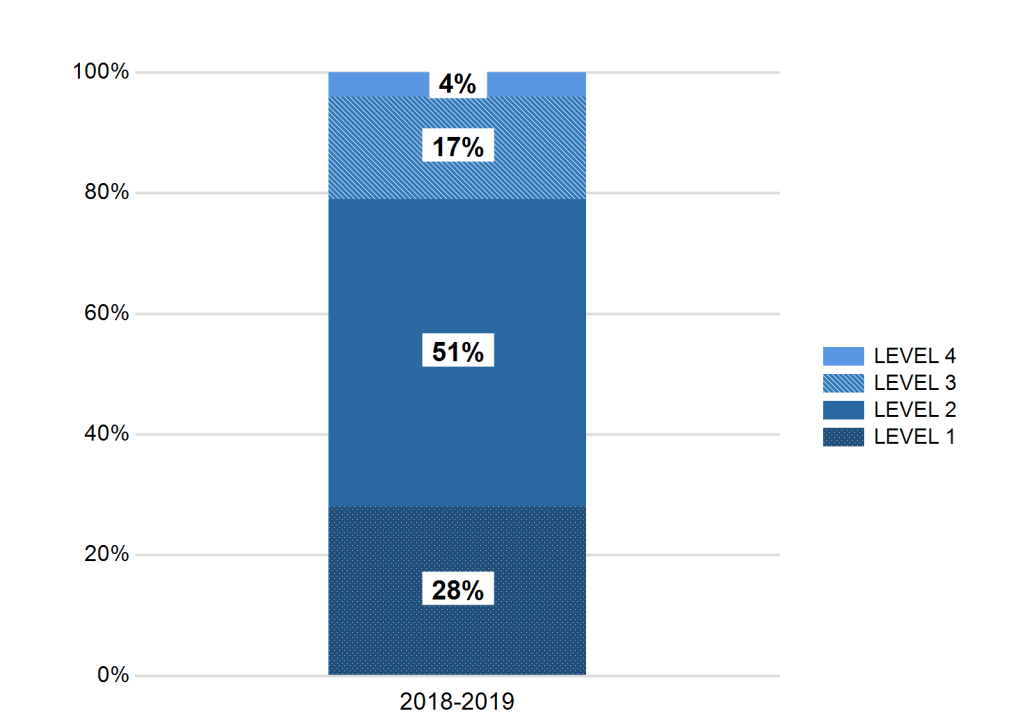| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	751	749	744	4%	12%	36%	38%	10%	48%	42%
White	197	750	748	751	*	12%	35%	*	*	50%	53%
Hispanic	42	738	740	733	*	*	57%	*	*	19%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	44	777	767	768	*	*	*	48%	32%	80%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	164	754	752	744	*	*	32%	*	*	53%	42%
Male	144	747	747	743	*	*	40%	*	*	43%	42%
Economically Disadvantaged Students	37	741	739	731	*	*	38%	*	*	38%	24%
Non-Economically Disadvantaged Students	271	752	752	751	*	*	35%	*	*	50%	53%
Students with Disabilities	37	717	718	718	*	*	*	*	*	*	13%
Students without Disabilities	271	756	755	749	*	*	*	*	*	*	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	308	751	*	745	4%	12%	36%	38%	10%	48%	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Jonas Salk Middle School

(23-3845-110)

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 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	274	743	741	728	10%	19%	25%	*	*	46%	29%
White	159	742	741	737	12%	18%	26%	*	*	45%	38%
Hispanic	61	736	*	722	*	28%	*	39%	0%	39%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	33	763	755	747	0%	*	*	*	*	67%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	125	748	744	731	*	17%	26%	*	*	51%	31%
Male	149	739	737	726	*	21%	23%	*	*	42%	27%
Economically Disadvantaged Students	54	735	734	719	*	*	30%	*	*	33%	20%
Non-Economically Disadvantaged Students	220	745	742	735	*	*	24%	*	*	49%	36%
Students with Disabilities	60	710	710	707	*	37%	*	*	*	13%	10%
Students without Disabilities	214	753	748	734	*	14%	*	*	*	55%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	274	743	*	730	10%	19%	25%	*	*	46%	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

Jonas Salk Middle School

(23-3845-110)

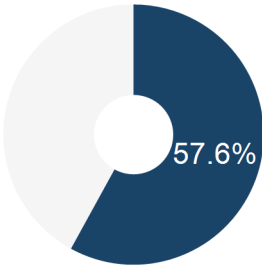Grades Offered: 06-08

2018-2019

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

Mathematics Assessment - Performance by 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	50	788	735	744	0%	*	0%	*	*	98%	42%
White	25	790	735	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	719	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	785	756	775	0%	*	0%	*	*	95%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	24	781	737	745	0%	*	0%	*	*	96%	44%
Male	26	794	735	743	0%	*	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	721	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	740	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	50	788	741	748	0%	*	0%	*	*	98%	47%
English Learners	N	N	714	710	N	N	N	N	N	N	*
Non-English Learners	50	788	736	745	0%	*	0%	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

Report Key:
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DLM Alternate Assessment - Participation

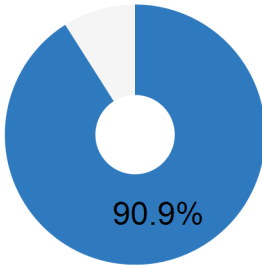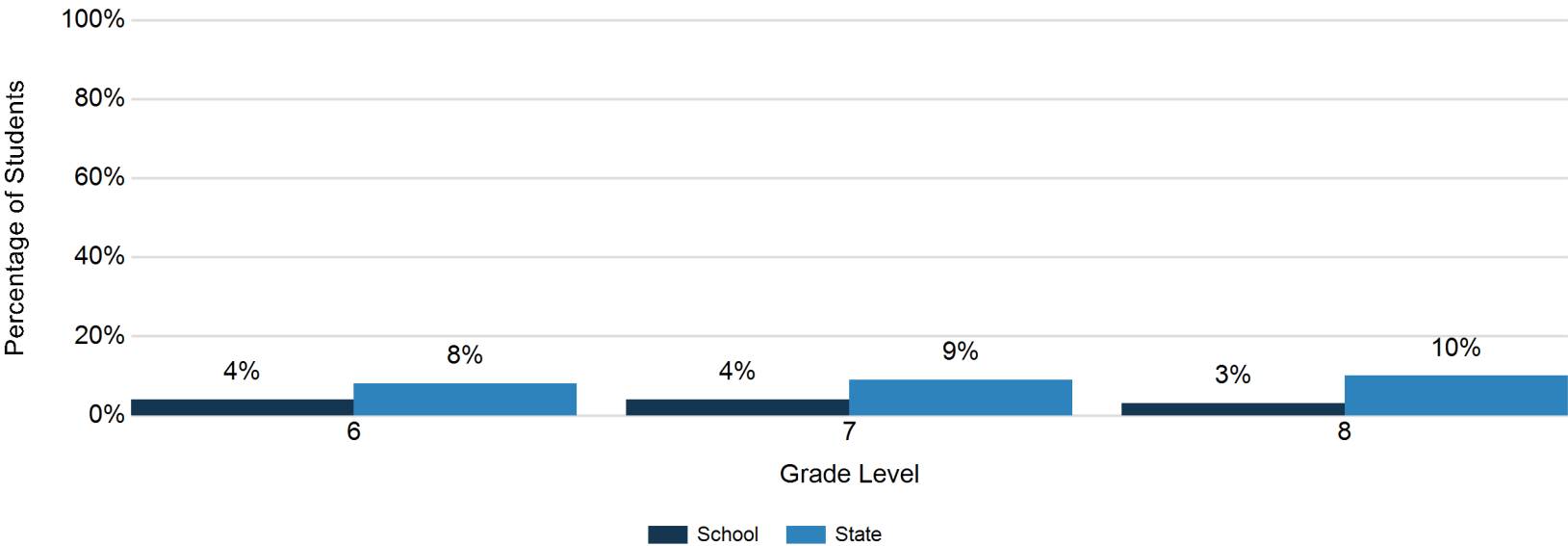This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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

NJSLA Science Assessment: Grade 8 Summary

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

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	51	17	4
White	30	49	18	2
Hispanic	40	48	10	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	54	25	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	60	16	1
Male	32	43	18	6
Economically Disadvantaged Students	46	41	11	2
Non-Economically Disadvantaged Students	24	53	19	4
Students with Disabilities	80	20	0	0
Students without Disabilities	16	58	21	5
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	*	*	*	*

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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	313
7	0	0	309
8	50	0	279
Total	50	0	901

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	272	272	271	0	268	272	0
7	256	252	253	0	252	259	0
8	51	23	52	0	39	20	0
Total	579	547	576	0	559	551	0

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk 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

57.6%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	57.6%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	0.0%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School
(23-3845-110)
Grades Offered: 06-08
2018-2019

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	3.8	9.1	Met
White	24	4.0	9.1	Met
Hispanic	9	5.7	9.1	Met
Black or African American	*	*	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	*	*	**	**
Female	18	3.8		
Male	18	3.8		
Economically Disadvantaged Students	11	6.7	9.1	Met
Students with Disabilities	15	9.2	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

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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.

Grade Level	School	State
6	4%	8%
7	4%	9%
8	3%	10%

Jonas Salk Middle School

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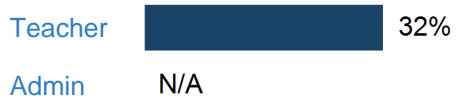- **†** This indicates a table specific note, see note below table

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.38

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)	3
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	2	2
Ancestry	0	3	3
Gender	2	1	3
Sexual Orientation	0	2	2
Disability	0	1	1
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	38	4.0%
Out-of-School Suspensions	16	1.7%
Any Suspension	44	4.7%
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
56

Jonas Salk Middle School
(23-3845-110)
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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	8:05 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 35 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

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	85	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.7%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	471:1	222:1
Teachers to Administrators	43:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

27

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	50.0%	70.6%	0.0%	48.4%	77.1%	54.9%
Male	50.0%	29.4%	100.0%	51.6%	22.9%	45.1%
White	62.1%	89.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.3%	3.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.9%	3.5%	0.0%	15.0%	6.6%	13.9%
Asian	14.2%	3.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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 — 32%
Admin — N/A

Master's Degree

Teacher — 68%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.7%	58.0%	63.7%
Math Proficiency	46.1%	45.2%	48.9%
ELA Growth	46	35	42
Math Growth	59	54	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%	7.2%	3.8%

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

Jonas Salk Middle School

(23-3845-110)

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2018-2019

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

34

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School
(23-3845-110)
Grades Offered: 06-08
2018-2019

School Narrative

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

Highlights:	• State & National School of Character, Promising Practice Award for Peer Day, & the PTA School of Excellence Award. • • GR6 Honors courses in Math GR7 Honors courses in ELA & Math GR8 Honors courses in Math ELA Social Studies & Science
Mission, Vision, Theme:	As Roadrunners, we promise to See the good in everyone and everything, Always do the right thing, Lead by example and Keep our school safe and continue to "Own It" each and every day. The Salk community has an excellent reputation in the Old Bridge educational system as our students achieve at high levels and the staff work tirelessly at making the middle school years both educational and enjoyable.
Awards, Recognition, Accomplishments:	We were honored to have received the following awards: State School of Character, National School of Character, and Promising Practice Award for Peer Day, as well as the PTA School of Excellence Award. We are also proud to now have a National Junior Honor Society Chapter.

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

Grades Offered: 06-08

2018-2019

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Courses, Curriculum, Instruction:	Staff utilizes current technology to personalize educational experiences for our students. Technology tools are used to enhance classroom instruction and promote critical thinking, problem solving skills, and inquiry based learning. The district's goal is to provide an equitable learning environment with our use of technology to meet students' academic needs and promote achievement.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) We have 14 different interscholastic sports teams for our student-athletes to participate in. We offer both cut and non-cut sports. Our wrestling team has won it's conference every year since 2012 and the girls' track team went undefeated and won the conference championship in 2016, both first time in school history.
Clubs and Activities:	Students are encouraged to participate in one of the 30 clubs and activities we offer here at Salk. There are new clubs that start up every year which students can initiate an interest meeting with an advisor and start a club. Many students also participate in our school band, chorus and the yearly play/musical.

NJ SCHOOL PERFORMANCE REPORT

Jonas Salk Middle School

(23-3845-110)

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Staff and Professional Learning:	Professional development and ongoing training focus on the needs of learners and promoting instructional improvement to meet those needs. Staff members engage in professional learning throughout the school year with colleagues in faculty meetings, PLC's, grade and content area meetings, in-service offerings and articulation. The goal of placing a high value on professional learning is to directly affect the learning and success of our students.

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Student Supports and Services:	Teachers are trained on a number of summative and formative assessments to differentiate instruction based on individual level. JSMS utilizes a Response to Intervention (RTI) 3-tiered model to provide students with evidenced-based interventions in a general education setting. RTI allows for consultation with related service providers such as speech, OT, PT, Learning Consultant, & Psychologist. After-School Academic Intervention and RTI during the day can be provided when needed.
Student Health and Wellness:	At JSMS, students have easy access to support for emotional and social concerns through the widely utilized Student Assistance Program. Students receive counseling support through individual meetings and support groups. Parents are introduced to the Student Assistance Program on the school website and at parent nights such as fifth grade parent orientation and Open House. They often contact the Student Assistance Counselor for referral information and support
Parent and Community Involvement:	JSMS has an active PTA that works closely with the school to ensure events & activities are created that support the community & the school. Parents volunteer their time to attend manage & organize school based events. Real-time, our online grading & communication system provides parents with knowledge of their child's academics & community news. The community is kept informed of events & accomplishments via Twitter, the JSMS website, & the PTA Facebook.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers JSMS uses the New Jersey School Climate Survey which includes four validated questionnaires to support local school climate and culture improvement activities, as an integral part of their continuous efforts to improve student's educations and prevent at–risk student behavior. Results of our survey may be found at JSMS.com

Jonas Salk Middle School

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Other Information

Jonas Salk Middle School is a professional learning community educating an average of 1000 students with the support of 93 staff members. There are three teaching teams at each grade level with students set in heterogeneous groupings. Each team has five teachers assigned with Mathematics, Science and Social Studies represented by one staff member, along with two Language Arts Literacy teachers. We utilize a modified block schedule to provide each student with a ninety minute block of Language Arts Literacy each day. While serving our special needs population, it is not uncommon to have two or three Special Education staff assigned to each block to provide consistency in developing lessons that address the New Jersey Student Learning Standards. Our team concept reflects our school within a school philosophy that makes students and staff feel comfortable in our large setting and allow students to form relationships with teachers and classmates. Our Board approved curriculum recognizes the needs and interests of all our students. In concert with a strong core academic instructional program in Science, Social Studies, Mathematics and English Language Arts, the Jonas Salk Middle School offers courses in World Languages, Health and Physical Education, Related Arts and RTI. More than forty student activities are featured in our Roadrunner REACH Activities booklet which includes Yearbook, the Salk Vaccine Newspaper, Band, Chorus, Art & Literary Club Student Council, Color Guard, Cheerleading, as well as interscholastic teams in Soccer, Cross Country, Lacrosse, Volleyball, Basketball, Wrestling, Track & Field, and Softball. Our annual school musical introduces students to the performing arts and includes opportunities for students in planning set design, set construction, and back stage management. Likewise, our planetarium provides simulated state of the art lessons in astronomy for both Jonas Salk Middle School and district elementary school students.

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School
(23-3845-113)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

School Contact Information

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

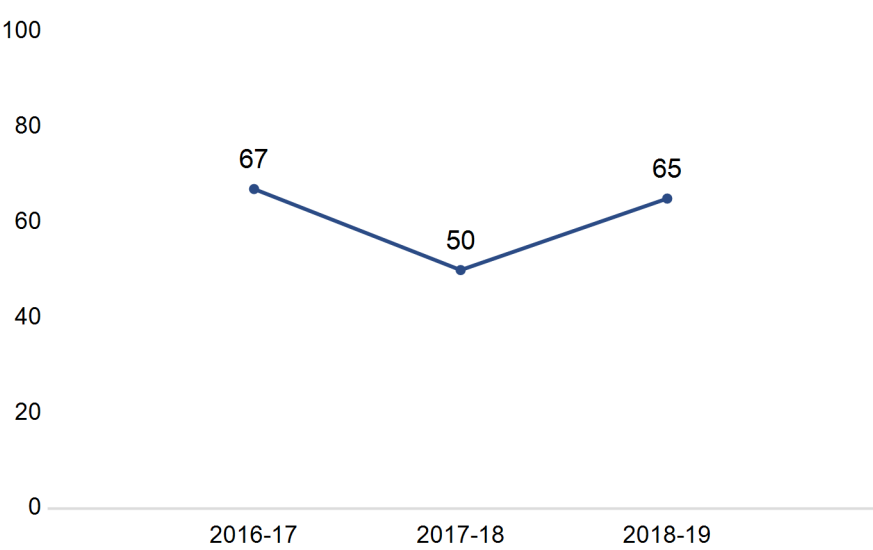| Type	Contact Information
County	Middlesex
District	Old Bridge Township School District
Principal Name	Ms. Cathy Gramata
Address	160 BIRCHWOOD DRIVE CLIFFWOOD BEACH, NJ 07735-6123
Phone Number	732-290-3881
Email Address	cgramata@obps.org
Website	https://www.oldbridgeadmin.org
Twitter	https://twitter.com/coopthecrab

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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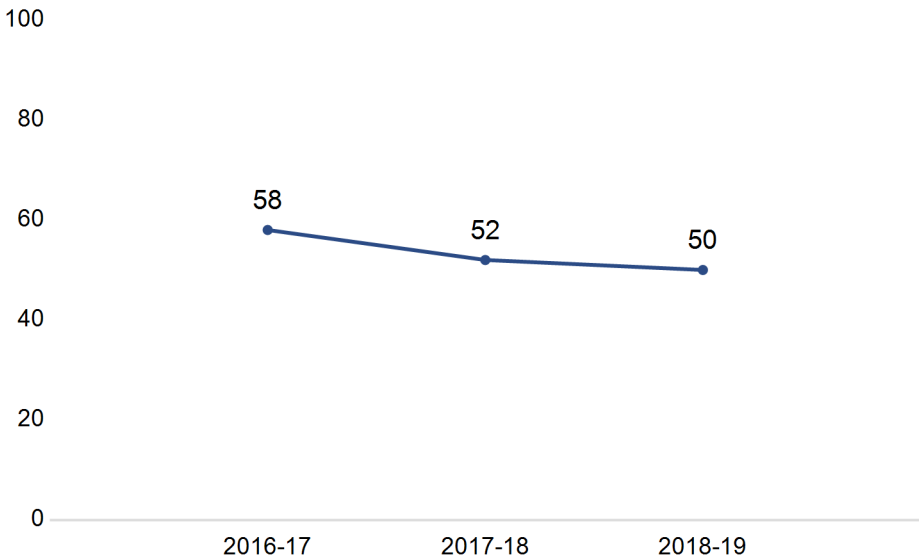† This indicates a table specific note, see note below table

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	25	24	22
1	42	37	36
2	44	42	33
3	37	38	35
4	53	35	38
5	38	48	34
Total	239	224	198

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	49.4%	50.9%	47.0%
Male	50.6%	49.1%	53.0%
Economically Disadvantaged Students	46.4%	38.8%	38.4%
Students with Disabilities	14.2%	11.2%	10.1%
English Learners	11.7%	8.9%	9.6%
Homeless Students	1.3%	1.3%	1.0%
Students in Foster Care	0.0%	0.9%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	49.8%	47.8%	47.5%
Hispanic	18.0%	17.4%	17.2%
Black or African American	11.7%	12.1%	13.6%
Asian	16.7%	18.3%	17.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	3.8%	4.5%	3.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	25	24	22

Enrollment by Home Language

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

Home Language	% of Students
English	73.7%
Urdu	6.1%
Spanish	3.0%
Twi	2.0%
Ukrainian	2.0%
Other Languages	13.1%

Leroy Gordon Cooper Elementary School

(23-3845-113)

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Year	Value
2016-17	67
2017-18	50
2018-19	65

Math Median Student Growth Percentile

Year	Value
2016-17	58
2017-18	52
2018-19	50

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	67	50	65	58	52	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

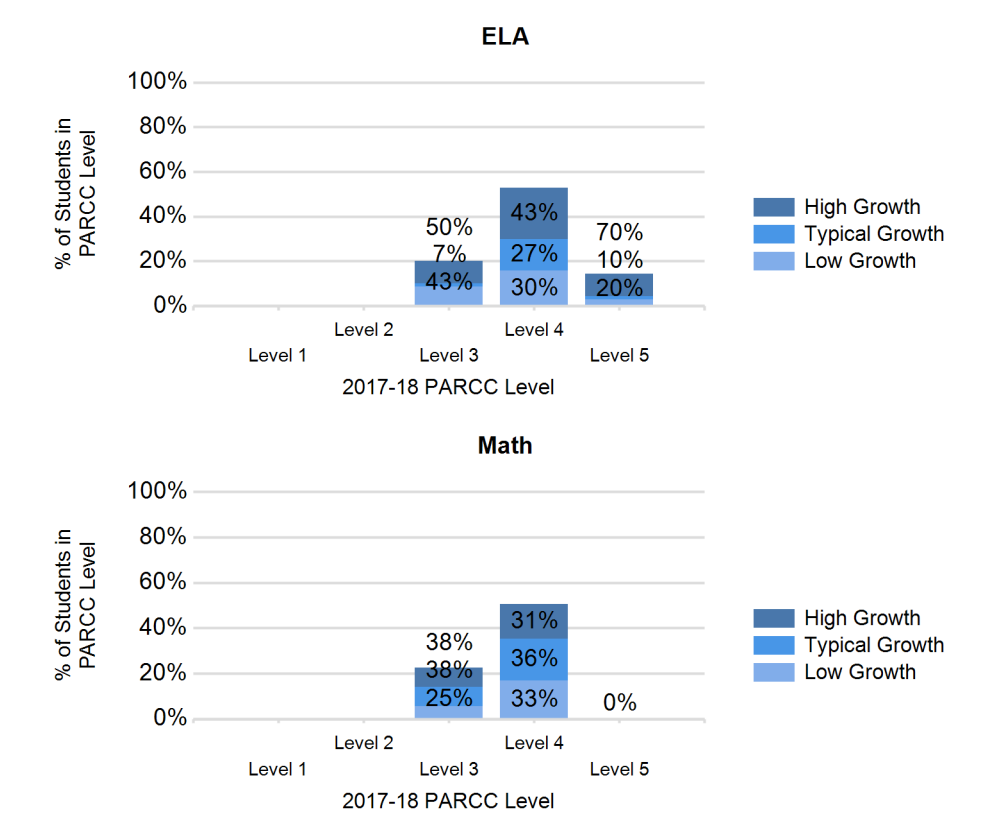(23-3845-113)

Grades Offered: KG-05

2018-2019

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

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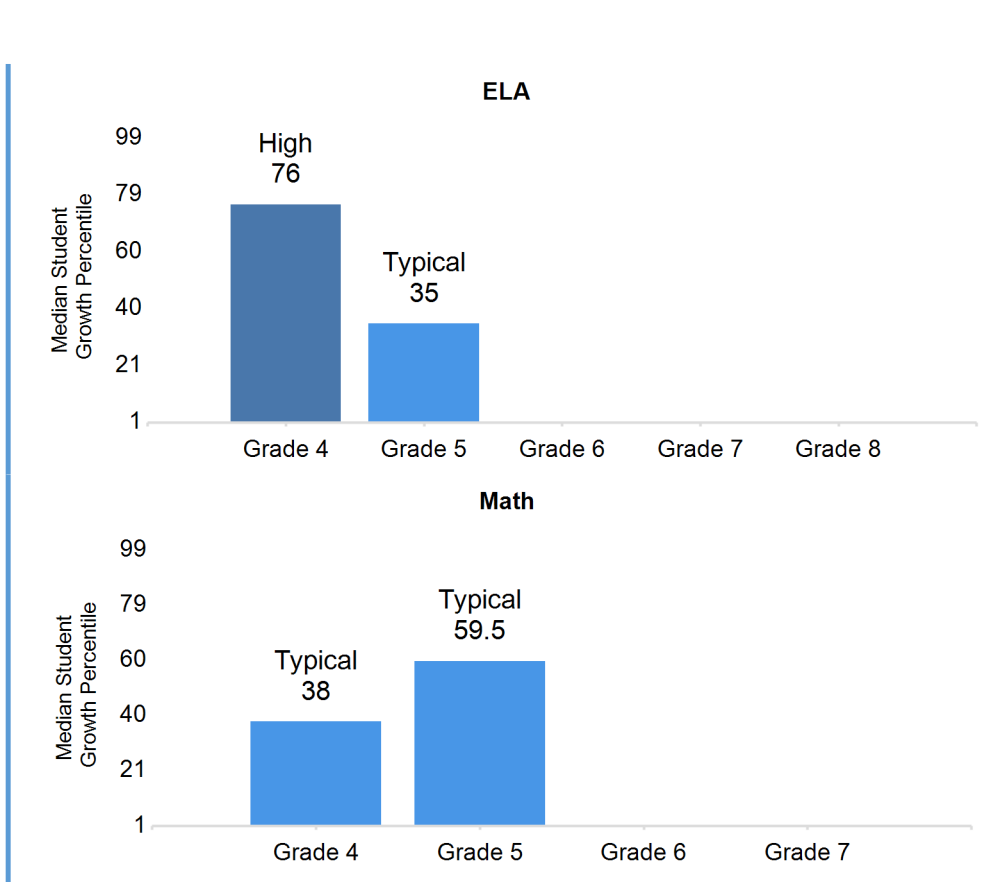
Student Growth

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	65	50	50	Exceeds Standard	50	51	50	Met Standard
White	51	49	50	Met Standard	50	50	52	Met Standard
Hispanic	29	49	49	**	48	51	47	**
Black or African American	71	48.5	45	**	53	47	43	**
Asian, Native Hawaiian, or Pacific Islander	73	59	59	**	39	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	65.5	53.5	53	N	52	52	50	N
Male	62.5	47	47	N	50	51	51	N
Economically Disadvantaged Students	67	52	48	Exceeds Standard	48	49	46	Met Standard
Students with Disabilities	*	44	43	**	*	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

Leroy Gordon Cooper Elementary School
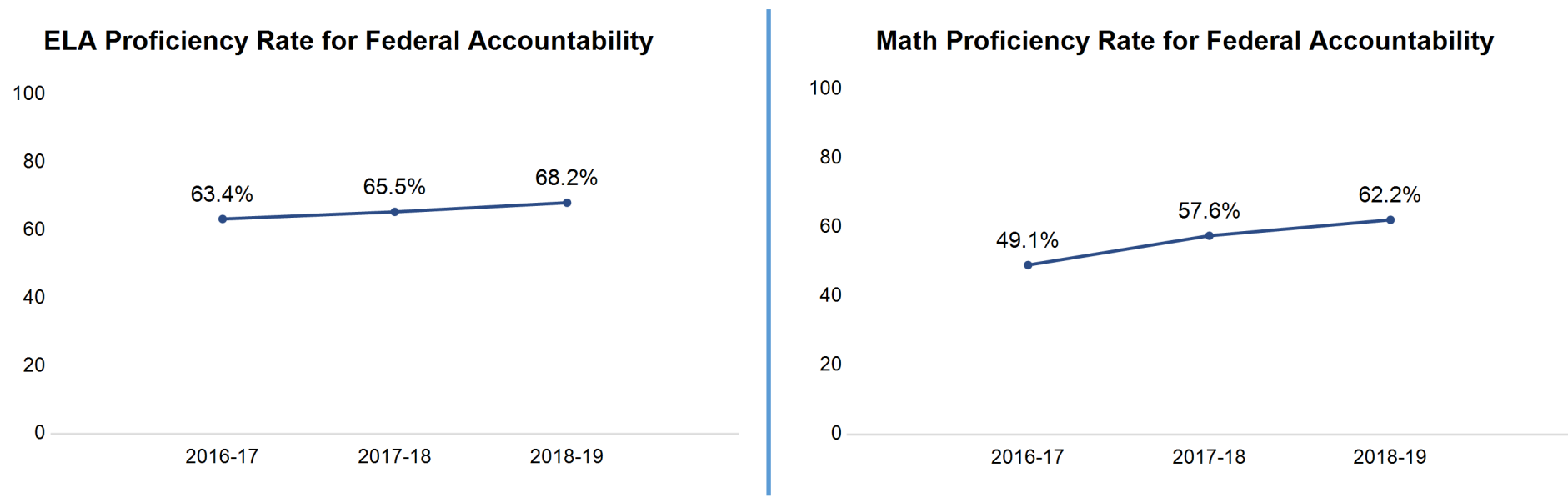
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Student Growth by Performance Level

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.

6

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School
(23-3845-113)
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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 63.4%
- 2017-18: 65.5%
- 2018-19: 68.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 49.1%
- 2017-18: 57.6%
- 2018-19: 62.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.0%	99.2%	100.0%	96.9%	99.2%	100.0%
Proficiency Rate for Federal Accountability	63.4%	65.5%	68.2%	49.1%	57.6%	62.2%
Annual Target	58.0%	59.1%	60.3%	52.4%	53.8%	55.3%
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.

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	110	100.0	68.2	62.4	57.9	68.2	60.3	Met Target
White	51	100.0	74.5	61.7	66.9	74.5	64.8	Met Target
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	17	100.0	35.3	55.3	38.5	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	90.9	77.7	82.9	90.9	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	53	100.0	69.8	70.7	64.8	69.8		
Male	57	100.0	66.7	54.6	51.3	66.7		
Economically Disadvantaged Students	47	100.0	63.8	*	40.0	63.8	60.3	Met Target
Non-Economically Disadvantaged Students	63	100.0	71.4	*	67.9	71.4		
Students with Disabilities	11	100.0	*	19.2	22.7	*	**	**
Students without Disabilities	99	100.0	*	70.9	65.1	*		
English Learners	16	100.0	75.0	46.4	29.3	75.0	**	**
Non-English Learners	94	100.0	67.0	63.4	60.6	67.0		
Homeless Students	*	*	*	41.7	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

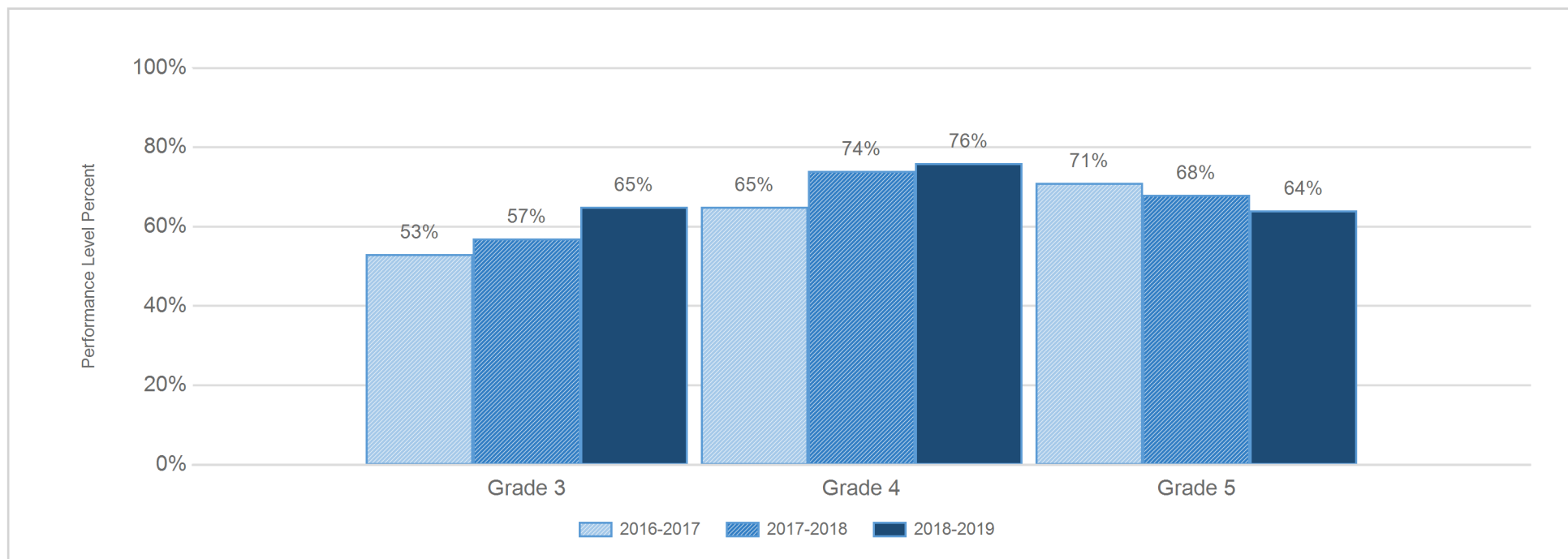† Target was met within a confidence interval.

Leroy Gordon Cooper Elementary School

(23-3845-113)

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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.

	Grade 3	Grade 4	Grade 5
2016-2017	53%	65%	71%
2017-2018	57%	74%	68%
2018-2019	65%	76%	64%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	759	763	748	*	*	*	*	*	65%	50%
White	16	763	761	757	0%	*	*	*	*	69%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	18	754	771	753	*	*	*	*	*	56%	55%
Male	19	764	755	743	*	*	*	*	*	74%	46%
Economically Disadvantaged Students	14	755	750	731	*	*	*	*	*	64%	33%
Non-Economically Disadvantaged Students	23	762	767	759	*	*	*	*	*	65%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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	38	778	767	755	0%	*	*	32%	45%	76%	57%
White	18	775	767	763	0%	*	*	*	*	72%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	18	788	771	760	0%	*	*	*	*	83%	62%
Male	20	768	764	750	0%	*	*	*	*	70%	53%
Economically Disadvantaged Students	17	774	757	740	0%	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	21	781	770	765	0%	*	*	*	*	81%	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

11

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

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	36	756	767	756	*	*	*	*	*	64%	58%
White	18	758	764	764	*	*	*	*	*	78%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	17	767	776	761	*	*	*	*	*	76%	64%
Male	19	747	758	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	16	751	758	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	20	760	770	766	*	*	*	*	*	70%	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	36	756	768	758	*	*	*	*	*	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

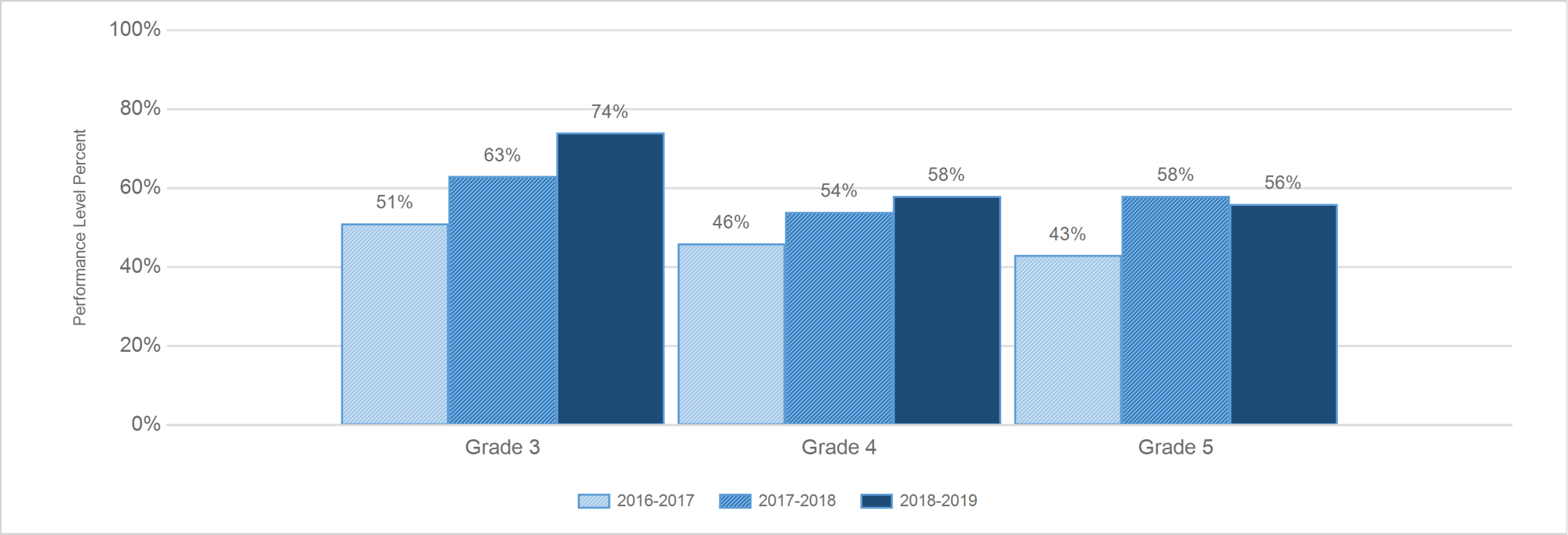**NJ SCHOOL PERFORMANCE REPORT**

Leroy Gordon Cooper Elementary School

(23-3845-113)

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	111	100.0	62.2	48.1	44.5	62.2	55.3	Met Target
White	52	100.0	69.2	47.5	54.1	69.2	58.3	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	17	100.0	52.9	37.0	23.0	52.9	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	81.8	67.0	76.5	81.8	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	54	100.0	64.8	49.7	44.9	64.8		
Male	57	100.0	59.6	46.6	44.2	59.6		
Economically Disadvantaged Students	48	100.0	56.3	*	26.3	56.3	53.5	Met Target
Non-Economically Disadvantaged Students	63	100.0	66.7	*	54.9	66.7		
Students with Disabilities	11	100.0	27.3	16.9	17.4	27.3	**	**
Students without Disabilities	100	100.0	66.0	54.3	50.0	66.0		
English Learners	17	100.0	64.7	39.2	25.0	64.7	**	**
Non-English Learners	94	100.0	61.7	48.6	46.5	61.7		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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.

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	768	765	752	0%	*	*	*	*	74%	55%
White	17	765	762	760	0%	*	*	*	*	76%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	19	762	767	751	0%	*	*	*	*	63%	54%
Male	19	774	763	752	0%	*	*	*	*	84%	56%
Economically Disadvantaged Students	15	763	755	737	0%	*	*	*	*	67%	37%
Non-Economically Disadvantaged Students	23	771	768	761	0%	*	*	*	*	78%	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

Leroy Gordon Cooper Elementary School

(23-3845-113)

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.

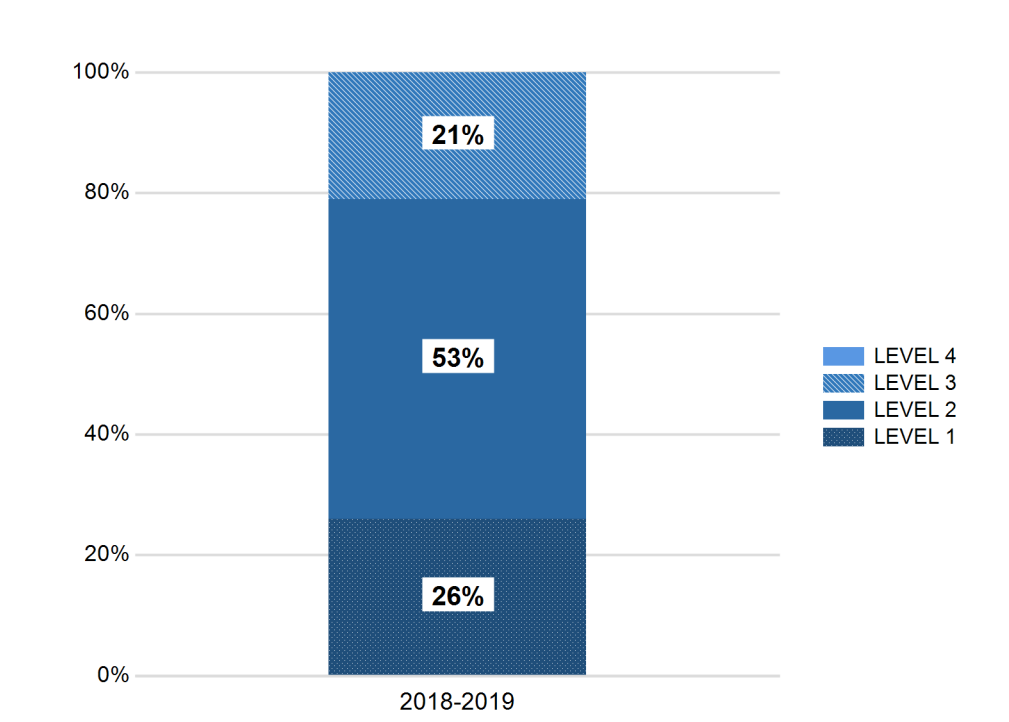| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	751	758	749	*	*	*	*	*	58%	51%
White	18	750	757	757	0%	*	*	61%	0%	61%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	18	759	756	749	*	*	*	*	*	67%	50%
Male	20	745	759	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	17	750	747	734	*	*	*	*	*	59%	32%
Non-Economically Disadvantaged Students	21	752	761	759	*	*	*	*	*	57%	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	752	755	747	0%	*	*	*	*	56%	47%
White	18	755	754	755	0%	*	*	*	*	67%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	17	761	759	747	0%	*	*	*	*	71%	47%
Male	19	744	752	747	0%	*	*	*	*	42%	47%
Economically Disadvantaged Students	16	749	746	732	0%	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	20	754	759	757	0%	*	*	*	*	65%	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	36	752	756	749	0%	*	*	*	*	56%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Leroy Gordon Cooper Elementary School
(23-3845-113)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

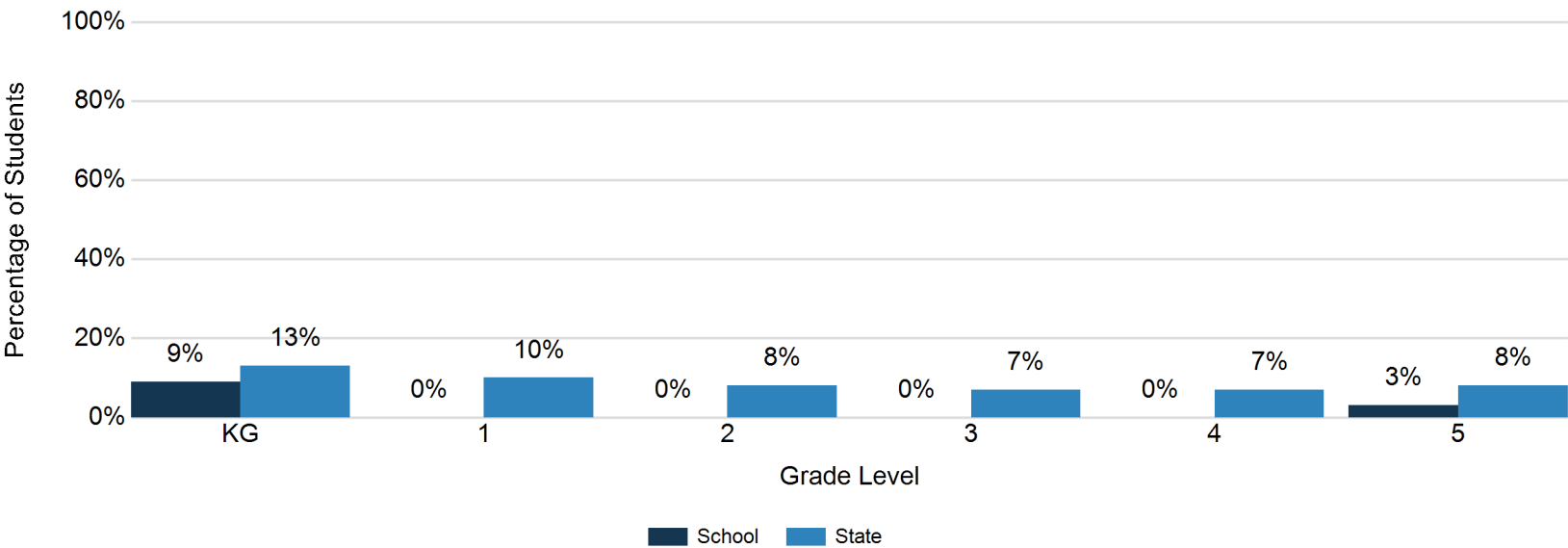This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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	46.2%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 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	26	53	21	0
White	18	53	29	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	63	25	0
Male	39	44	17	0
Economically Disadvantaged Students	33	47	20	0
Non-Economically Disadvantaged Students	21	58	21	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	53	21	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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	4	1.8	8.9	Met
White	2	1.9	8.9	Met
Hispanic	1	2.6	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	2	2.0		
Male	2	1.6		
Economically Disadvantaged Students	3	3.3	8.9	Met
Students with Disabilities	3	7.1	8.9	Met
English Learners	0	0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Leroy Gordon Cooper Elementary School

(23-3845-113)

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.

Chart: Percentage of Students by Grade Level (School vs State)

Grade Level	School	State
KG	9%	13%
1	0%	10%
2	0%	8%
3	0%	7%
4	0%	7%
5	3%	8%

Legend: School, State

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Leroy Gordon Cooper Elementary School
(23-3845-113)
Grades Offered: KG-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Leroy Gordon Cooper Elementary School

(23-3845-113)

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	198:1	222:1
Teachers to Administrators	22:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	9.1%	0.0%	51.6%	22.9%	45.1%
White	47.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 55%

Admin — N/A

Master's Degree

Teacher — 46%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

Leroy Gordon Cooper Elementary School

(23-3845-113)

Grades Offered: KG-05

2018-2019

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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Leroy Gordon Cooper Elementary School

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Leroy Gordon Cooper Elementary 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.4%	65.5%	68.2%
Math Proficiency	49.1%	57.6%	62.2%
ELA Growth	67	50	65
Math Growth	58	52	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.2%	46.2%
Chronic Absenteeism	7.1%	7.1%	1.8%

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

Leroy Gordon Cooper Elementary School

(23-3845-113)

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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.

Leroy Gordon Cooper Elementary School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Leroy Gordon Cooper Elementary School

(23-3845-113)

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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:	• Cooper was recognized as a National and New Jersey School of Character. • Cooper has been awarded five National Promising Practices • Cooper is recognized as a National PTA School of Excellence.
Mission, Vision, Theme:	Cooper Elementary School shares the theme of the Old Bridge Township School District which states that each person has an inherent worth, and it is our mission to empower each student to learn, achieve success, and become a confident, productive member of a pluralistic, global society prepared to face the challenges of the 21st century.
Awards, Recognition, Accomplishments:	Cooper Elementary School has been recognized as a National School of Character, a New Jersey State School of Character, and has five award winning National Promising Practices from Character.org: "Readers of the Pack", "K-9 Comfort Club", "The Farm Project", "Positive Postcards" and "Coop's Free Little Pantry". We also have a certified therapy dog program where the therapy dog is utilized in counseling services for students in need, as well as in academic programs at Cooper, and district-wide. This program has garnered several articles and news outlets to come to interview the school.

NJ SCHOOL PERFORMANCE REPORT

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Clubs and Activities:	At Cooper, students have a myriad of opportunities beyond the classroom which include Bus Patrols, Student Council, (Kiwanis)K-Kids Club, Kids at College, Cooper Counselor Lunch Bunch, Character Ambassadors, Junior Cadets with the Old Bridge HS Junior ROTC, Cooper Cooking Club, Pantry Patrol, Newspaper, Yearbook, Recycling Team, Superintendent Lunch Bunch, and school orator. Students participate in annual Pink Out fundraiser, along with Relay for Life, Jump Rope for Heart, St. Jude's Math-a-Thon, and a partnership for donations to Elijah's Promise Food Shelter. Our Character Ambassador program is two students selected to represent our school throughout various district events, along with the Old Bridge HS Peer Leaders. Finally, in partnership with the Old Bridge Police Department, the Too Good for Drugs program is offered, and other programs such as Child Assault Prevention (CAP) Footprints for Life, and activities with Partnership for a Drug Free America.

NJ SCHOOL PERFORMANCE REPORT

Leroy Gordon Cooper Elementary School

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2018-2019

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Before and After School Programs:	Before and After Care is open to all students, and is for parents who need additional supervision in the early morning or late afternoon and evening hours. Offered by Township of Old Bridge and housed in our facility, it provides an extended school day which enables a higher number of families to work.
Staff and Professional Learning:	Professional Development at Cooper is driven by the needs of the staff both by information derived from data, and to create learning opportunities and collaboration with other district colleagues. Educators are offered professional development through three district-wide professional development days, five collaborative EdCamp-style Professional Learning Community (PLC) days, faculty meetings, and two additional professional days which could be used for outside workshops or through the selection of our in-house OB Learning Academy.

Leroy Gordon Cooper Elementary School

(23-3845-113)

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2018-2019

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Student Supports and Services:	Our district offers multiple student support programs to enhance the learning experience. From our district Challenge program which centers around a STEAM program for students identified as gifted & talented, to academic support for struggling learners who may receive Tier I, II, and III interventions through our RTI program, and in turn, are eligible for before school and summer school supplemental instruction in mathematics and ELA. Recently, through Title 1 grants, Cooper has a Makerspace Lab STEM program which exposes students to a project-based journey utilizing applications within various content areas. Further, our district is known for our stellar Special Education services, and our comprehensive ESL program in each school.
Student Health and Wellness:	At Cooper, students are scheduled to receive 150 minutes or more of physical education, health, and classroom PE per week. Recess is built into this schedule, whether indoor or outdoor, daily, and teachers work extensively to provide various brain and physical breaks including, but not limited to, yoga, mindful breathing, and quick puzzles to solve. Further, through the assistance of various teachers throughout the building and our PTA, numerous programs, activities, and initiatives are offered to students to maintian a healthly balance between the academic and social-emotional student. Cooper Elementary offers a full daily breakfast program to all students in grades K-5, and after school intramurals for students in basketball and volleyball; students who participate on the volleyball team play a district tournament.
Parent and Community Involvement:	Cooper's PTA selflessly works to provide funding for school events, and the purchase of supplemental materials and equipment for a top-notch instructional experience. From the addition of state-of-the-art Smart Boards, birthday books for all, assemblies with author Skypes and Ned's Adventure, our PTA also has its own Facebook page, a Remind 101 account, and was named a 2019-2021 National PTA School of Excellence. Parental involvement is also available through Coop's Free Little Pantry; a free, outdoor pantry on the property which is a self-sustained program of items for those in need, or those with extra. Along with it being a great success for our local community, it has earned national recognition, and has landed Cooper on the OB Bus Tour! To strengthen community ties, our Readers of the Pack program works with Monmouth County SPCA with monthly visits from therapy dogs, and our annual Pink Out consists of local community members such as police and firefighters, and all proceeds go to

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Cooper administers a yearly school climate survey to students, parents, and staff which is used as a resource to gather feedback from the various stakeholders and used to highlight strengths and areas in need of improvement, but most importantly, it provides a platform for suggestions and recommendations. The School Safety Team, comprised of teachers, the school counselor, principal, and a parent representative, meets at a minimum of twice a year to enhance the importance of character education in our school and continue to develop anti-bullying strategies and programs. This team also collects data from the annual school climate survey in order to strengthen the overall climate and culture of the school and build morale amongst staff and students. As a result of the data, Cooper staff developed Positive Postcards, a school-wide morale-building initiative where staff highlights students, co-workers, community members, and fellow schools for a positive change within the school and commun
Facilities:	Cooper school has gone through a technology transformation within the past several years. Every classroom and instructional space has a Smartboard, students in grades 3-5 are 1:1 with HP Streams, Kindergarten is 1:1 with Kindles, and grades 1 and 2 are a mixture of HP Streams and Kindles, making our school 1:1. In our entry way, an interactive Smart TV is installed which is used for displaying a rotating living yearbook, and live streaming events like the inaugural addresses. Further, we are having a TV installed which is directly tied to the solar panel energy count. In recent years, we have had the local Eagle Scout Troop perform various beautification projects such as a bench planter at the faculty entrance, install a new bench with planter area at the walker entrance, an outdoor classroom with bird feeders for students, a landscape refresh accompanied by our very own school sign, and the installation of Cooper's outdoor pantry.

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Other Information	Our school is considered to be a high tech building where our students are 1:1 on devices, and are utilizing the Microsoft 365 platform with their own email address, which enhances submission of projects and assignments to teachers and daily classroom lessons. Our classrooms are equipped with SmartBoards, Apple TVs, and integrated speakers and microphones to facilitate instruction. The media center is also completely equipped with the same technology which creates a space for STEM projects and lessons. Each teacher has access to all programs electronically, including gradebooks and data collection sites such as RTIm Direct, RealTime, and Easy CBM. Our full day Kindergarten program exposes students to the district curriculum and regular school day which prepares students for the first grade. As part of a district ranked 8th safest in the state of New Jersey, students participate in regular safety and security drills, and we have our own Special Law Enforcement Officer (SLEO), who is stationed outside in a security booth.

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School
(23-3845-133)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

School Contact Information

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

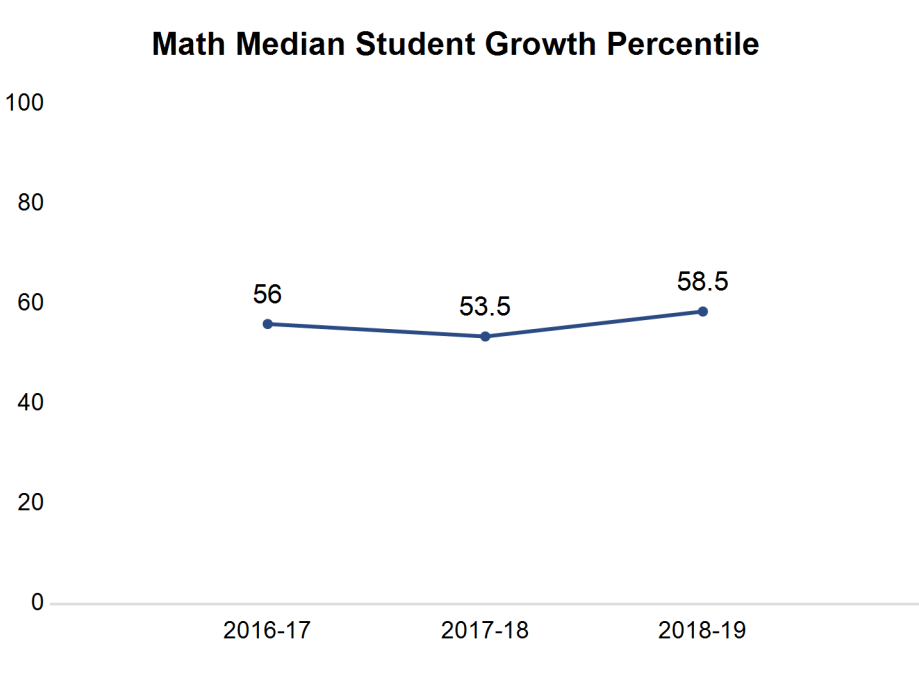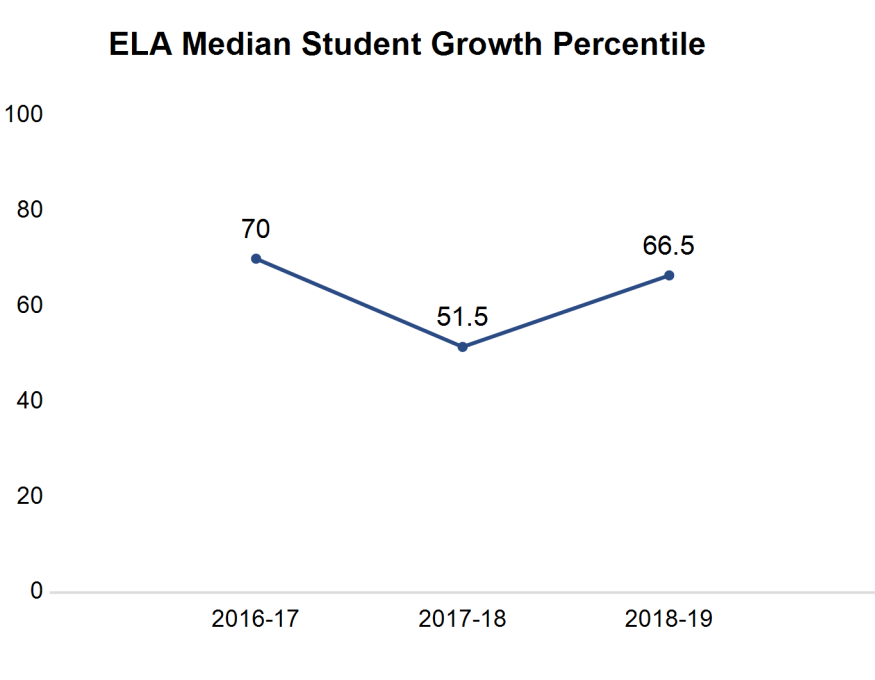| Type	Contact Information
County	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. Christopher McCue
Address	ONE PAR AVENUE OLD BRIDGE, NJ 08857-3045
Phone Number	732-360-4452
Email Address	cmccue@obps.org
Website	https://www.oldbridgeadmin.org
Twitter	https://twitter.com@carpenterrockets

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

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	60	45	44
1	50	51	37
2	28	48	52
3	40	30	45
4	54	40	32
5	51	55	41
Total	283	269	251

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	50.2%	54.2%
Male	52.3%	49.8%	45.8%
Economically Disadvantaged Students	13.1%	11.2%	8.4%
Students with Disabilities	21.6%	19.3%	21.1%
English Learners	3.9%	5.9%	4.8%
Homeless Students	0.4%	0.4%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.7%	75.8%	71.7%
Hispanic	15.2%	12.6%	16.3%
Black or African American	4.9%	5.2%	4.8%
Asian	8.1%	5.6%	6.4%
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	0.0%	0.7%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	60	45	44

Enrollment by Home Language

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

Home Language	% of Students
English	90.4%
Chinese	1.6%
Spanish	1.6%
Other Languages	6.4%

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Year	Value
2016-17	70
2017-18	51.5
2018-19	66.5

Math Median Student Growth Percentile

Year	Value
2016-17	56
2017-18	53.5
2018-19	58.5

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	70	51.5	66.5	56	53.5	58.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

M. Scott Carpenter Elementary School

(23-3845-133)
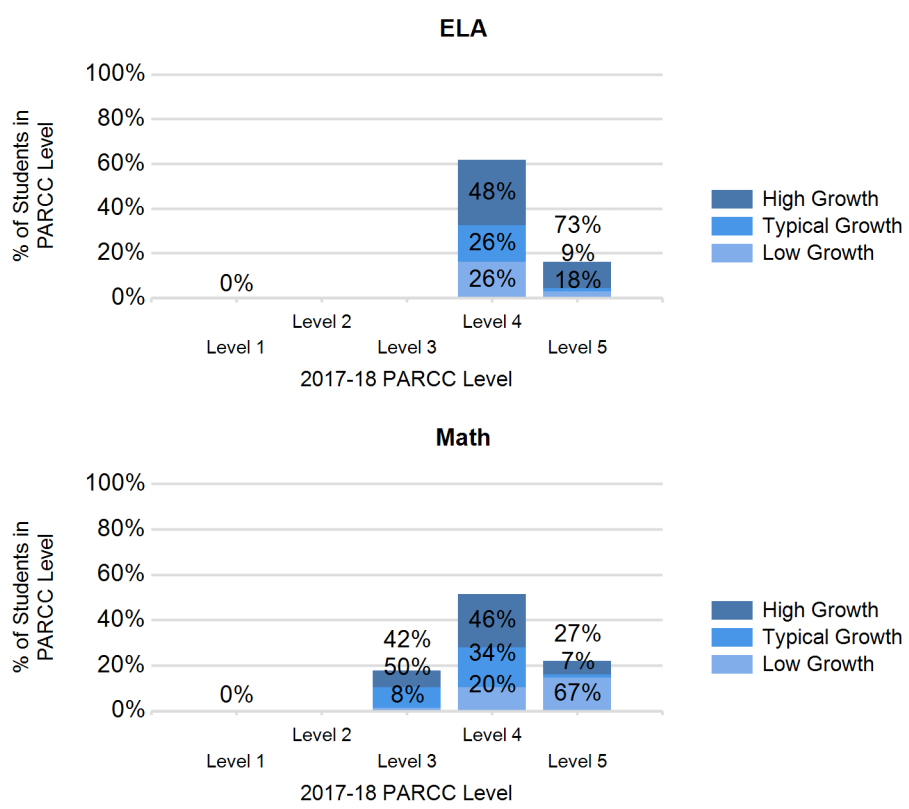
Grades Offered: KG-05

2018-2019

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

A student's SGP falls between 1 and 99 and can be grouped into three levels: 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	66.5	50	50	Exceeds Standard	58.5	51	50	Met Standard
White	67	49	50	Exceeds Standard	62	50	52	Exceeds Standard
Hispanic	*	49	49	**	*	51	47	**
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	43.5	49	**	N	40.5	52	**
Female	69.5	53.5	53	N	58.5	52	50	N
Male	59	47	47	N	59	51	51	N
Economically Disadvantaged Students	*	52	48	**	*	49	46	**
Students with Disabilities	57	44	43	**	61	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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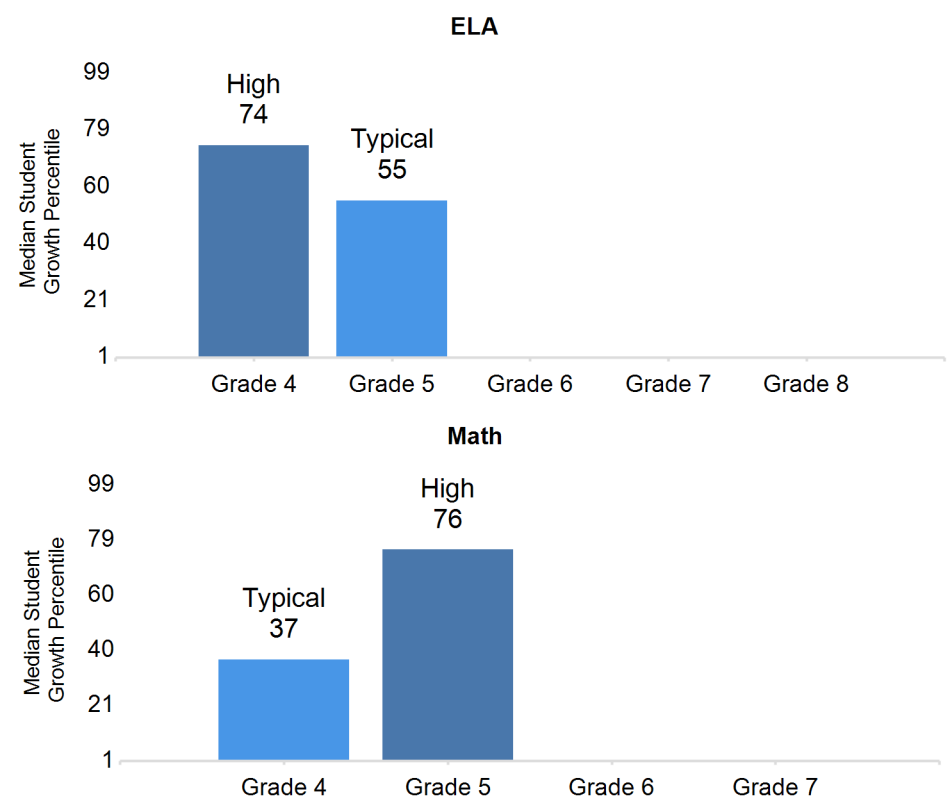
Student Growth by Performance Level

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

Student Growth by Grade

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

NJ SCHOOL PERFORMANCE REPORT

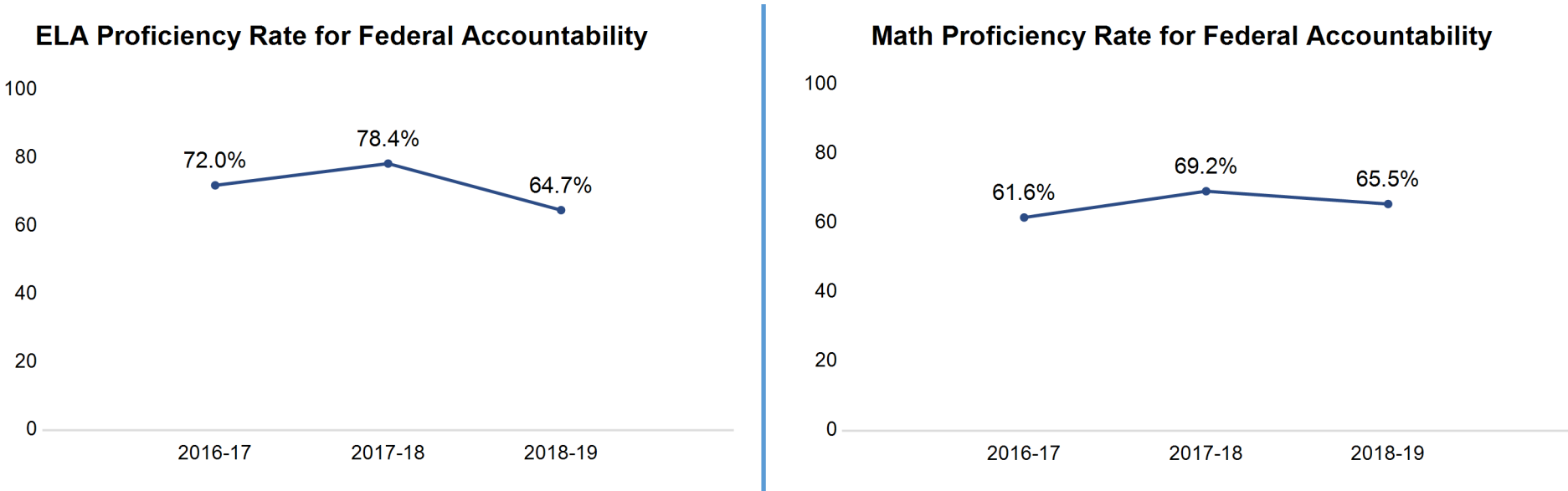**M. Scott Carpenter Elementary School**
(23-3845-133)
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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

2016-17: 72.0%
2017-18: 78.4%
2018-19: 64.7%

Math Proficiency Rate for Federal Accountability

2016-17: 61.6%
2017-18: 69.2%
2018-19: 65.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	96.0%	98.3%	98.6%	96.0%	98.3%
Proficiency Rate for Federal Accountability	72.0%	78.4%	64.7%	61.6%	69.2%	65.5%
Annual Target	70.2%	70.7%	71.2%	66.2%	66.9%	67.7%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

M. Scott Carpenter Elementary School

(23-3845-133)

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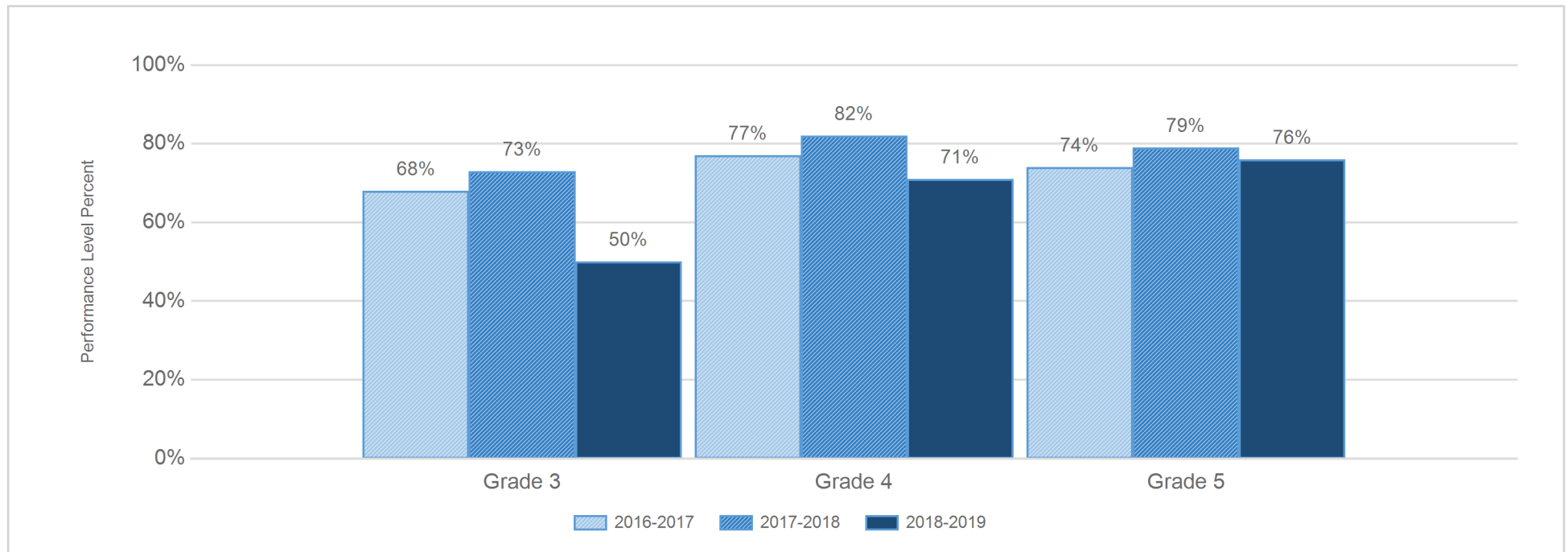* Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	116	98.3	64.7	62.4	57.9	64.7	71.2	Met Target†
White	87	98.9	66.7	61.7	66.9	66.7	68.7	Met Target†
Hispanic	16	100.0	68.8	*	43.9	68.8	**	**
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	61	98.4	75.4	70.7	64.8	75.4		
Male	55	98.2	52.7	54.6	51.3	52.7		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	30	93.7	33.3	19.2	22.7	32.9	36.8	Met Target†
Students without Disabilities	86	100.0	75.6	70.9	65.1	75.6		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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	743	763	748	*	*	23%	*	*	50%	50%
White	31	748	761	757	*	*	*	*	*	52%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	749	771	753	*	*	*	*	*	50%	55%
Male	22	738	755	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	750	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	17	717	722	719	*	*	*	*	*	29%	24%
Students without Disabilities	27	760	772	754	*	*	*	*	*	63%	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	44	743	764	751	*	*	23%	*	*	50%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	775	767	755	*	*	*	35%	35%	71%	57%
White	26	774	767	763	*	*	*	*	*	69%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	14	784	771	760	*	*	*	*	*	86%	62%
Male	17	768	764	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	N	N	757	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	31	775	770	765	*	*	*	35%	35%	71%	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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.

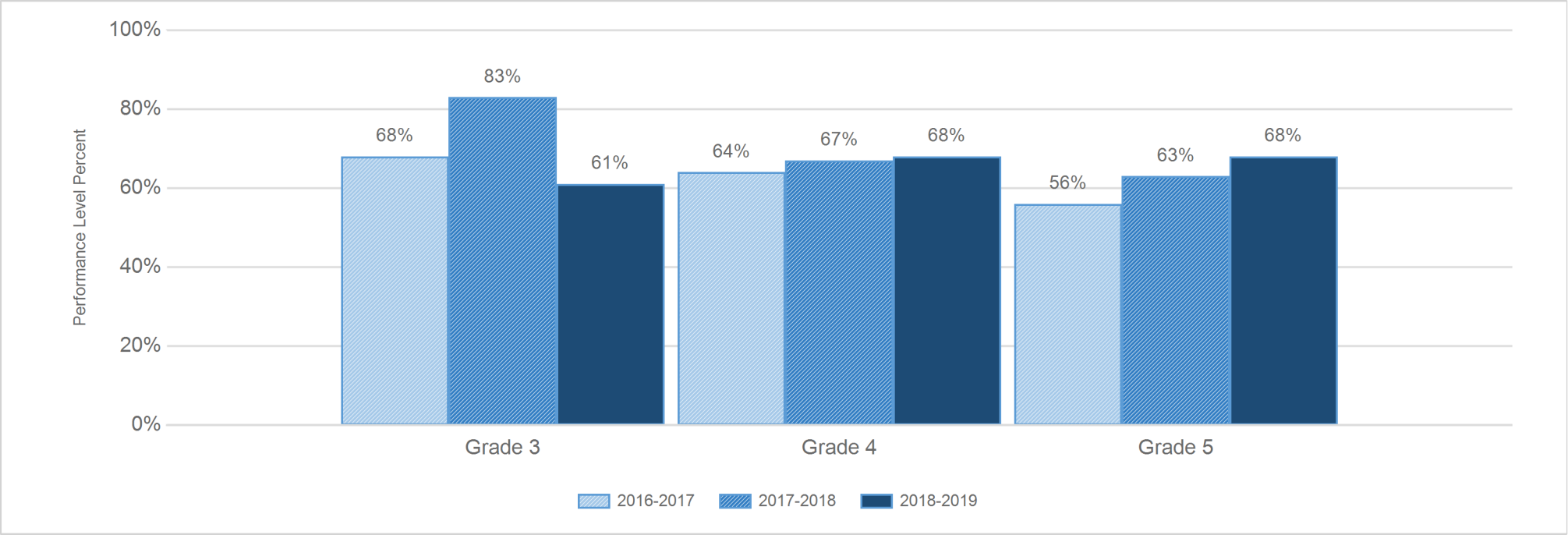| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	765	767	756	*	*	*	*	*	76%	58%
White	30	770	764	764	0%	*	*	*	*	80%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	25	775	776	761	*	*	*	*	*	92%	64%
Male	16	750	758	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	758	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	41	765	768	758	*	*	*	*	*	76%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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.

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	116	98.3	65.5	48.1	44.5	65.5	67.7	Met Target†
White	87	98.9	69.0	47.5	54.1	69.0	66.9	Met Target
Hispanic	16	100.0	62.5	*	28.8	62.5	**	**
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	61	98.4	72.1	49.7	44.9	72.1		
Male	55	98.2	58.2	46.6	44.2	58.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	30	93.7	40.0	16.9	17.4	39.5	46.8	Met Target†
Students without Disabilities	86	100.0	74.4	54.3	50.0	74.4		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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.

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	753	765	752	*	*	*	*	*	61%	55%
White	31	752	762	760	*	*	*	*	*	61%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	750	767	751	*	*	*	*	*	64%	54%
Male	22	755	763	752	*	*	*	*	*	59%	56%
Economically Disadvantaged Students	*	*	755	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	768	761	*	*	*	*	*	*	67%
Students with Disabilities	17	729	735	731	*	*	*	*	*	41%	31%
Students without Disabilities	27	768	771	756	*	*	*	*	*	74%	60%
English Learners	N	N	746	728	N	N	N	N	N	N	26%
Non-English Learners	44	753	766	754	*	*	*	*	*	61%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

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	31	764	758	749	0%	0%	32%	*	*	68%	51%
White	26	766	757	757	0%	0%	*	*	*	69%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	14	767	756	749	0%	0%	*	*	*	79%	50%
Male	17	762	759	749	0%	0%	*	*	*	59%	52%
Economically Disadvantaged Students	N	N	747	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	31	764	761	759	0%	0%	32%	*	*	68%	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

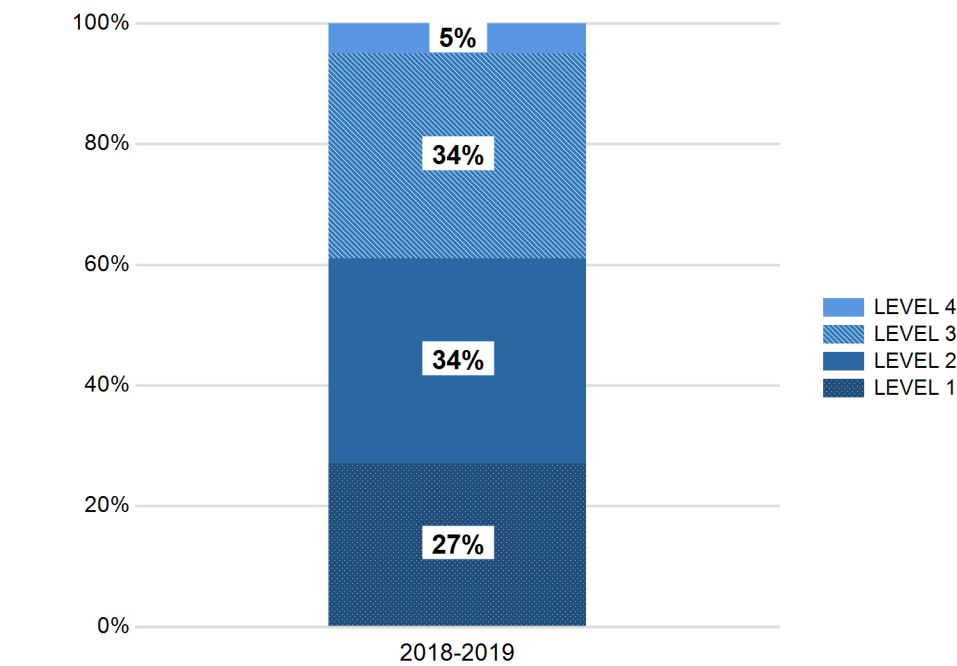**M. Scott Carpenter Elementary School**

(23-3845-133)

Grades Offered: KG-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	41	761	755	747	*	*	*	*	*	68%	47%
White	30	767	754	755	0%	*	*	*	*	77%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	25	766	759	747	*	*	*	*	*	76%	47%
Male	16	752	752	747	*	*	*	*	*	56%	47%
Economically Disadvantaged Students	*	*	746	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	759	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	41	761	756	749	*	*	*	*	*	68%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School
(23-3845-133)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

† 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.

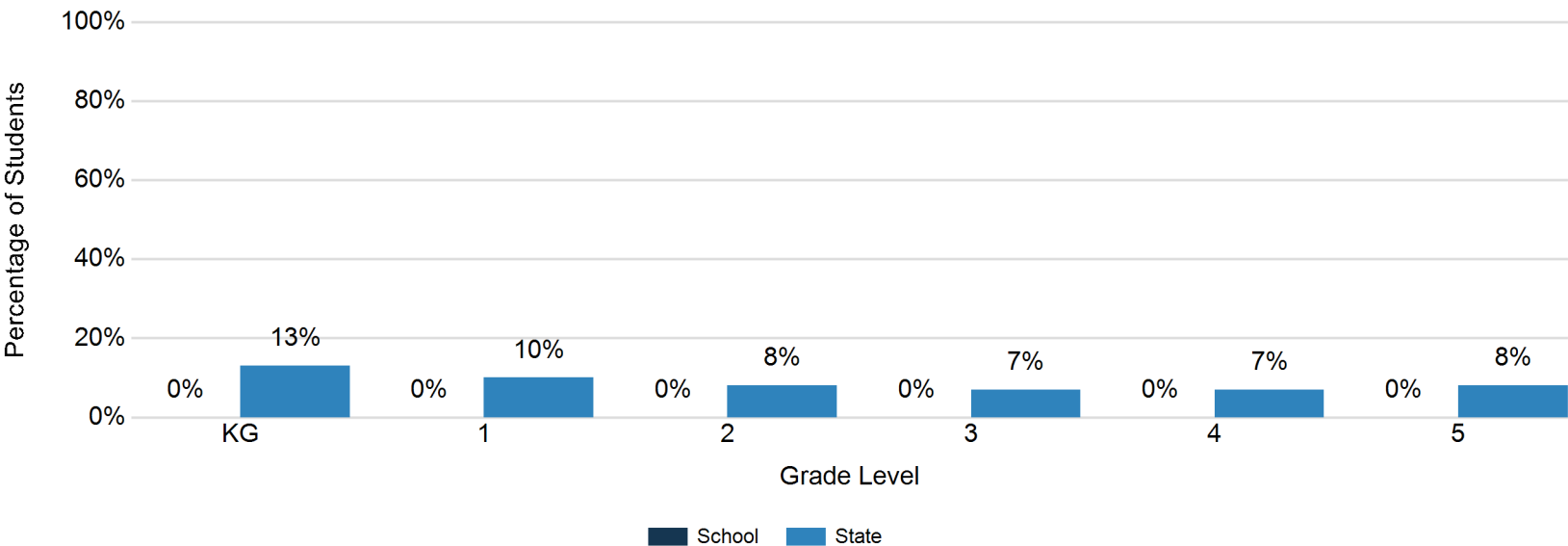| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	34	34	5
White	20	40	37	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	44	32	4
Male	38	19	38	6
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	27	34	34	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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	0	0	8.9	Met
White	0	0	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	0	0		
Male	0	0		
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	0	0	8.9	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 0%
- 1-5: 44%
- 6-10: 36%
- 11-15: 17%
- Over 15: 2%

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M. Scott Carpenter Elementary School

(23-3845-133)

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.

Grade Level	School	State
KG	0%	13%
1	0%	10%
2	0%	8%
3	0%	7%
4	0%	7%
5	0%	8%

Legend: School, State

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

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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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*

M. Scott Carpenter Elementary School
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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

M. Scott Carpenter Elementary School

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	68.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	251:1	222:1
Teachers to Administrators	25:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.2%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	45.8%	12.0%	100.0%	51.6%	22.9%	45.1%
White	71.7%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.4%	4.0%	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	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 40%

Admin — N/A

Master's Degree

Teacher — 56%

Admin — 100%

Doctoral Degree

Teacher — 4%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%

M. Scott Carpenter Elementary School

(23-3845-133)

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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.

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	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.

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.0%	78.4%	64.7%
Math Proficiency	61.6%	69.2%	65.5%
ELA Growth	70	52	66
Math Growth	56	54	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.9%	7.1%	0.0%

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

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

School Narrative

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

Highlights:	• 2015 National and State School of Character • 2017 Character Education Promising Practices Award • Technology is a part of each school day, with 3rd through 5th grades students utilizing 1:1 personal HP Streams
Mission, Vision, Theme:	The students at Carpenter School work cooperatively within a curriculum that addresses individual learning styles and fosters self-esteem. We believe that students learn and process information through differentiated instruction and that early exposure to problem solving activities and critical thinking is essential to all future academic success. Building goals of student self-esteem, self-worth and respect are important on a daily basis.
Awards, Recognition, Accomplishments:	M. Scott Carpenter School was recognized as a State School of Character and a National School of Character. During the 2016-17 school year, Carpenter School was once again recognized for its Character Education Program by receiving a Promising Practices Award. Carpenter School participated in multiple charitable collections such as Play Doh Drive (Children's Specialized Hospital), Trenton Mission coat drive, American Legion & OB Food Banks, JDRF Walk for a Cure, Relay for Life, Goods from Home, and Pantene Beautiful Lengths.

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	The Old Bridge Township Board of Education adopted curriculum continues to set high standards for academic achievement. Carpenter School's students receive ongoing instruction in all major academic areas including language arts literacy, math, social studies, science, health, and in four different related arts subjects - art, music, physical education and computers. The district-wide Challenge Program (G&T) is offered for students in grades 3-5 that meet the necessary academic requirements. Instrumental music is offered to students in grades 4 & 5 where students receive weekly lessons and perform at various concerts throughout the year.

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

School Narrative

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Before and After School Programs:	M. Scott Carpenter School is a site for the Old Bridge Township Before and After Care Program on a daily basis. This program is available from Kindergarten through fifth grade. Before-Care begins at 7:00 a.m. until school begins at 8:50 a.m. and After-Care begins at 3:30 p.m. until 6:00 p.m. Activities include homework assistance, snack time, arts and crafts, and sports.
Staff and Professional Learning:	The staff at Carpenter School actively participates in professional workshops and Professional Learning Communities (PLC's) in an effort to seek out and incorporate current advancements in education into their daily presentation of the district curricula. PLC opportunities provide staff with the ability to improve from within by enhancing their presentation of the curricula and provide an understanding of each student as an individual.

M. Scott Carpenter Elementary School

(23-3845-133)

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2018-2019

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School Narrative

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Student Supports and Services:	Carpenter School offers support services such as: resource/self-contained classes, speech and occupational therapists, English as a Second Language, Response to Intervention (RTI). Teachers are all available to be integrated into a child's school day as prescribed by law and District policy. A school counselor is available for students and parents daily. Various programs such as Front Row, Study Island, Reading A-Z, and Think Central are available during school and at home.
Student Health and Wellness:	Physical Education is incorporated into the Related Arts component, as well as in the classroom. Students have 25 minutes daily of recess utilizing the playground, Walking Club, jump rope, and kickball. Carpenter's intramurals program allows students to participate in sports related activities. Full time nursing services are also available to assist students and staff as well as address parental concerns.
Parent and Community Involvement:	Parent support and input is a trademark of Carpenter School and reflected through our PTA, Parent Advisory Group, and Character Education Committee. The PTA organizes several activities for our students and families to participate including Bingo Night, Trunk or Treat, Talent Show, Movie Night, Tricky Tray, Color Run, Ice Cream Social, and Blue Claws Baseball Night. The Parent Portal allows parents to view attendance, grades, progress reports, and notifications.

NJ SCHOOL PERFORMANCE REPORT

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

School Narrative

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School Safety:	School safety remains a top priority for the students and staff at Carpenter Elementary School. The Old Bridge Township Police Department and School District work together to provide current training and equipment necessary to keep our schools as safe as possible. Old Bridge Township police officers are stationed at every school during all operational hours of the day.

M. Scott Carpenter Elementary School

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2018-2019

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School Narrative

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Technology and STEM:	STEAM programs are incorporated into weekly lessons which focuses on critical thinking, problem-solving, and creativity through Science, Technology, Engineering, Arts, and Mathematics. School-wide STEAM days are also planned throughout the school year where students are paired up with each other in different grade levels to work cooperatively on various projects.

M. Scott Carpenter Elementary School

(23-3845-133)

Grades Offered: KG-05

2018-2019

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School Narrative

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

Other Information	Our school presently contains 262 proud and eager to please students enrolled in various programs from kindergarten up to and including grade 5. A majority of our students live within walking distance and 10% of the students are bussed daily. Carpenter School was recognized as a State School of Character and a National School of Character in the spring of 2015. During the 2016-17 school year, Carpenter School was once again recognized for its Character Education Program by receiving a Promising Practices Award. We are very proud of these achievements and our school's commitment towards instilling and maintaining good character within our students. Our Character Education program is integrated throughout the school year in all grade levels with the incorporation of school-wide activities, service learning programs, and school-wide expectations. The Carpenter School staff and administration feel very fortunate to work in an extremely supportive community with which we share mutual goals of good citizenship, community, school pride, and high academic achievement.

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
(23-3845-120)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Madison Park Elementary School

(23-3845-120)

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. John Daly
Address	33 HARVARD RD PARLIN, NJ 08859-1211
Phone Number	732-360-4485
Email Address	john.daly@obps.org
Website	https://www.oldbridgeadmin.org/Domain/387

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
(23-3845-120)
Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	52	35	40
1	39	58	38
2	47	37	58
3	39	47	38
4	49	45	51
5	36	51	46
Total	262	273	271

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	46.2%	47.3%	47.2%
Male	53.8%	52.7%	52.8%
Economically Disadvantaged Students	39.7%	46.2%	46.5%
Students with Disabilities	21.8%	23.4%	26.6%
English Learners	12.2%	15.0%	12.9%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	40.8%	41.4%	38.7%
Hispanic	18.7%	20.5%	23.2%
Black or African American	12.2%	10.3%	10.7%
Asian	25.2%	24.2%	24.4%
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	3.1%	3.3%	2.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	35	40

Enrollment by Home Language

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

Home Language	% of Students
English	68.3%
Urdu	8.1%
Spanish	7.4%
Arabic	3.0%
Gujarati	1.8%
Other Languages	11.4%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
(23-3845-120)
Grades Offered: KG-05
2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	40	62	58	49	71
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

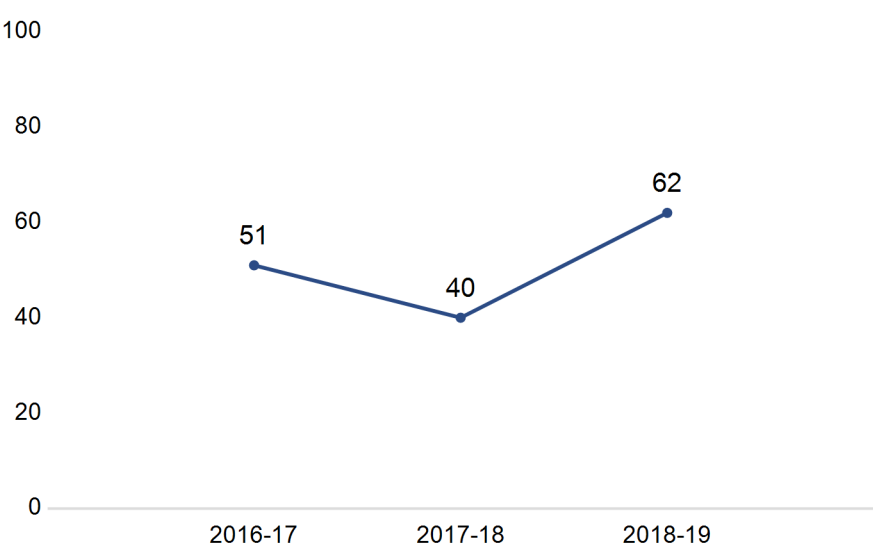**NJ SCHOOL PERFORMANCE REPORT**

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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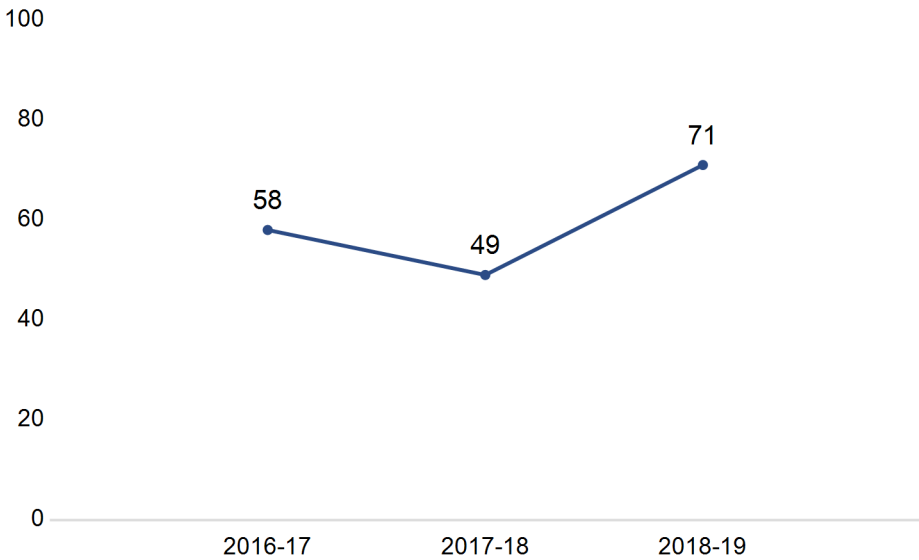* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62	50	50	Exceeds Standard	71	51	50	Exceeds Standard
White	63.5	49	50	Exceeds Standard	65	50	52	Exceeds Standard
Hispanic	66	49	49	Exceeds Standard	67	51	47	Exceeds Standard
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	36	59	59	Not Met	84	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	64	53.5	53	N	67	52	50	N
Male	49.5	47	47	N	77.5	51	51	N
Economically Disadvantaged Students	65.5	52	48	Exceeds Standard	80	49	46	Exceeds Standard
Students with Disabilities	35	44	43	Not Met	67	47	45	Exceeds Standard
English Learners	46	57.5	52	**	81	56	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
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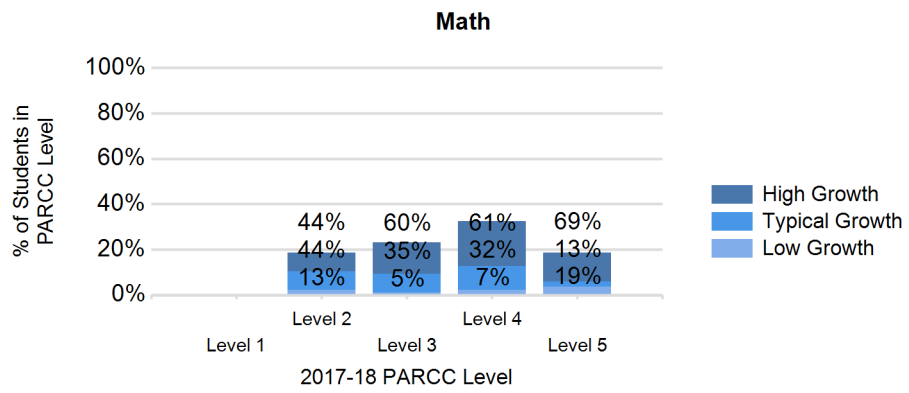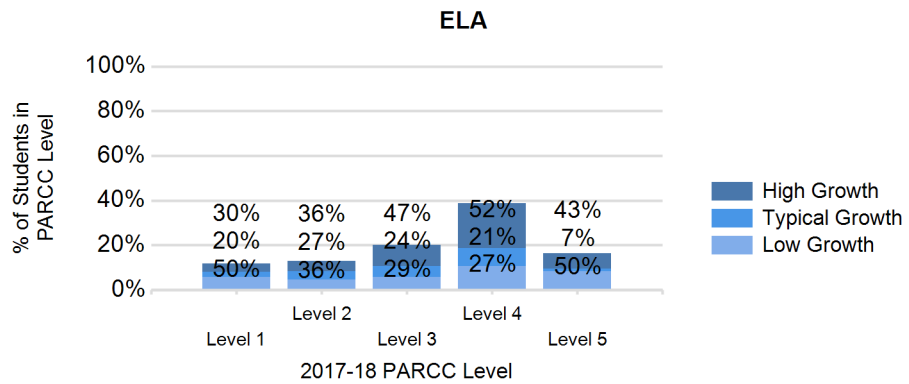- **†** This indicates a table specific note, see note below table

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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.
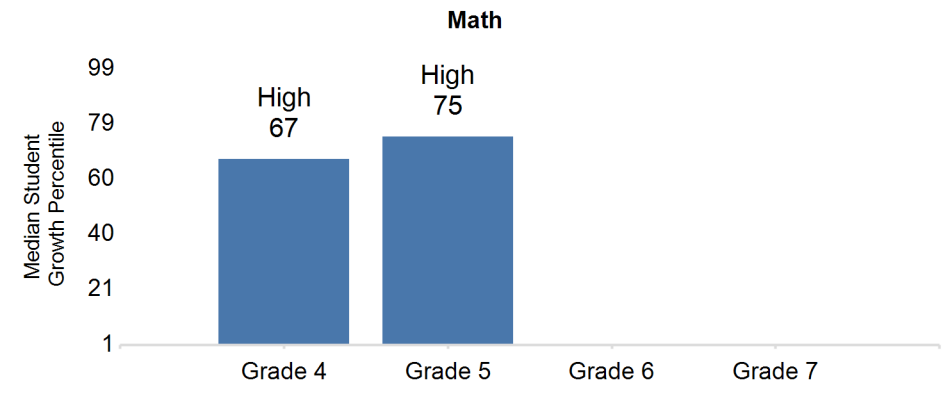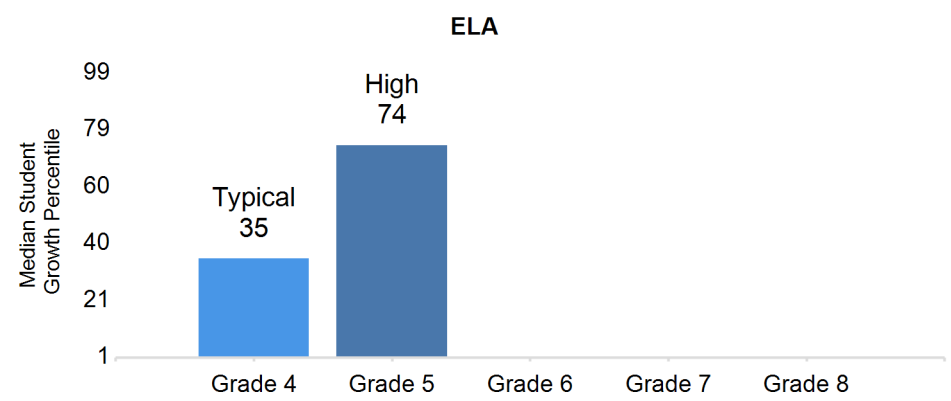
Student Growth by Performance Level

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 — % of Students in PARCC Level vs 2017-18 PARCC Level

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	30%	20%	50%
Level 2	36%	27%	36%
Level 3	47%	24%	29%
Level 4	52%	21%	27%
Level 5	43%	7%	50%

Math — % of Students in PARCC Level vs 2017-18 PARCC Level

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 2	44%	44%	13%
Level 3	60%	35%	5%
Level 4	61%	32%	7%
Level 5	69%	13%	19%

Student Growth by Grade

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

ELA — Median Student Growth Percentile

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Typical 35	High 74			

Math — Median Student Growth Percentile

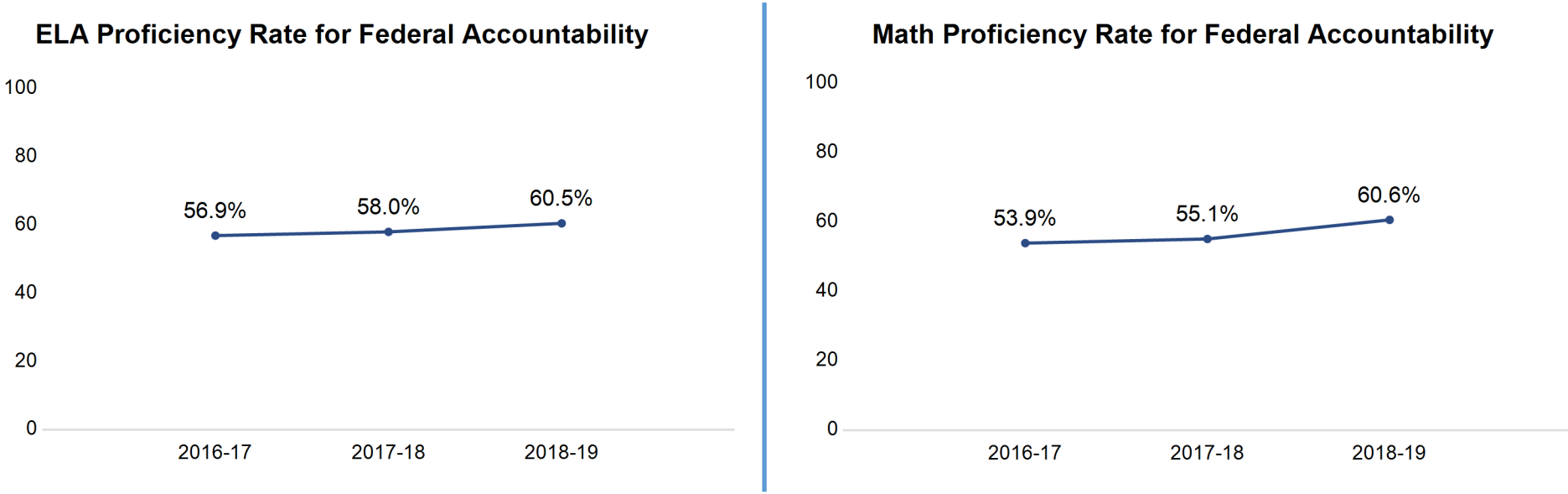|	Grade 4	Grade 5	Grade 6	Grade 7
	High 67	High 75		

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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* **N** No Data is available to display
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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

- 2016-17: 56.9%
- 2017-18: 58.0%
- 2018-19: 60.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 53.9%
- 2017-18: 55.1%
- 2018-19: 60.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	96.5%	99.3%	98.4%	96.6%	99.3%
Proficiency Rate for Federal Accountability	56.9%	58.0%	60.5%	53.9%	55.1%	60.6%
Annual Target	65.7%	66.4%	67.2%	58.1%	59.3%	60.4%
Met Annual Target?	Not Met	Not Met	Met Target†	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	124	99.3	60.5	62.4	57.9	60.5	67.2	Met Target†
White	45	100.0	66.7	61.7	66.9	66.7	74	Met Target†
Hispanic	31	97.1	51.6	*	43.9	51.6	53	Met Target†
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	61.3	77.7	82.9	61.3	70.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	63	100.0	69.8	70.7	64.8	69.8		
Male	61	98.5	50.8	54.6	51.3	50.8		
Economically Disadvantaged Students	54	98.4	57.4	*	40.0	57.4	56.5	Met Target
Non-Economically Disadvantaged Students	70	100.0	62.9	*	67.9	62.9		
Students with Disabilities	37	97.6	27.0	19.2	22.7	27.0	37.8	Met Target†
Students without Disabilities	87	100.0	74.7	70.9	65.1	74.7		
English Learners	30	100.0	50.0	46.4	29.3	50.0	56.4	Met Target†
Non-English Learners	94	99.0	63.8	63.4	60.6	63.8		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
(23-3845-120)
Grades Offered: KG-05
2018-2019

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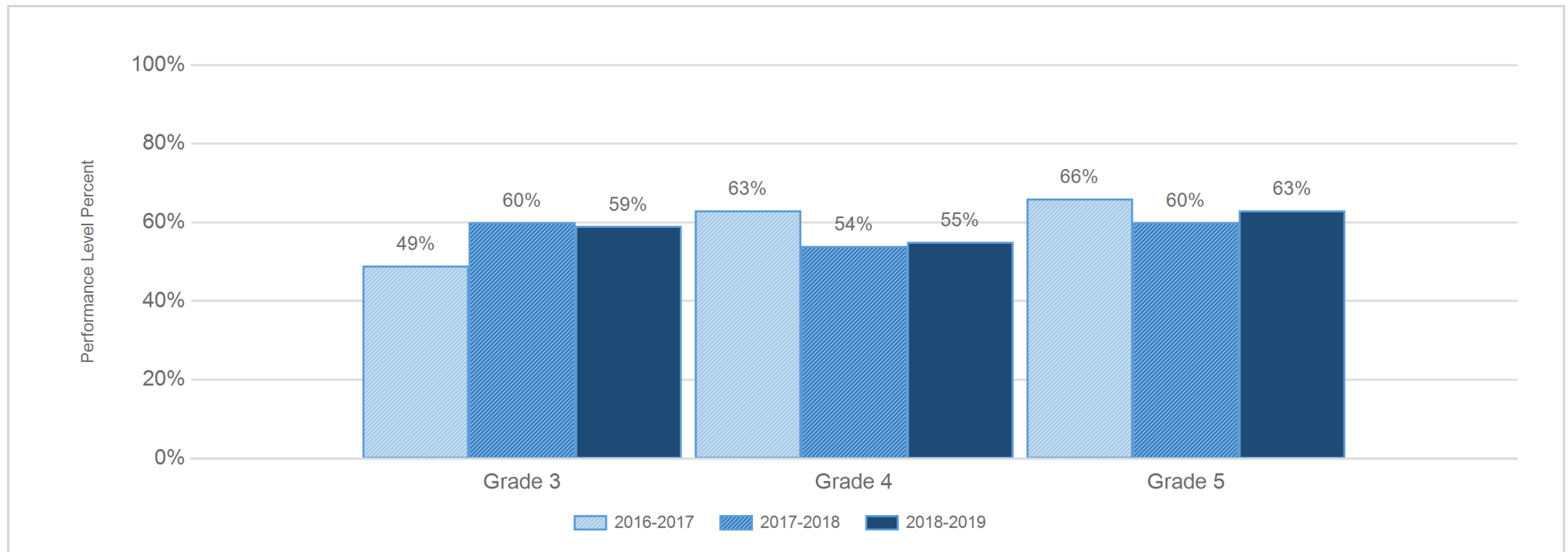 * Data is not displayed in order to protect student privacy
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 † This indicates a table specific note, see note below table

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.

	Grade 3	Grade 4	Grade 5
2016-2017	49%	63%	66%
2017-2018	60%	54%	60%
2018-2019	59%	55%	63%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

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	39	754	763	748	*	*	*	*	*	59%	50%
White	17	756	761	757	*	0%	*	*	*	65%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	18	760	771	753	*	*	*	*	*	67%	55%
Male	21	750	755	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	17	755	750	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	22	754	767	759	*	*	*	*	*	64%	61%
Students with Disabilities	12	721	722	719	*	*	*	*	*	33%	24%
Students without Disabilities	27	769	772	754	*	*	*	*	*	70%	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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	51	756	767	755	*	*	22%	31%	24%	55%	57%
White	16	772	767	763	*	*	*	*	*	69%	67%
Hispanic	16	740	755	743	*	*	*	*	*	44%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	755	780	779	*	*	*	*	*	58%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	765	771	760	*	*	*	*	*	64%	62%
Male	23	745	764	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	24	752	757	740	*	*	*	*	*	54%	40%
Non-Economically Disadvantaged Students	27	760	770	765	*	*	*	*	*	56%	69%
Students with Disabilities	13	708	732	725	*	*	*	*	*	*	25%
Students without Disabilities	38	773	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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	41	760	767	756	*	*	*	*	*	63%	58%
White	13	747	764	764	*	*	*	*	*	54%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	762	785	781	0%	*	*	*	*	62%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	759	776	761	*	*	*	*	*	71%	64%
Male	20	761	758	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	18	767	758	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	23	754	770	766	*	*	*	*	*	65%	69%
Students with Disabilities	13	726	730	724	*	*	*	*	*	31%	23%
Students without Disabilities	28	776	775	762	*	*	*	*	*	79%	65%
English Learners	*	*	733	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
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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	127	99.3	60.6	48.1	44.5	60.6	60.4	Met Target
White	46	100.0	67.4	47.5	54.1	67.4	66.9	Met Target
Hispanic	31	97.1	45.2	*	28.8	45.2	53	Met Target†
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	64.5	67.0	76.5	64.5	73.2	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	65	100.0	61.5	49.7	44.9	61.5		
Male	62	98.5	59.7	46.6	44.2	59.7		
Economically Disadvantaged Students	55	98.4	58.2	*	26.3	58.2	47.6	Met Target
Non-Economically Disadvantaged Students	72	100.0	62.5	*	54.9	62.5		
Students with Disabilities	37	97.6	27.0	16.9	17.4	27.0	32.6	Met Target†
Students without Disabilities	90	100.0	74.4	54.3	50.0	74.4		
English Learners	32	100.0	53.1	39.2	25.0	53.1	59.8	Met Target†
Non-English Learners	95	99.0	63.2	48.6	46.5	63.2		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.
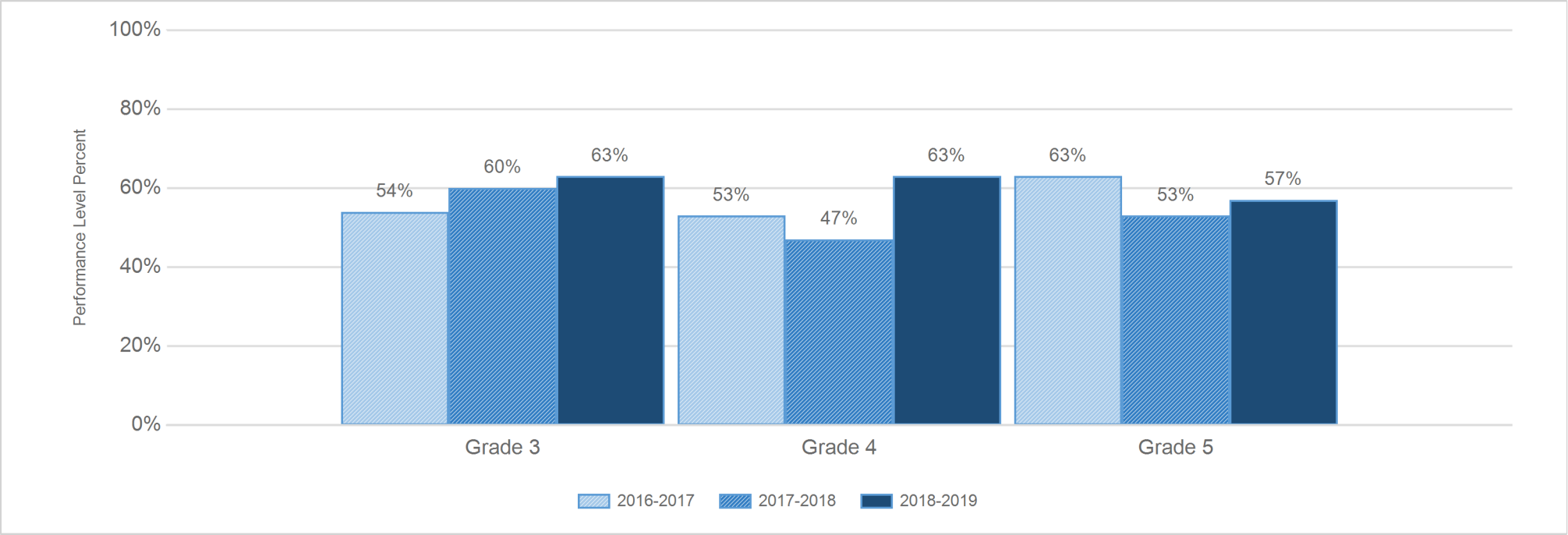
NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

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.

Grade 3: 2016-2017 54%, 2017-2018 60%, 2018-2019 63%
Grade 4: 2016-2017 53%, 2017-2018 47%, 2018-2019 63%
Grade 5: 2016-2017 63%, 2017-2018 53%, 2018-2019 57%

Legend: 2016-2017 | 2017-2018 | 2018-2019

† 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.

14

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	753	765	752	*	*	*	*	*	63%	55%
White	17	755	762	760	*	0%	*	*	*	71%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	19	760	767	751	*	*	*	*	*	74%	54%
Male	22	748	763	752	*	*	*	*	*	55%	56%
Economically Disadvantaged Students	17	754	755	737	*	*	*	*	*	59%	37%
Non-Economically Disadvantaged Students	24	753	768	761	*	*	*	*	*	67%	67%
Students with Disabilities	12	717	735	731	*	*	*	*	*	25%	31%
Students without Disabilities	29	769	771	756	*	*	*	*	*	79%	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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	51	764	758	749	*	*	20%	41%	22%	63%	51%
White	16	770	757	757	*	0%	*	*	*	75%	62%
Hispanic	16	749	746	737	0%	*	*	*	*	44%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	12	776	775	776	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	763	756	749	*	*	*	*	*	57%	50%
Male	23	766	759	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	24	759	747	734	*	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	27	768	761	759	*	*	*	*	*	67%	63%
Students with Disabilities	13	732	737	726	*	*	*	*	*	31%	25%
Students without Disabilities	38	775	763	754	*	*	*	*	*	74%	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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	42	755	755	747	*	*	24%	*	*	57%	47%
White	14	739	754	755	*	*	*	*	*	50%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	777	775	775	0%	0%	*	*	*	77%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	746	759	747	*	*	*	*	*	55%	47%
Male	20	764	752	747	*	*	*	*	*	60%	47%
Economically Disadvantaged Students	19	763	746	732	*	*	*	*	*	63%	27%
Non-Economically Disadvantaged Students	23	748	759	757	*	*	*	*	*	52%	59%
Students with Disabilities	13	728	727	725	*	*	*	*	*	23%	19%
Students without Disabilities	29	767	762	752	*	*	*	*	*	72%	52%
English Learners	*	*	732	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School
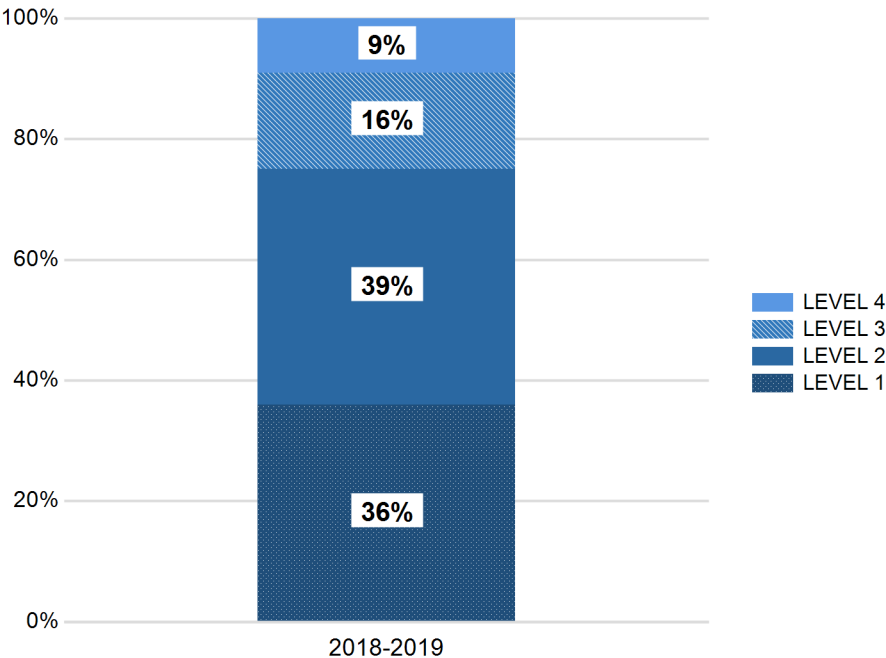(23-3845-120)
Grades Offered: KG-05
2018-2019

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.2%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019

Chart values: 9%, 16%, 39%, 36%

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.

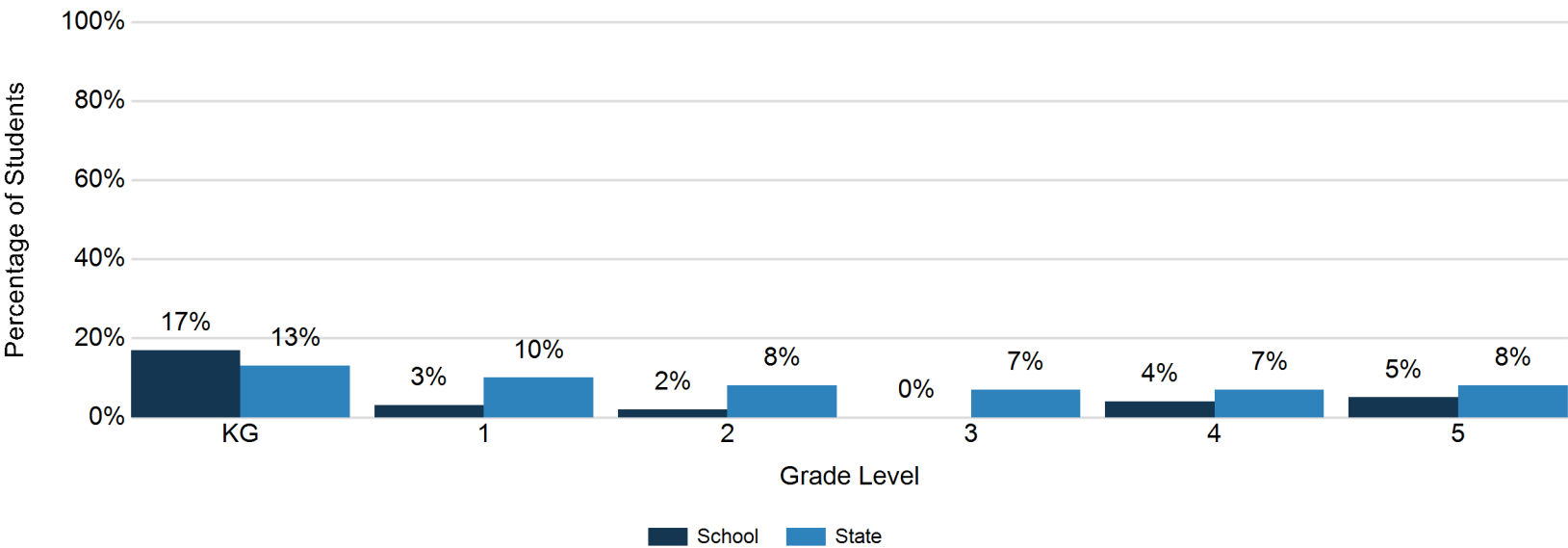| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	39	16	9
White	50	44	0	6
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	46	31	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	39	39	13	9
Male	33	38	19	10
Economically Disadvantaged Students	45	32	23	0
Non-Economically Disadvantaged Students	27	45	9	18
Students with Disabilities	60	33	0	7
Students without Disabilities	24	41	24	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Madison Park Elementary School

(23-3845-120)

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	14	5.0	8.9	Met
White	6	5.5	8.9	Met
Hispanic	5	7.9	8.9	Met
Black or African American	1	3.0	8.9	Met
Asian, Native Hawaiian, or Pacific	2	3.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	4.6		
Male	8	5.4		
Economically Disadvantaged Students	5	4.1	8.9	Met
Students with Disabilities	5	6.3	8.9	Met
English Learners	3	8.6	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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.

21

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Madison Park Elementary School
(23-3845-120)
Grades Offered: KG-05
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	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Madison Park Elementary School
(23-3845-120)
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 – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	271:1	222:1
Teachers to Administrators	30:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

Madison Park Elementary School

(23-3845-120)

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	47.2%	86.7%	0.0%	48.4%	77.1%	54.9%
Male	52.8%	13.3%	100.0%	51.6%	22.9%	45.1%
White	38.7%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.7%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	24.4%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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   33%

Admin   N/A

Master's Degree

Teacher   67%

Admin   100%

Doctoral Degree

Teacher   0%

Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

Madison Park Elementary School

(23-3845-120)

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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.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	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.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.9%	58.0%	60.5%
Math Proficiency	53.9%	55.1%	60.6%
ELA Growth	51	40	62
Math Growth	58	49	71
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.2%	54.2%
Chronic Absenteeism	5.7%	9.5%	5.0%

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

Madison Park Elementary School

(23-3845-120)

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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.

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.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Madison Park 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:	• Designated 2018-2023 National School of Character and received Promising Practice from National School of Character • Technology is embedded in school culture, as iPads, Kindles and HP Streams are available for each child. STEAM initiative is supported through the use a new Makerspace Lab.
Mission, Vision, Theme:	A true neighborhood school, Madison Park Elementary School serves 268 students in grades Kindergarten through Fifth Grade. One of twelve elementary schools in Old Bridge, Madison Park School serves a diverse population of students and families. Madison Park is a Title 1 School with ELL and Special Education Programs. As a result of our commitment to character development, service learning and academic excellence, Madison Park School has been recognized as a National School of Character.
Awards, Recognition, Accomplishments:	As educators, our goal is to instill in our students a high degree of moral and ethical values that will become the foundation of our future. With the support of the PTA, community and staff Madison Park was named National School of Character 2018-2023 and received a Promising Practice from National Schools of Character.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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School Narrative

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

Courses, Curriculum, Instruction:	Madison Park's strong academic program is driven by the New Jersey Student Learning Standards. The incorporation of textbooks, online resources, teacher resources, and supplemental materials promote active student learning which includes problem solving, hypothesizing, creative discovery, and critical thinking. We implement a balanced literacy approach to reading through an integrated curriculum.Technology enhancements, such as the use of HP Streams and iPads are available to all students.
Clubs and Activities:	Held first annual Walk to School Event, Halloween Parade, Thanksgiving Feast, School Musicals, Intramural Program, and Field Day are some of the highlights of our school-wide activities. Each spring, our 5th graders form a Volleyball Team to compete against other Old Bridge schools in a tournament. Student Safety Patrols work to assist their younger peers in moving around the building in a safe manner. Madison Park's Student Council is made up of 4th and 5th grade students that work together to improve the school. We also offer Art Club, Ukelele Club and Play Unified.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

School Narrative

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Before and After School Programs:	Title 1 before school program provides supplemental instruction in the areas of English Language Arts and Math.
Staff and Professional Learning:	In striving to improve school achievement, the faculty and principal conduct needs assessments based upon standardized test results, individualized assessments, and faculty input. The development of Professional Learning Communities within the school serve to further address specific objectives and school-based action plans.In addition, the staff has chosen goals to further augment our students' self-esteem and cultural diversity through the incorporation of character education programs.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Student Supports and Services:	Our school provides comprehensive services to address the diverse learning needs of our students. Our Department of Special Services develops and oversees our Learning and Language Disabled Program, as well as our Resource and Behavior Intervention Programs. Our Response to Intervention Program implements evidence-based practices to address the needs of struggling learners in the general education setting.
Student Health and Wellness:	Students are engaged in Physical Education classes, Jump Rope for Heart, Pink Out Walkathon for American Cancer Society, Volleyball Club and Talent Show.
Parent and Community Involvement:	PTA support is a vital component in our school, and its members are truly committed to assisting the school in providing the best programs for students. They assist by providing materials, such as agendas and folders, as well as special events, like assemblies, movie night, bingo night, fall festival. Parents stay informed of school information via our website and Parent Portal.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

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School Narrative

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Climate Surveys:	Using the NJ Department of Education model, the School Climate Survey is administered to students, staff, faculty and administration on a bi-annual basis. The results of the SCS, coupled with HIB data, are analyzed by administration as well as the School Safety Team, which meets 2-4 times throughout the school year. The SST includes faculty, administration, and parents who collaborate regarding the strengths and challenges of the school as well as recommendations for improvement.

Madison Park Elementary School

(23-3845-120)

Grades Offered: KG-05

2018-2019

School Narrative

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Technology and STEM:	Makerspace Lab supporting STEAM

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School
(23-3845-130)
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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:

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. Raymond Payton
Address	11 ELY AVE LAURENCE HARBOR, NJ 08879
Phone Number	732-290-3876
Email Address	Raymond.Payton@obps.org
Website	https://www.oldbridgeadmin.org
Facebook	http://www.facebook.com/memorialpta
Twitter	https://twitter.com/OBPSMemorial

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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	70	76	59
1	78	67	57
2	50	70	67
3	75	48	71
4	72	73	48
5	58	71	74
Total	403	405	376

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	46.4%	46.2%	46.3%
Male	53.6%	53.8%	53.7%
Economically Disadvantaged Students	30.0%	29.6%	27.9%
Students with Disabilities	16.9%	15.8%	19.4%
English Learners	3.5%	3.0%	5.1%
Homeless Students	0.0%	0.2%	0.3%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.6%	54.8%	55.1%
Hispanic	17.4%	17.8%	19.9%
Black or African American	7.7%	7.4%	7.7%
Asian	18.4%	17.3%	13.8%
Native Hawaiian or Pacific Islander	0.2%	0.7%	0.5%
American Indian or Alaska Native	0.5%	0.7%	0.8%
Two or More Races	1.2%	1.2%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	70	76	59

Enrollment by Home Language

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

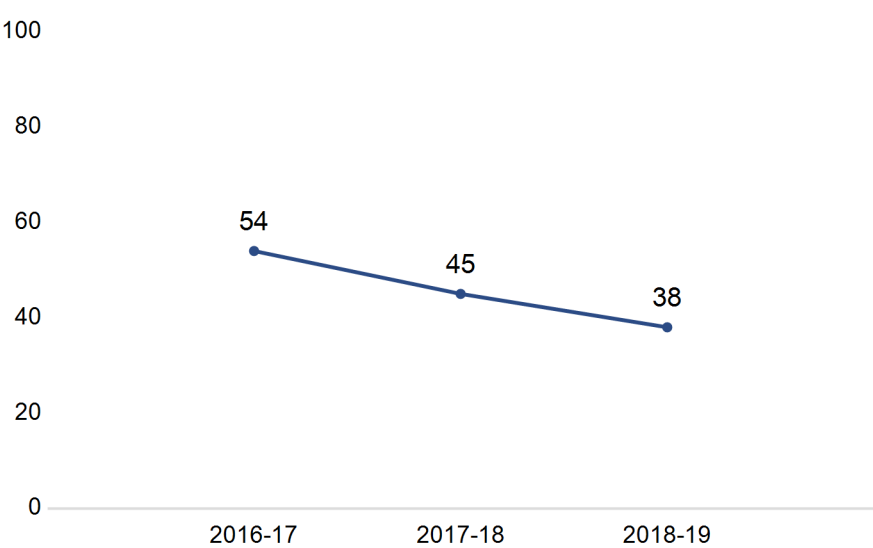| Home Language	% of Students
English	84.8%
Spanish	4.5%
Russian	1.3%
Urdu	1.3%
Tamil	1.1%
Other Languages	6.9%

NJ SCHOOL PERFORMANCE REPORT

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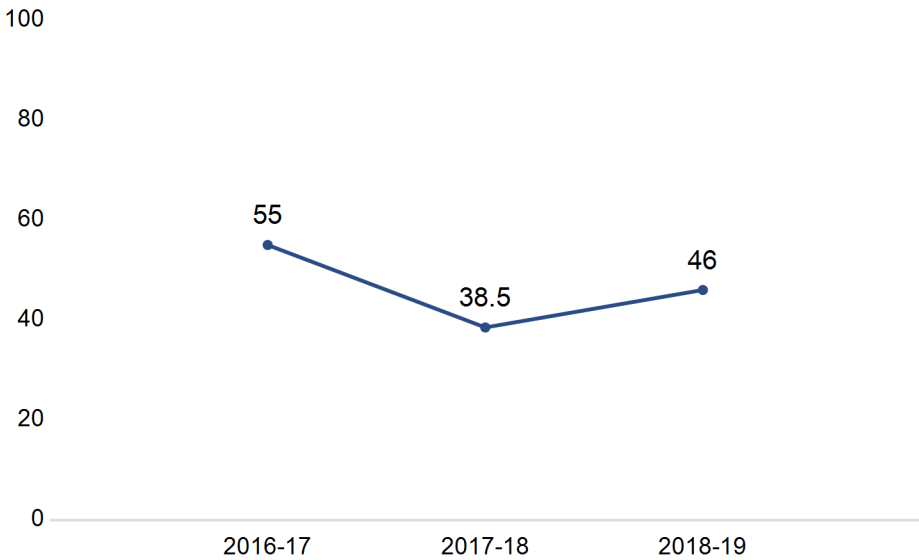† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	45	38	55	38.5	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

NJ SCHOOL PERFORMANCE REPORT

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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	38	50	50	Not Met	46	51	50	Met Standard
White	36	49	50	Not Met	45	50	52	Met Standard
Hispanic	29	49	49	Not Met	49	51	47	Met Standard
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	49	59	59	**	50	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	51	53.5	53	N	51	52	50	N
Male	33.5	47	47	N	44.5	51	51	N
Economically Disadvantaged Students	46.5	52	48	Met Standard	47	49	46	Met Standard
Students with Disabilities	38	44	43	**	35	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

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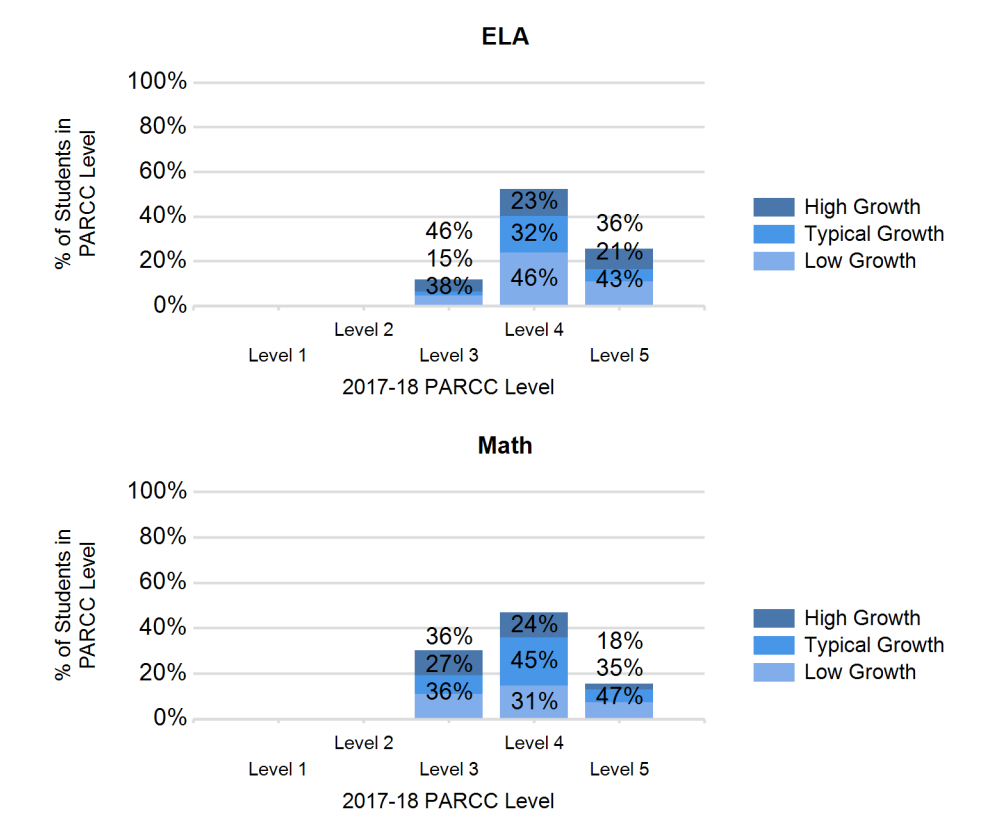† This indicates a table specific note, see note below table

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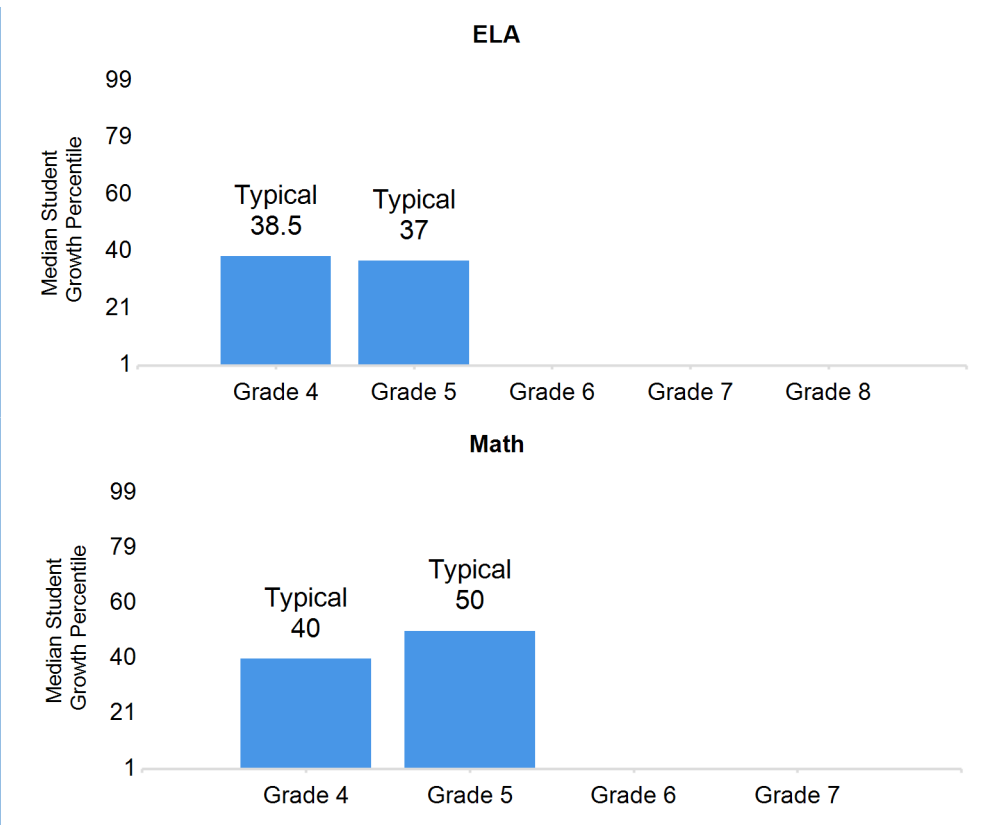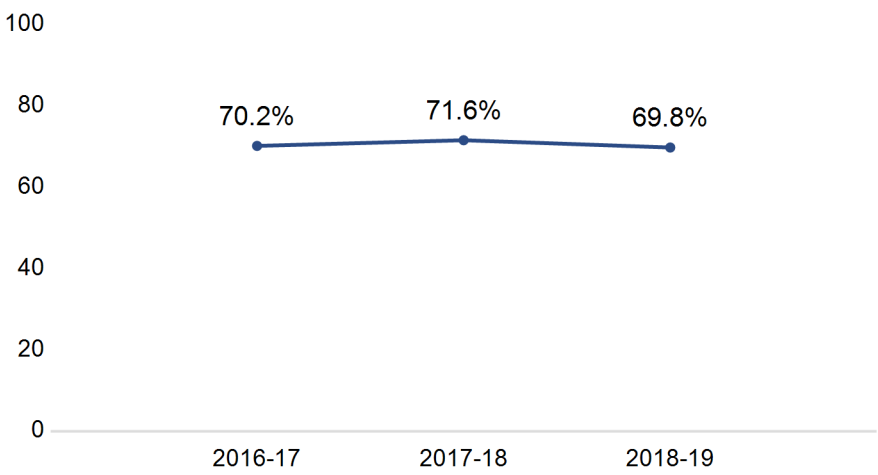
Student Growth by Performance Level

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

ELA — 2017-18 PARCC Level (% of Students in PARCC Level)
- Level 3: 38% Low Growth, 15% Typical Growth, 46% High Growth
- Level 4: 46% Low Growth, 32% Typical Growth, 23% High Growth
- Level 5: 43% Low Growth, 21% Typical Growth, 36% High Growth

Legend: High Growth, Typical Growth, Low Growth

Math

Math — 2017-18 PARCC Level (% of Students in PARCC Level)
- Level 3: 36% Low Growth, 27% Typical Growth, 36% High Growth
- Level 4: 31% Low Growth, 45% Typical Growth, 24% High Growth
- Level 5: 47% Low Growth, 35% Typical Growth, 18% High Growth

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA

Median Student Growth Percentile
- Grade 4: Typical 38.5
- Grade 5: Typical 37
- Grade 6, Grade 7, Grade 8: (no data)

Math

Median Student Growth Percentile
- Grade 4: Typical 40
- Grade 5: Typical 50
- Grade 6, Grade 7: (no data)

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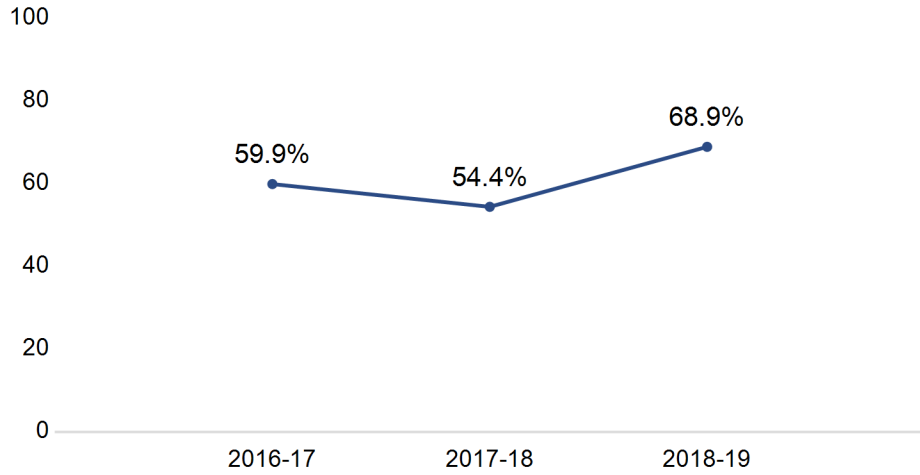- **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 70.2%
- 2017-18: 71.6%
- 2018-19: 69.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 59.9%
- 2017-18: 54.4%
- 2018-19: 68.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	95.3%	95.3%	98.1%	94.8%	95.3%
Proficiency Rate for Federal Accountability	70.2%	71.6%	69.8%	59.9%	54.4%	68.9%
Annual Target	58.1%	59.2%	60.4%	59.1%	60.2%	61.3%
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.

7

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	179	95.3	69.8	62.4	57.9	69.8	60.4	Met Target
White	102	94.4	71.6	61.7	66.9	71.2	61	Met Target
Hispanic	37	94.9	64.9	*	43.9	64.7	48.5	Met Target
Black or African American	11	100.0	54.5	55.3	38.5	54.5	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.0	77.7	82.9	76.0	75	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	88	98.9	84.1	70.7	64.8	84.1		
Male	91	92.0	56.0	54.6	51.3	54.2		
Economically Disadvantaged Students	51	92.7	58.8	*	40.0	57.4	47	Met Target
Non-Economically Disadvantaged Students	128	96.3	74.2	*	67.9	74.2		
Students with Disabilities	32	89.2	18.8	19.2	22.7	17.5	26.5	Met Target†
Students without Disabilities	147	96.7	81.0	70.9	65.1	81.0		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

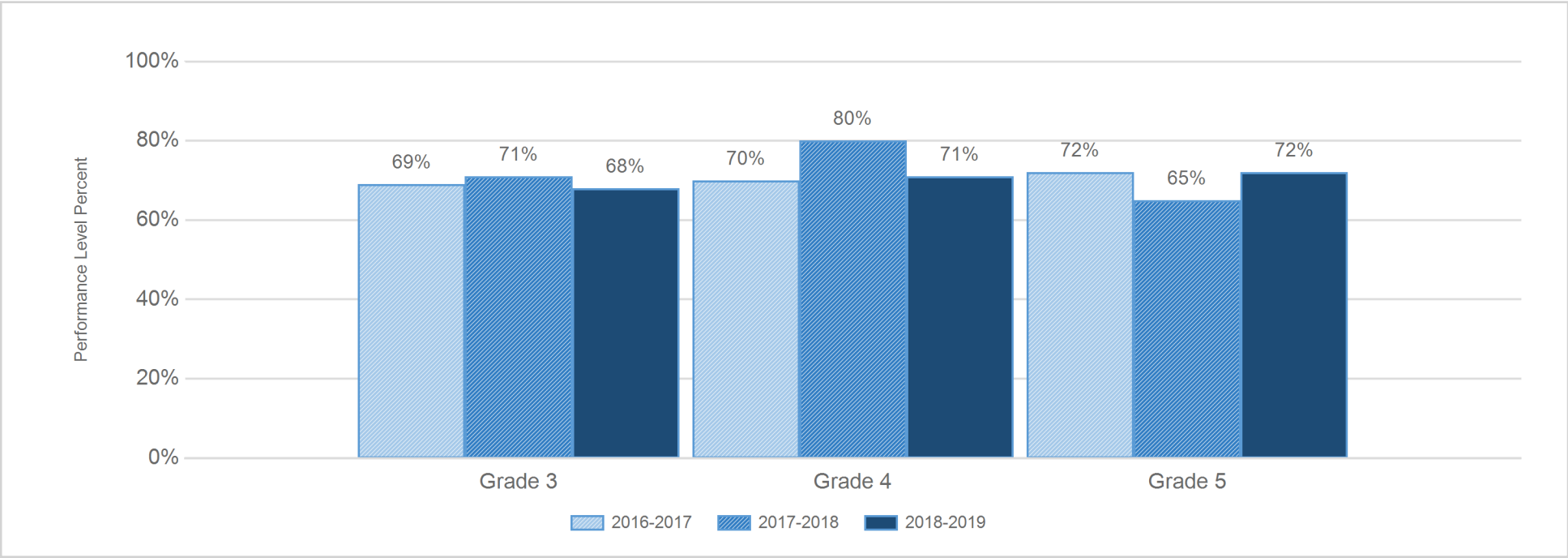**NJ SCHOOL PERFORMANCE REPORT**

Memorial Elementary School

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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.

Grade 3: 2016-2017 69%, 2017-2018 71%, 2018-2019 68%
Grade 4: 2016-2017 70%, 2017-2018 80%, 2018-2019 71%
Grade 5: 2016-2017 72%, 2017-2018 65%, 2018-2019 72%

Legend: 2016-2017, 2017-2018, 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	65	762	763	748	*	*	18%	*	*	68%	50%
White	37	762	761	757	*	*	*	*	*	76%	60%
Hispanic	14	756	759	734	*	*	*	*	*	50%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	772	771	753	*	*	*	*	*	81%	55%
Male	33	753	755	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	23	750	750	731	*	*	*	*	*	52%	33%
Non-Economically Disadvantaged Students	42	769	767	759	*	*	*	*	*	76%	61%
Students with Disabilities	13	731	722	719	*	*	*	*	*	31%	24%
Students without Disabilities	52	770	772	754	*	*	*	*	*	77%	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	769	767	755	*	*	*	47%	24%	71%	57%
White	24	769	767	763	0%	*	*	*	*	71%	67%
Hispanic	10	769	755	743	0%	*	*	*	*	70%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	20	774	771	760	*	*	*	*	*	85%	62%
Male	25	764	764	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	14	768	757	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	31	769	770	765	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

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.

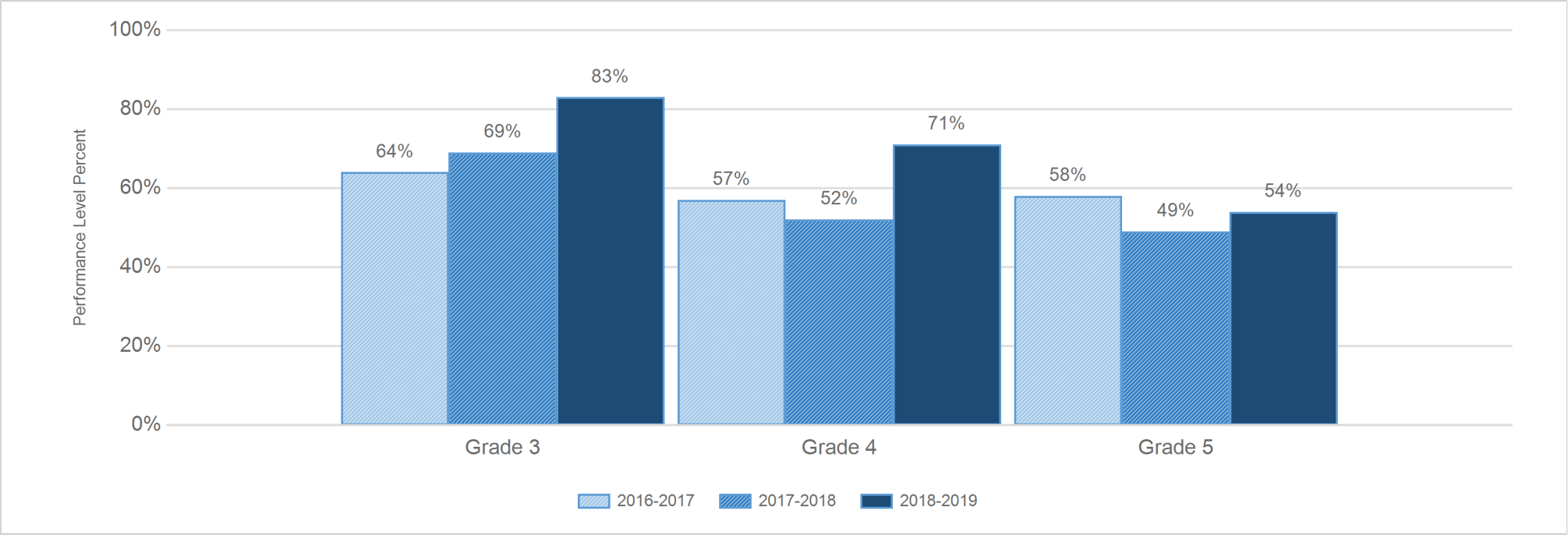| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	769	767	756	*	*	21%	53%	19%	72%	58%
White	40	766	764	764	*	*	*	*	*	70%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	37	777	776	761	*	*	*	*	*	84%	64%
Male	31	760	758	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	13	752	758	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	55	773	770	766	*	*	*	*	*	76%	69%
Students with Disabilities	12	728	730	724	*	*	*	*	*	*	23%
Students without Disabilities	56	778	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	68	769	768	758	*	*	21%	53%	19%	72%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School
(23-3845-130)
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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	180	95.3	68.9	48.1	44.5	68.9	61.3	Met Target
White	103	94.5	68.0	47.5	54.1	67.5	61.8	Met Target
Hispanic	37	94.9	64.9	*	28.8	64.7	48.5	Met Target
Black or African American	11	100.0	63.6	37.0	23.0	63.6	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	80.0	67.0	76.5	80.0	78.1	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	88	98.9	70.5	49.7	44.9	70.5		
Male	92	92.1	67.4	46.6	44.2	65.2		
Economically Disadvantaged Students	51	92.7	58.8	*	26.3	57.4	47	Met Target
Non-Economically Disadvantaged Students	129	96.3	72.9	*	54.9	72.9		
Students with Disabilities	32	89.2	28.1	16.9	17.4	26.3	34.9	Met Target†
Students without Disabilities	148	96.8	77.7	54.3	50.0	77.7		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School
(23-3845-130)
Grades Offered: KG-05
2018-2019

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.

	Grade 3	Grade 4	Grade 5
2016-2017	64%	57%	58%
2017-2018	69%	52%	49%
2018-2019	83%	71%	54%

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

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	768	765	752	*	*	*	67%	17%	83%	55%
White	38	766	762	760	*	0%	*	*	*	84%	66%
Hispanic	14	765	760	739	0%	*	*	*	*	71%	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	774	767	751	*	*	*	*	*	88%	54%
Male	34	763	763	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	23	760	755	737	*	*	*	*	*	70%	37%
Non-Economically Disadvantaged Students	43	773	768	761	*	*	*	*	*	91%	67%
Students with Disabilities	13	744	735	731	*	*	*	*	*	46%	31%
Students without Disabilities	53	774	771	756	*	*	*	*	*	92%	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	764	758	749	*	*	22%	*	*	71%	51%
White	24	763	757	757	0%	0%	*	*	*	71%	62%
Hispanic	10	761	746	737	0%	*	*	*	*	70%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	20	765	756	749	*	*	*	*	*	70%	50%
Male	25	763	759	749	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	14	762	747	734	*	*	*	*	*	71%	32%
Non-Economically Disadvantaged Students	31	765	761	759	*	*	*	*	*	71%	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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.

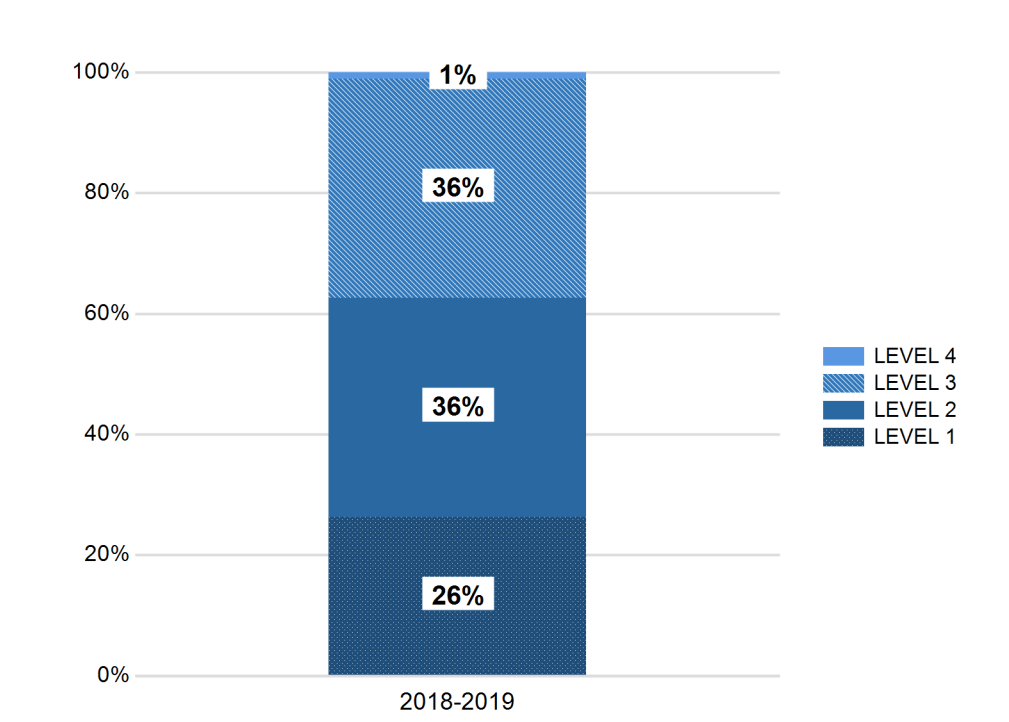| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	755	755	747	*	*	32%	40%	15%	54%	47%
White	40	753	754	755	0%	*	38%	*	*	50%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	37	755	759	747	*	*	*	*	*	54%	47%
Male	31	754	752	747	*	*	*	*	*	55%	47%
Economically Disadvantaged Students	13	739	746	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	55	758	759	757	*	*	*	*	*	60%	59%
Students with Disabilities	12	721	727	725	*	*	*	*	*	*	19%
Students without Disabilities	56	762	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	68	755	756	749	*	*	32%	40%	15%	54%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Memorial Elementary School
(23-3845-130)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

† 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	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 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.

2018-2019

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

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	26	36	36	1
White	28	38	35	0
Hispanic	38	31	31	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	21	45	32	3
Male	32	26	42	0
Economically Disadvantaged Students	69	15	15	0
Non-Economically Disadvantaged Students	16	41	41	2
Students with Disabilities	83	17	0	0
Students without Disabilities	14	40	44	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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	3.0	8.9	Met
White	5	2.4	8.9	Met
Hispanic	3	4.3	8.9	Met
Black or African American	1	3.6	8.9	Met
Asian, Native Hawaiian, or Pacific	2	4.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	4	2.4		
Male	7	3.6		
Economically Disadvantaged Students	6	6.2	8.9	Met
Students with Disabilities	5	7.8	8.9	Met
English Learners	1	7.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Days Absent bar chart — Percentage of Students vs Number of Absences: 0 = 3%, 1-5 = 42%, 6-10 = 34%, 11-15 = 15%, Over 15 = 6%

Memorial Elementary School

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2018-2019

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.

Memorial Elementary School

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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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Memorial Elementary School
(23-3845-130)
Grades Offered: KG-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Memorial Elementary School

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	376:1	222:1
Teachers to Administrators	35:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

Report Key:
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- **N** No Data is available to display
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Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	46.3%	94.3%	0.0%	48.4%	77.1%	54.9%
Male	53.7%	5.7%	100.0%	51.6%	22.9%	45.1%
White	55.1%	97.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	19.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.7%	2.9%	100.0%	15.0%	6.6%	13.9%
Asian	13.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	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	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%

Memorial Elementary School
(23-3845-130)
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 - 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 31%

Admin N/A

Master's Degree

Teacher 69%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

(23-3845-130)

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 Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

Memorial Elementary School

(23-3845-130)

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.2%	71.6%	69.8%
Math Proficiency	59.9%	54.4%	68.9%
ELA Growth	54	45	38
Math Growth	55	38	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.7%	7.4%	3.0%

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

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

31

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

School Narrative

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

Highlights:	• 2018 FRS-NJ Bronze Level Certification. 2019 FRS-NJ Silver Level Certification • 2019 School of Promising Practices • 2019 National PTA of Excellence
Mission, Vision, Theme:	The philosophy of Memorial school is derived from the mission statement of the Old Bridge Township Public Schools. Our focus is pupil centered, and our programs and activities are designed to address the academic, social and emotional needs of all students. Our youngsters are offered encouragement and are presented with a vision of new and wider fields of knowledge and experience that make all life richer and more satisfying.
Awards, Recognition, Accomplishments:	"In 2018, Memorial Elementary School earned Future Ready Schools-NJ Bronze Level Certification. Memorial School was awarded FRS-NJ Silver Tier Certification at the 2019 Future Ready Schools New Jersey Awards Ceremony, held at the New Jersey School Boards Association 2019 Workshop. The FRS-NJ certification program recognizes that Memorial's staff, students and the community members have undertaken an arduous journey of self-assessment and planning and have met or exceeded the rigorous standards established by the FRS-NJ framework in preparing our students for success in college, career and as citizens in the digital age. In the 2019 FRS-NJ certification cycle Memorial Elementary School was proud to be one of the 33 Future Ready Schools to be awarded FRS-NJ Silver Tier Certification. Memorial Elementary School is the first school in Old Bridge Township to receive the Silver Tier level of recognition. "

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Courses, Curriculum, Instruction:	Special subject area teachers are employed in their fields of expertise to teach our children in the areas of art, music, physical education, media, and technology. Instrumental music lessons are available to fifth graders. Additionally, services of resource center teachers, therapists (speech, occupational and physical) and special education teachers may be integrated, as prescribed by law and district policy, into the students' school day.
Clubs and Activities:	Through extended day programming, eligible boys and girls participate in projects and athletic programs extend throughout the year. Student Council, Safety Patrols, Art Club, Chorus, Pedestrian Safety Education and Enforcement Program (OBPD), Kiwanis Club Kids, Gym Show and Field Day are among some leadership groups. Student organized fundraisers, collections and outreach efforts to the community demonstrate school spirit and love of neighbor. Student in first grade participate in Mayor Reading Initiative. Students grades 3-5, participate in Battle of the Books. Our fifth grade selects a charity or cause to work on each year as yet another way to encourage these skills.

NJ SCHOOL PERFORMANCE REPORT

Memorial Elementary School

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Before and After School Programs:	In order to improve student achievement and help close the achievement gap, our teachers have prepared a plan of action through the student professional development committee (Title 1 Before School Program). This program is divided into twenty weeks for grades 1, 2, 3, 4 and 5, to provide additional academic support instruction for these students. This reinforces math and language literacy skills through the use of engaging activities, HP Streams, and Kindles.
Staff and Professional Learning:	The foundation for achieving excellence is evident through the steadfast support of small class sizes, technology as an instructional tool and continued teacher professional growth. We recently participated in a PLC day which also allows for training for teachers. Our faculty members are committed to the constant improvement of their instructional skills and the acquisition of new strategies that are supported by an intensive plan of professional development, self-reflection and collaboration.

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2018-2019

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Student Supports and Services:	Response to Intervention (RTI) is one way our teachers ensure that they are assessing the skills of everyone in the class. These assessments help the school's RTI team tell which students need instructional interventions. The teacher may break students into small groups tailored for different skill levels or learning styles. Students who don't make enough progress getting this kind of help during class may start to work on skills in small groups that meet during enrichment activities like music or art.
Student Health and Wellness:	The rationale and implementation of the federally funded School Breakfast Program for our school students Title 1 schools is described: Funds are distributed through State Education Departments to participating schools; these funds make breakfasts meeting Federal nutrition standards available to all students in our school, free or at a reduced price.
Parent and Community Involvement:	Our PTA support is a vital ingredient in our school and is truly committed to assisting the school to provide the best programs for the students. Each year, in partnership with our PTA, we offer family fun nights (i.e., Trunk or Treat, Friendly''s Ice Cream Social) "Memorial has Talent" night, a Book Fair, monthly assemblies; and in December we host a Holiday Raffle and Tricky Tray in time for the holiday season; all through the year various projects, activities and assemblies are presented.

Memorial Elementary School

(23-3845-130)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We conduct a school climate survey every year or two. A locally developed questionnaire addresses all areas of the school from the physical plant to the friendliness of the office staff and includes questions about subjects offered, character education (virtues and values), work done in classes, and other opportunities offered at the school. The data from those surveys is used to make changes, initiate new ideas, or sometimes to fight to keep things as they are.

Facilities:

Memorial Elementary School was built in 1957. Currently, we have 274 HP Streams for grades 2, 3, 4, and 5. This gives the opportunity for 1 to 1 devices for all students in the grades mentioned. In addition, solar panels are being installed to conserve energy and to help ensure cost efficiency for our school and the district.

School Safety:

A Special Law Enforcement Officer - Class 3 is located at the school from 7:00 a.m. - 6:00 p.m.

Memorial Elementary School

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2018-2019

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Technology and STEM:	STEM Enrichment Program for students in grades 3 -5 for 6 weeks.

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Other Information	Instruction is accompanied with numerous types of technology; the entire school has wireless internet connection. Each classroom is equipped with at least two computers. There is also a computer lab that is used for classroom instruction. Additional teachers use Smartboards, iPads, Multimedia FM System and LCD flat screen televisions which are installed in every classroom. These tools are used to assist teachers to deliver daily lessons more interactively. We continue to use such initiatives as the Education City, Study Island Programs, Education Galaxy, and IXL which are available to students. In addition, the district is using the Math in Focus program, to address our challenging goals and to augment our students' learning. We also use Everyday Calendar Counts Math to further enrich the students' experiences. To increase interest in learning, programs such as science and environmental awareness, age-appropriate newspapers, hands-on science, have been utilized to elevate student knowledge along with our "Too Good For Drugs" program in grade five. The Memorial staff, parents, PTA, neighbors and businesses actively support and promote these efforts. These partnerships enhance the social, emotional and academic development of our young people to create a learning community in which our children become citizens for tomorrow's society.

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
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:

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. Vincent Sasso
Address	4209 ROUTE 516 MATAWAN, NJ 07747
Phone Number	732-290-3900
Email Address	vsasso@obps.org
Website	https://www.oldbridgeadmin.org/Domain/954
Twitter	https://twitter.com/ob_kosb

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	678	699	676
10	688	691	692
11	759	687	704
12	724	789	714
Total	2,849	2,866	2,786

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	48.5%	48.4%
Male	51.0%	51.5%	51.6%
Economically Disadvantaged Students	24.8%	24.5%	22.7%
Students with Disabilities	15.2%	14.9%	15.5%
English Learners	1.1%	1.5%	1.4%
Homeless Students	0.1%	0.3%	0.4%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	60.0%	59.6%	59.6%
Hispanic	13.2%	13.4%	13.6%
Black or African American	9.5%	9.1%	8.7%
Asian	16.9%	17.5%	17.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.3%	0.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,849	2,866	2,785
Shared Time Students	0	0	1
Full Time Equivalent	2,849	2,866	2,786

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.

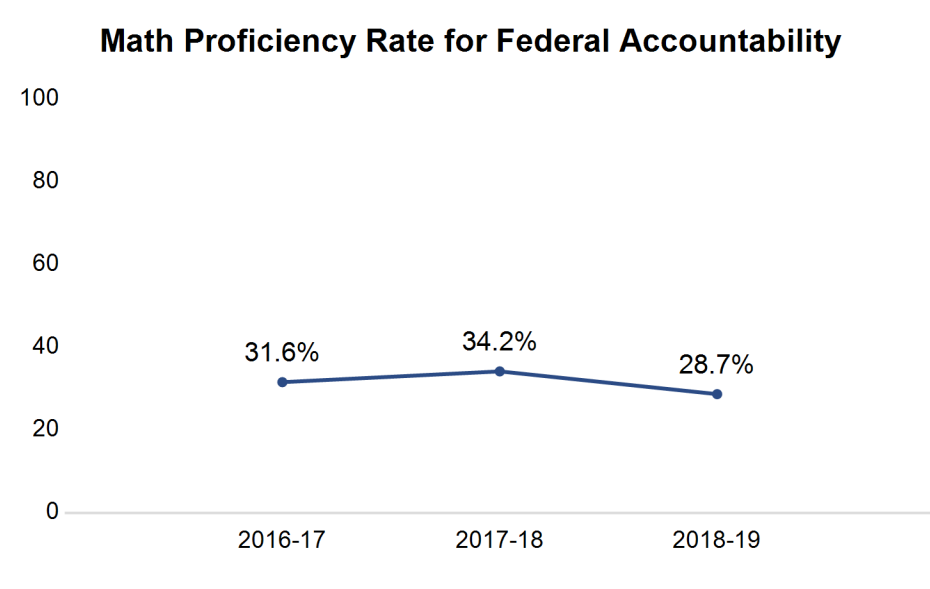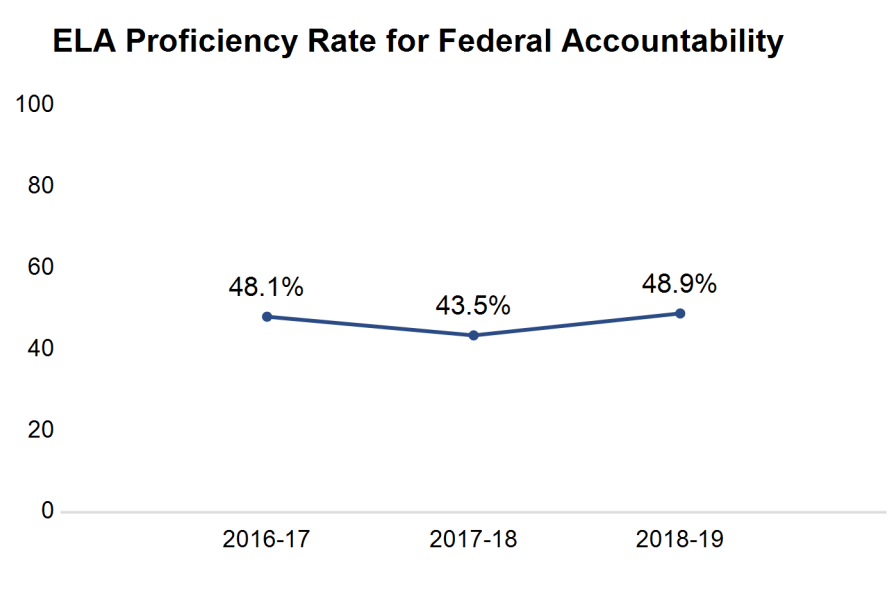| Home Language	% of Students
English	92.0%
Spanish	1.4%
Urdu	1.2%
Arabic	1.0%
Other Languages	4.4%

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
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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

	2016-17	2017-18	2018-19
	48.1%	43.5%	48.9%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	31.6%	34.2%	28.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.1%	97.2%	97.4%	97.5%	96.8%
Proficiency Rate for Federal Accountability	48.1%	43.5%	48.9%	31.6%	34.2%	28.7%
Annual Target	51.0%	52.5%	54.1%	31.7%	34.3%	36.8%
Met Annual Target?	Not Met	Not Met	Not Met	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.

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** 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	1318	97.2	48.9	62.4	57.9	48.9	54.1	Not Met
White	808	97.5	47.2	61.7	66.9	47.2	56.5	Not Met
Hispanic	177	94.7	31.1	*	43.9	31.0	38.9	Not Met
Black or African American	95	96.1	43.2	55.3	38.5	43.2	43.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	232	98.7	71.1	77.7	82.9	71.1	62.4	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	647	97.8	56.1	70.7	64.8	56.1		
Male	671	96.7	42.0	54.6	51.3	42.0		
Economically Disadvantaged Students	258	93.8	33.3	*	40.0	33.0	40.3	Not Met
Non-Economically Disadvantaged Students	1060	98.1	52.7	*	67.9	52.7		
Students with Disabilities	179	90.7	*	19.2	22.7	*	22.5	Not Met
Students without Disabilities	1139	98.4	*	70.9	65.1	*		
English Learners	37	100.0	21.6	46.4	29.3	21.6	20.1	Met Target
Non-English Learners	1281	97.2	49.7	63.4	60.6	49.7		
Homeless Students	*	*	*	41.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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.

Grade 9: 2016-2017 = 49%, 2017-2018 = 47%, 2018-2019 = 51%
Grade 10: 2016-2017 = 46%, 2017-2018 = 39%, 2018-2019 = 47%

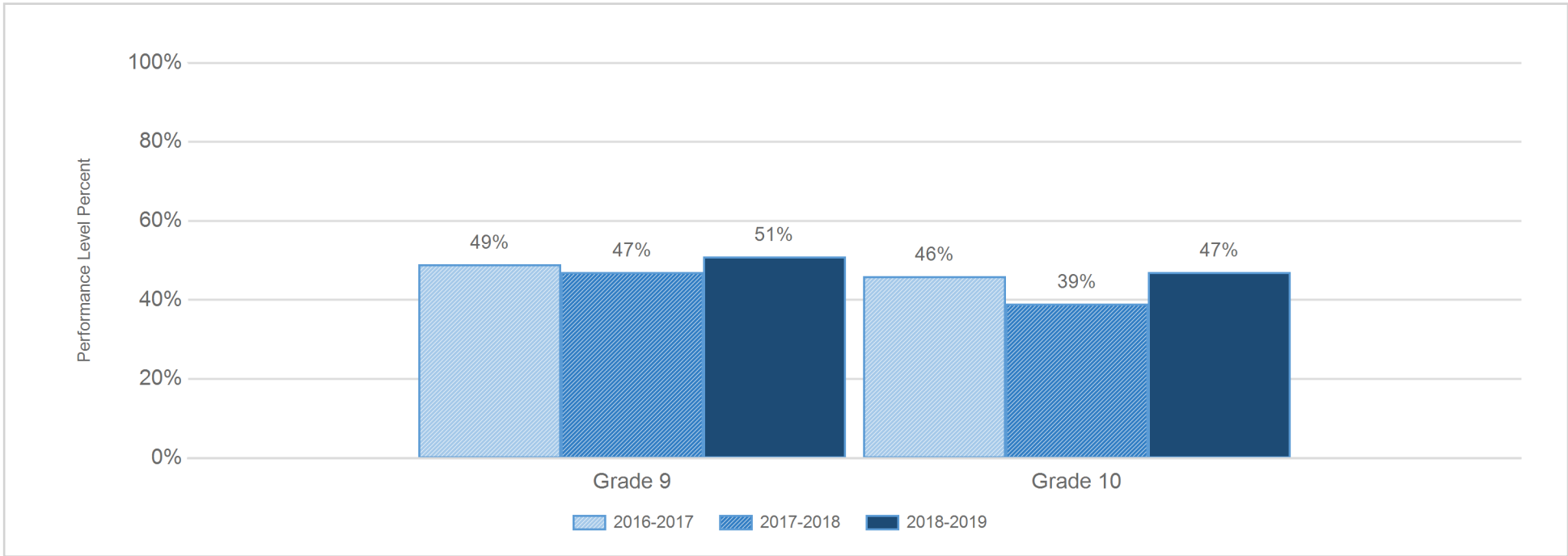Legend: 2016-2017, 2017-2018, 2018-2019

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

Report Key:
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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	656	747	747	753	14%	13%	23%	38%	13%	51%	56%
White	398	746	746	762	14%	11%	26%	39%	11%	50%	65%
Hispanic	100	731	731	737	21%	24%	22%	*	*	33%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	105	770	770	783	*	*	14%	48%	26%	73%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	310	755	755	760	8%	12%	22%	41%	17%	58%	63%
Male	346	740	740	746	19%	13%	24%	35%	9%	44%	49%
Economically Disadvantaged Students	144	731	731	734	22%	22%	24%	*	*	33%	36%
Non-Economically Disadvantaged Students	512	751	751	762	12%	10%	22%	*	*	56%	65%
Students with Disabilities	87	704	704	717	*	*	*	*	*	*	17%
Students without Disabilities	569	753	753	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 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	675	744	744	757	20%	15%	18%	30%	16%	47%	58%
White	416	741	741	767	20%	17%	19%	31%	13%	44%	67%
Hispanic	78	721	721	738	36%	17%	19%	*	*	28%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	129	770	770	792	9%	9%	14%	34%	34%	68%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	342	753	753	766	13%	15%	18%	35%	19%	54%	66%
Male	333	735	735	749	28%	15%	18%	26%	14%	39%	51%
Economically Disadvantaged Students	115	724	724	735	37%	15%	15%	23%	10%	34%	40%
Non-Economically Disadvantaged Students	560	748	748	767	17%	15%	19%	32%	18%	49%	67%
Students with Disabilities	94	690	690	711	66%	16%	*	*	*	11%	19%
Students without Disabilities	581	753	753	765	13%	15%	*	*	*	52%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1275	96.8	28.7	48.1	44.5	28.7	36.8	Not Met
White	795	97.1	26.9	47.5	54.1	26.9	37.6	Not Met
Hispanic	176	94.2	14.8	*	28.8	14.6	25.9	Not Met
Black or African American	91	95.9	27.5	37.0	23.0	27.5	29.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	207	98.1	47.3	67.0	76.5	47.3	45.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	632	97.5	29.4	49.7	44.9	29.4		
Male	643	96.0	28.0	46.6	44.2	28.0		
Economically Disadvantaged Students	258	93.2	16.7	*	26.3	16.4	29.8	Not Met
Non-Economically Disadvantaged Students	1017	97.7	31.8	*	54.9	31.8		
Students with Disabilities	178	90.6	*	16.9	17.4	*	17	Not Met
Students without Disabilities	1097	97.9	*	54.3	50.0	*		
English Learners	36	100.0	13.9	39.2	25.0	13.9	20.1	Met Target†
Non-English Learners	1239	96.7	29.1	48.6	46.5	29.1		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.
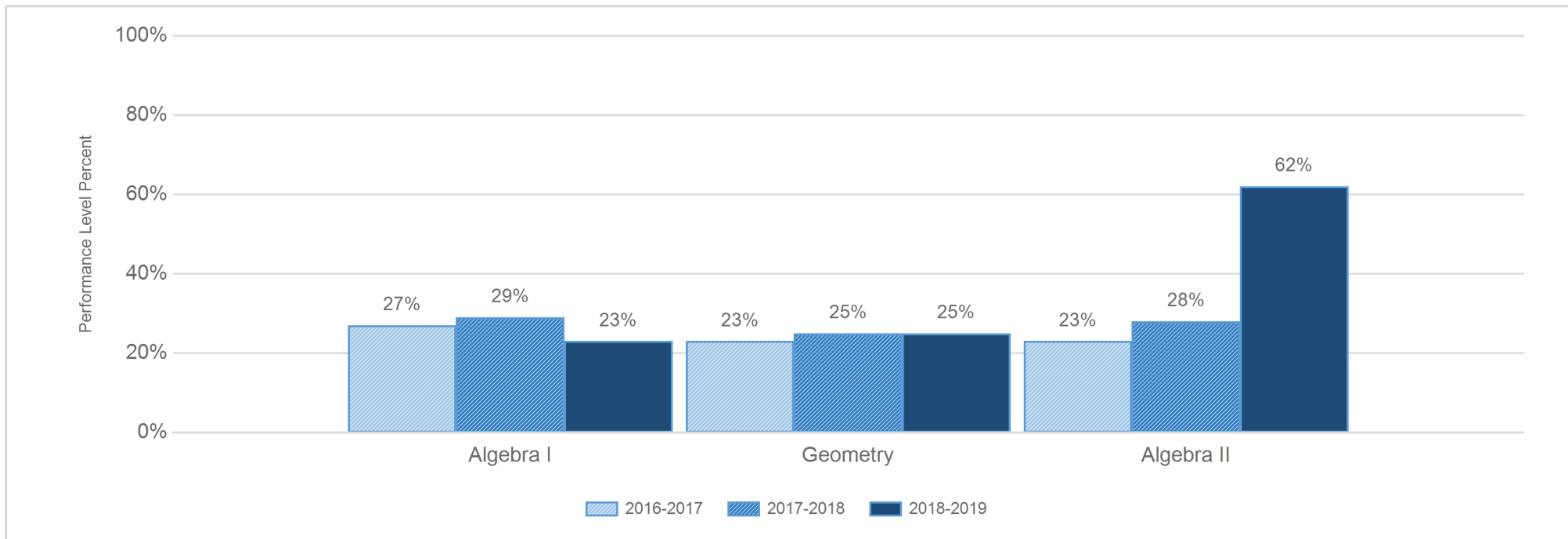
NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
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.

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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	611	727	735	744	14%	38%	24%	*	*	23%	42%
White	377	728	735	752	12%	39%	26%	*	*	23%	53%
Hispanic	110	717	719	728	24%	45%	19%	13%	0%	13%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	71	741	756	775	*	24%	28%	*	*	39%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	282	728	737	745	13%	35%	26%	*	*	25%	44%
Male	329	726	735	743	15%	40%	22%	*	*	22%	41%
Economically Disadvantaged Students	158	718	721	727	20%	44%	23%	*	*	13%	23%
Non-Economically Disadvantaged Students	453	730	740	752	12%	36%	25%	*	*	27%	52%
Students with Disabilities	108	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	503	732	741	748	*	*	*	*	*	*	47%
English Learners	15	714	714	710	*	*	*	*	*	*	*
Non-English Learners	596	727	736	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	514	733	733	737	9%	27%	39%	22%	3%	25%	35%
White	336	732	732	743	10%	25%	42%	*	*	24%	43%
Hispanic	61	725	725	724	*	46%	25%	*	*	16%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	82	742	742	762	*	21%	35%	*	*	39%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	261	735	735	738	7%	25%	43%	*	*	25%	36%
Male	253	731	731	736	11%	30%	35%	*	*	25%	34%
Economically Disadvantaged Students	83	723	723	722	16%	41%	30%	*	*	13%	16%
Non-Economically Disadvantaged Students	431	734	734	743	7%	25%	41%	*	*	27%	43%
Students with Disabilities	69	707	707	712	*	*	*	*	*	*	*
Students without Disabilities	445	737	737	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	514	733	733	738	9%	27%	39%	22%	3%	25%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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N No Data is available to display
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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	160	759	759	755	*	8%	28%	*	*	62%	58%
White	87	757	757	758	*	*	34%	*	*	59%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	55	764	764	777	*	*	20%	*	*	69%	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	93	755	755	752	*	*	32%	*	*	56%	55%
Male	67	763	763	758	*	*	21%	*	*	70%	62%
Economically Disadvantaged Students	18	752	752	729	*	*	*	*	*	67%	32%
Non-Economically Disadvantaged Students	142	760	760	761	*	*	*	*	*	61%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	160	759	759	755	*	8%	28%	*	*	62%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	29.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	*	*
3-4	14	*	*
5 or more	*	*	*

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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

NJSLA Science Assessment: Grade 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.
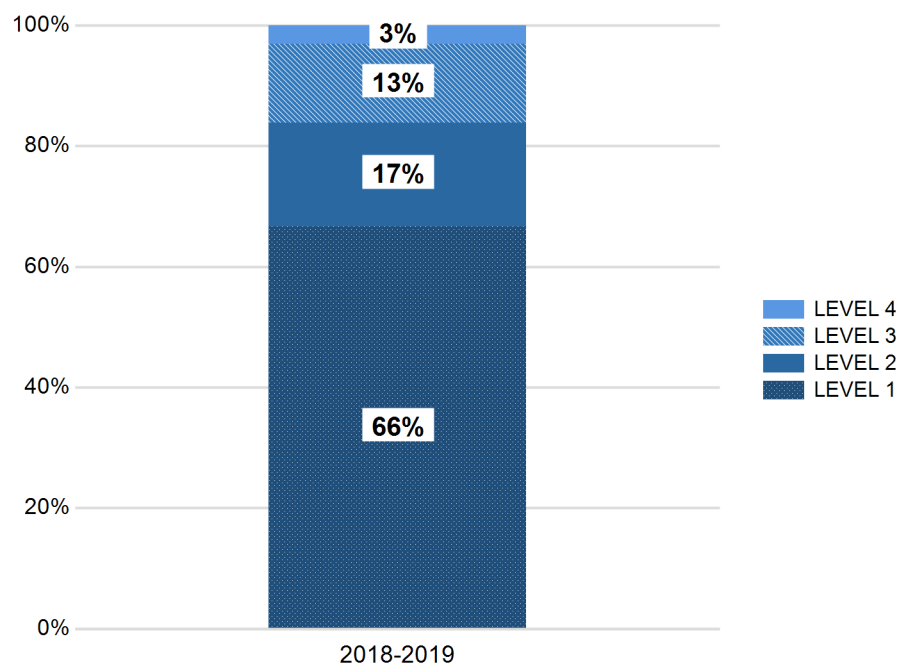
NJSLA Science Assessment: Grade 11

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	66	17	13	3
White	66	18	11	4
Hispanic	74	15	10	1
Black or African American	73	13	12	3
Asian, Native Hawaiian, or Pacific Islander	58	17	22	3
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	66	15	17	2
Male	67	18	11	4
Economically Disadvantaged Students	76	11	11	1
Non-Economically Disadvantaged Students	63	19	14	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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	96.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	71.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	11.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	477	476	Grade 10: 430 Grade 11: 460	63%	61%
PSAT 10/NMSQT - Math	475	477	Grade 10: 480 Grade 11: 510	43%	43%
SAT - Reading and Writing	556	539	480	81%	70%
SAT - Math	557	541	530	60%	53%
ACT - Reading	25	25	22	71%	66%
ACT - English	24	24	18	85%	81%
ACT - Math	24	24	22	63%	65%
ACT - Science	23	24	23	58%	57%

Old Bridge High School
(23-3845-040)
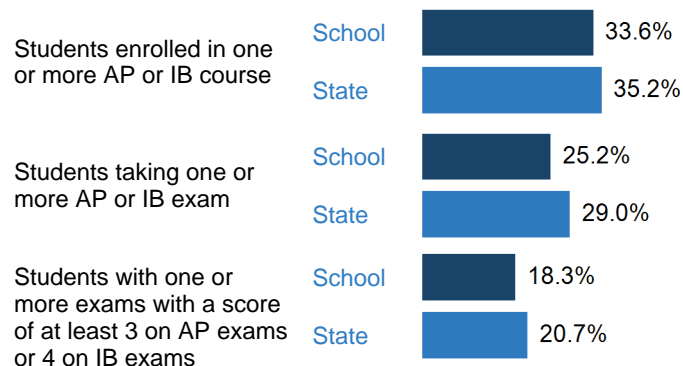Grades Offered: 09-12
2018-2019

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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.

Students enrolled in one or more AP or IB course
School 33.6%
State 35.2%

Students taking one or more AP or IB exam
School 25.2%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 18.3%
State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
School 0.0%
State 19.0%
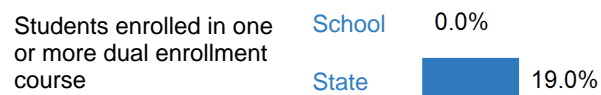
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	105	22
AP Biology	73	71
AP Calculus AB	35	23
AP Calculus BC	38	35
AP Chemistry	72	67
AP Chinese Language and Culture	0	1
AP Computer Science A	61	11
AP Computer Science Principles	0	23
AP English Language and Composition	96	97
AP English Literature and Composition	107	38
AP European History	63	33
AP French Language and Culture	5	3
AP German Language and Culture	0	1
AP Government	122	0
AP Italian Language and Culture	0	11
AP Macroeconomics	0	2

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
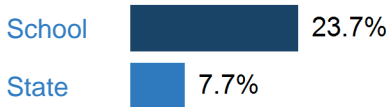(23-3845-040)
Grades Offered: 09-12
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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	5
AP Music Theory	0	2
AP Physics 2	0	1
AP Physics B	10	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	11
AP Psychology	127	116
AP Spanish Language	44	18
AP Statistics	45	31
AP U.S. Government and Politics	0	85
AP U.S. History	133	127
AP World History	25	24
Total Exams taken		869
Exams with scores of at least 3 on AP exams or 4 on IB exams		612

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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

Career and Technical Education Participation

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

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

School 23.7%
State 7.7%

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

School 17.5%
State 10.3%
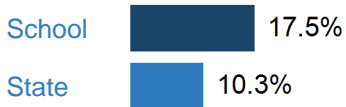
Structured Learning Experiences Participation

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

School 4.3%
State 3.3%

NJ SCHOOL PERFORMANCE REPORT

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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	23.7%	17.5%	7.7%	10.3%
White	22.9%	17.8%	6.1%	9.6%
Hispanic	23.9%	16.8%	10.3%	11.3%
Black or African American	25.2%	14.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	26.0%	18.5%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	17.1%	14.4%	7.3%	10.6%
Male	29.9%	20.4%	8.0%	10.1%
Economically Disadvantaged Students	22.9%	17.7%	10.4%	11.8%
Students with Disabilities	23.9%	16.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   2.4%

State   0.9%
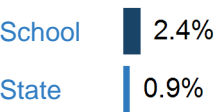
Industry-Valued Credentials by Career Cluster

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
Education and Training	158		
Finance	178		
Human Services	61	47	77
Information Technology	318	20	20
Manufacturing	329		
Transportation, Distribution & Logistics	105		
Total (All Clusters)	1,149	67	97

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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	550	116	22	0	0	0	49
10	120	413	141	40	0	0	44
11	21	108	424	124	14	1	18
12	5	16	128	120	85	61	231
Total	696	653	715	284	99	62	342
Enrolled in AP/IB Course					73	45	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	215	0	0	0	0	454
10	370	296	18	1	2	11
11	47	328	100	10	70	170
12	48	28	32	30	90	322
Total	680	652	150	41	162	957
Enrolled in AP/IB Course	73	72		0	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
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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	673	0	0	0	0	629
10	11	652	0	0	36	35
11	5	595	5	191	37	129
12	2	75	151	130	217	148
Total	691	1322	156	321	290	941
Enrolled in AP/IB Course	25	133	0	127		178
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	369	53	130	0	81	15	0
10	373	49	115	0	97	7	0
11	263	28	75	0	43	9	0
12	79	8	28	0	2	10	0
Total	1084	138	348	0	223	41	0
Enrolled in AP/IB Course	44	5	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	373	56	154	0	102	23	0

Old Bridge High School
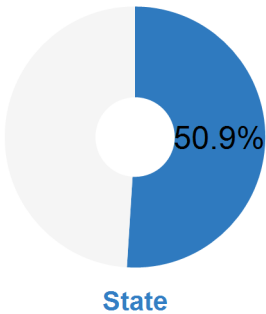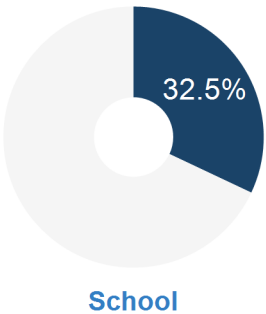(23-3845-040)
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	70	0	0	0	0	0
11	66	0	0	0	0	0
12	55	0	0	0	0	0
Total	191	0	0	0	0	0
Enrolled in AP/IB Course	61		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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
French	*
German	*
Italian	*
Spanish	24
Total	38

NJ SCHOOL PERFORMANCE REPORT

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

32.5%
School

50.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 5.2%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 2.9%
State 3.9%

VISUAL ARTS
School 25.5%
State 32.9%

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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.
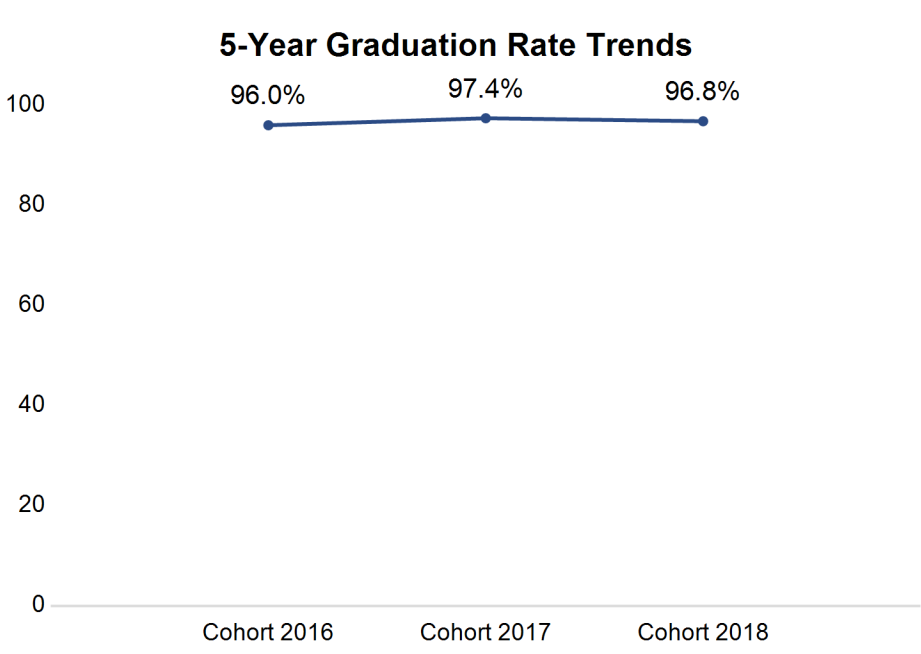
Graduation Rate Trends and Progress

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

	Cohort 2017	Cohort 2018	Cohort 2019
	94.2%	95.4%	96.3%

5-Year Graduation Rate Trends
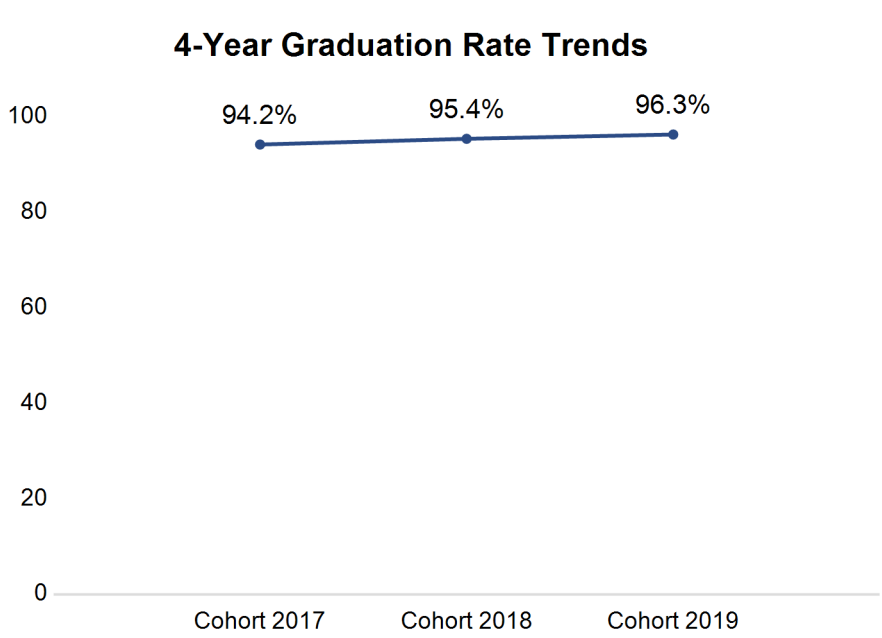
	Cohort 2016	Cohort 2017	Cohort 2018
	96.0%	97.4%	96.8%

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	94.2%	95.4%	96.3%	96.0%	97.4%	96.8%
Annual Target	93.3%	N		N	N	
Met Annual Target?	Met Target	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

27

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
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2018-2019

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.3%	90.6%	96.8%	92.5%	95.4%	N	Met Goal	97.4%	N	Met Goal
White	97.0%	94.9%	96.4%	95.9%	95.2%	N	Met Goal	97.7%	N	Met Goal
Hispanic	97.9%	84.5%	96.9%	87.3%	95.9%	N	Met Goal	95.3%	N	Met Goal
Black or African American	*	83.3%	97.5%	87.1%	95.1%	N	Met Goal	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.3%	96.9%	97.5%	97.8%	96.7%	N	Met Goal	97.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.9%	92.8%	98.7%	94.4%	98.1%			97.9%		
Male	95.8%	88.5%	95.1%	90.8%	92.9%			96.9%		
Economically Disadvantaged Students	93.0%	84.0%	97.0%	87.3%	95.0%	N	Met Goal	95.2%	N	Met Goal
Students with Disabilities	88.3%	79.2%	87.5%	83.8%	81.1%	85.9%	Not Met	91.7%	86.1%	Met Target
English Learners	91.7%	75.4%	100.0%	80.1%	93.8%	**	**	94.7%	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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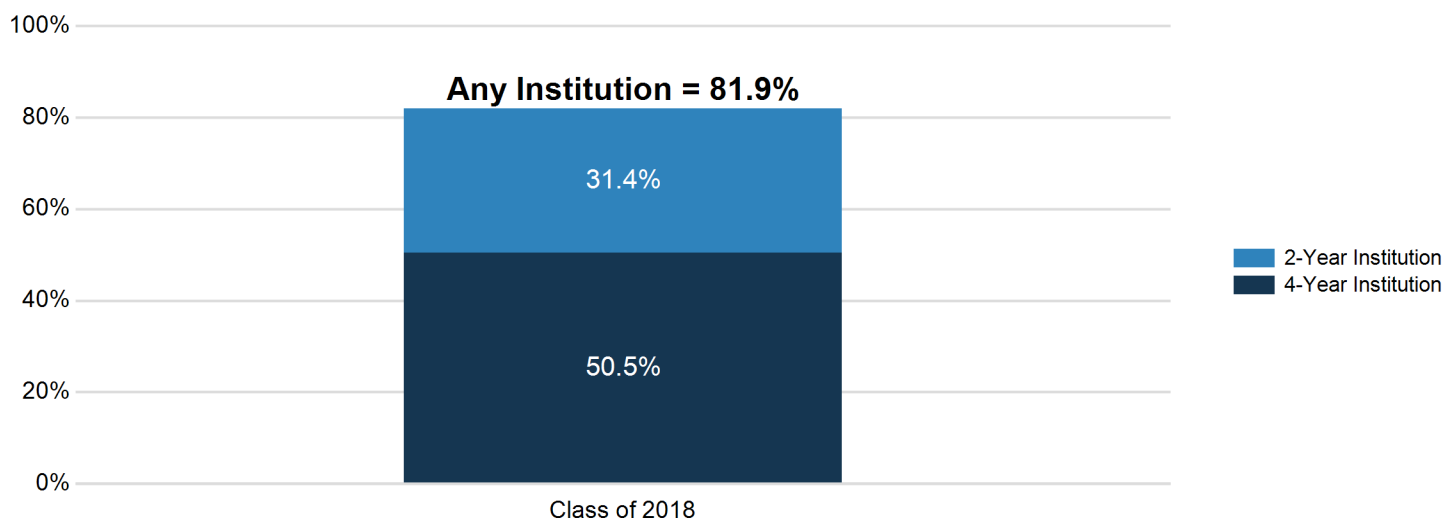 * Data is not displayed in order to protect student privacy
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Graduation Pathways

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	58.7%	61.9%
Substitute Competency Test	40.6%	37.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.7%	0.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.5%	1.1%

Old Bridge High School

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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

Any Institution = 81.9%

- 2-Year Institution
- 4-Year Institution

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.4%
% Enrolled in 4-Year Institution	50.5%
% Enrolled in Any Postsecondary Institution	81.8%

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	77.4%	34.1%	65.9%
White	77.6%	33.5%	66.5%
Hispanic	63.9%	41.9%	58.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.1%	34.9%	65.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	71.8%	45.5%	54.5%
Students with Disabilities	37.3%	73.7%	26.3%
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.

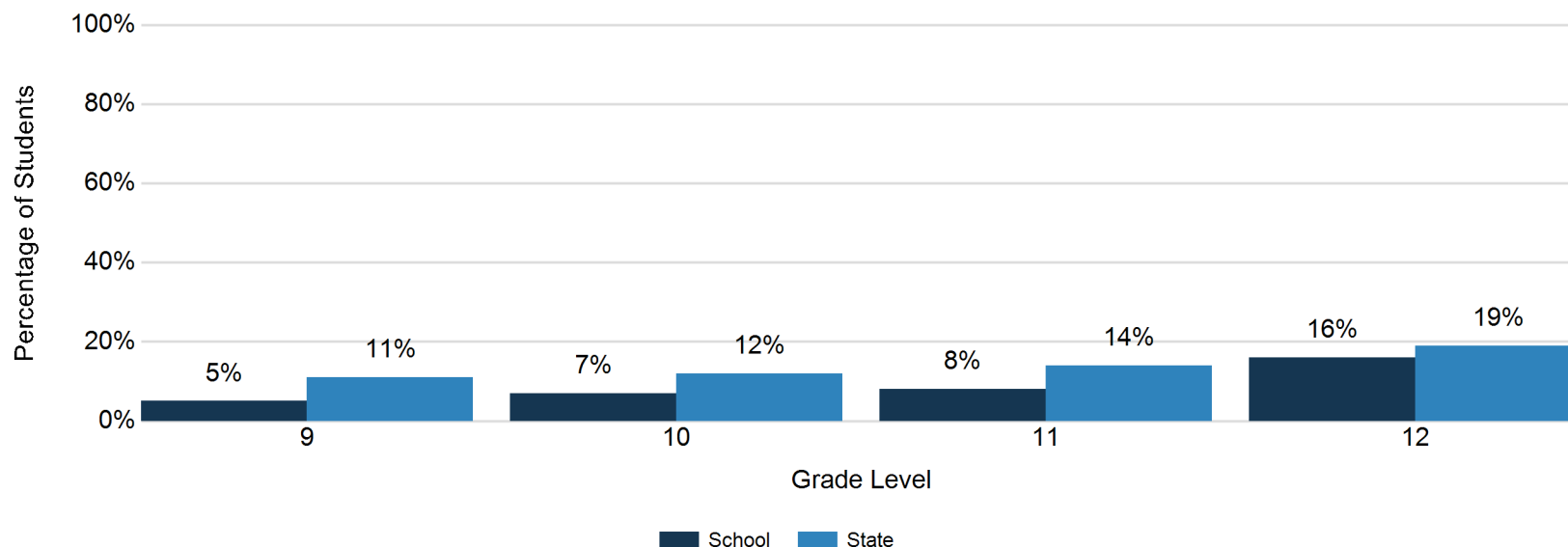| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.8%	38.3%	61.7%	81.2%	18.8%	78.3%	21.7%
White	80.6%	41.7%	58.3%	79.7%	20.3%	76.4%	23.6%
Hispanic	78.4%	47.4%	52.6%	82.9%	17.1%	85.5%	14.5%
Black or African American	76.3%	34.4%	65.6%	82%	18%	72.1%	27.9%
Asian, Native Hawaiian, or Pacific Islander	94.1%	23.2%	76.8%	84.8%	15.2%	83%	17%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.4%	45.5%	54.5%	85.6%	14.4%	84.8%	15.2%
Students with Disabilities	49.1%	75.9%	24.1%	90.7%	9.3%	94.4%	5.6%
English Learners	83.3%	60%	40%	100%	0%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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

Chronic Absenteeism

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	260	9.2	14.2	Met
White	167	9.9	14.2	Met
Hispanic	39	10.2	14.2	Met
Black or African American	24	9.9	14.2	Met
Asian, Native Hawaiian, or Pacific	30	6.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	126	9.3		
Male	134	9.2		
Economically Disadvantaged Students	87	13.7	14.2	Met
Students with Disabilities	81	17.8	14.2	Not Met
English Learners	4	10.0	14.2	Met
Homeless Students	2	18.2		
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.

Days Absent bar chart — Percentage of Students vs. Number of Absences:
- 0: 6%
- 1-5: 26%
- 6-10: 30%
- 11-15: 22%
- Over 15: 17%

Old Bridge High School
(23-3845-040)
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.

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	49
Weapons	1
Vandalism	15
Substances	34
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	110
Incidents Per 100 Students Enrolled	3.95

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	1
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	2	0	2
Gender	0	0	0
Sexual Orientation	2	3	5
Disability	1	1	2
Other	11	6	17
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	288	10.3%
Out-of-School Suspensions	178	6.4%
Any Suspension	362	13.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
920

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:06 PM
Length of School Day	6 Hrs 31 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

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	228	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	87.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	232:1	222:1
Teachers to Administrators	19:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	64.9%	41.7%	48.4%	77.1%	54.9%
Male	51.6%	35.1%	58.3%	51.6%	22.9%	45.1%
White	59.6%	92.5%	91.7%	42.4%	83.6%	77.4%
Hispanic	13.6%	3.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.7%	0.9%	0.0%	15.0%	6.6%	13.9%
Asian	17.6%	2.6%	8.3%	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	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 34%
Admin — N/A

Master's Degree

Teacher — 66%
Admin — 92%

Doctoral Degree

Teacher — 0%
Admin — 8%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%

Old Bridge High School
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	43.5%	48.9%
Math Proficiency	31.6%	34.2%	28.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.2%	95.4%	96.3%
5-Year Graduation Rate†	96.0%	97.4%	96.8%
Progress toward English Language Proficiency		27.6%	29.6%
Chronic Absenteeism	16.6%	17.3%	9.2%

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

NJ SCHOOL PERFORMANCE REPORT

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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.

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Old Bridge High School
(23-3845-040)
Grades Offered: 09-12
2018-2019

School Narrative

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

Highlights:	• OBHS offers in excess of 180 major academic and special interest electives, OBHS has over 25 varsity sports teams and over 75 clubs/activities, awarded National High School of Character
Mission, Vision, Theme:	Our mission as OBHS Knights is to provide a safe, nurturing environment in which all students can learn the skills necessary to find success as respectful members of a global society. Each student is an important resource and an invaluable member of the OBHS community. Every Knight is accountable for promoting a sense of understanding and compassion for others and the maturity to act on their beliefs. Each student is cognitively prepared to face the myriad of challenges in today's world.
Awards, Recognition, Accomplishments:	Middle States Accreditation; National High School of Character; Promising Practice Award for P.E.E.R. Day Program; Various GMC and State Individual and Varsity Championships; Nationally recognized Marching Knights Band; World Language student exchange programs; Voted Best Student Section in Central Jersey; OBHS Knightlife newspaper won Garden State Scholastic Press Association's overall excellence award; Over 75 clubs and activities offered

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	Over 20 Advanced Placement Courses available; Old Bridge High School is a comprehensive high school in the traditional sense. It offers students a variety of fundamental requirements and course electives designed to foster a love of learning and provide a foundation upon which each student may grow and build. Old Bridge graduates are well-rounded, academically competitive young men and women prepared to either continue their education or enter the armed services or work force.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) We believe that participation in interscholastic athletics is a vital part of the overall educational process. We recognize the positive influence of athletics as it has been proven to increase grade point averages, lead to fewer disciplinary issues, and increase the opportunities of going to college and having a promising career. Our programs strive to be successful, but strictly require that this be achieved through fairness, positive interaction and relationships, and sportsmanship.
Clubs and Activities:	Through the volunteer efforts of many OBHS teachers, the student activity program offers students the opportunity to experience a wide variety of school programs. Within the school community, students are encouraged to experience "life beyond the classroom." Old Bridge High School strives for a student-centered activity program in which students are encouraged to get involved. It'll make you a better student; it can help you become a better person.

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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	Staff and Professional Learning:	Our OBHS faculty and staff participate in many professional development opportunities throughout the school year, including Professional Learning Communities, staff development days, and common planning periods. Education is constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teachers into better educators by enabling them to create relevant and tailored instruction for today's students.
	Postsecondary Information:	OBHS Class of 2019 total students-757;Total students reported-710; Attending 4-year Colleges/Universities-55%; Attending 2-year Colleges-34%; Entering Armed Forces-1%; Attending Post-Secondary/Technical School 5%; Entering work force/Undecided/Not Reported 5%. Class of 2019 will be attending schools such as: Princeton University, Savannah College of Art and Design, The University of Alabama, Boston University, Florida State University, New York University, Northeastern University, Pennsylvania State, and Purdue University, Rensselaer Polytechnic Institute and Vassar College.

Old Bridge High School

(23-3845-040)

Grades Offered: 09-12

2018-2019

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Student Supports and Services:	The Dept. of Special Services is responsible for the development of educational programs for students who are identified and/or classified as disabled children. OBPS district utilizes a Response to Intervention (RTI) model; a framework designed to provide educational support to struggling students and address learning challenges. The English as a Second Language (ESL) program serves pupils whose native language is other than English and who have difficulty understanding the English language.
Student Health and Wellness:	OBHS has 5 school nurses and 3 Student Assistance Counselors on staff daily to maintain the health and safety of our students. Each student is required to complete four years of physical education and health. Students are encouraged to develop and maintain physical fitness that will extend beyond high school. Free/reduced breakfast and lunch is available daily. Several school clubs and groups promote physical, social and emotional wellness such as Morning Warriors, Helping Hands and UKnighted.
Parent and Community Involvement:	OBHS is very fortunate to have a PTSA and Special Education PTA (SEPTA). All parents are encouraged to get involved and participate with these dedicated groups who meet regularly to provide and share information to our parents. Both a parent and student portal is available to obtain and share information and to check on grades, attendance, etc. OBHS has partnered with several community businesses and agencies to provide the best available resources and opportunities for our students.

NJ SCHOOL PERFORMANCE REPORT

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Facilities:	A recent renovation to OBHS in 2005 created what is currently the OBHS campus. OBHS has a full media center,8 computer labs,3 gymnasiums, 15 science labs,3 art rooms,2 culinary arts labs,2 beauty culture labs, 2 automotive labs, 1 woodworking room. In 2012 the Ellen McDermott Grade Nine Center was opened and was established around the concept of small learning communities to assist with a smooth transition into high school. The EMGNC houses a working planetarium used by our district schools.

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Other Information	The narrative of Old Bridge High School's inception reads like a "to be continued" story for decades. During the radical 60's, the town of Old Bridge rested with two separate high schools for over 30 years. 1994 saw our first merger of what became Old Bridge High School: two campuses separated by one mile. 2005 marked the birth of the third largest high school in New Jersey, a centrally located OBHS campus bringing together over 3,000 students from diverse soci-economic and ethnic backgrounds. Even with everyone under the same roof, a greater divide among colleagues was evident. Not until the introduction of our current administrative team was our high school properly unified into a single-functioning cohesive unit of Knight Pride. This newly acquired, motivated team of administrators would visualize not only what OBHS could be, but what it should be. Our administration proved its commitment to defining our character in the wake of Hurricane Sandy. Taking over in 2012, our leaders adopted the slogan, Do The Right Thing. Collectively rallying behind our head administration allowed us to become connected to our staff, students, and especially our community. Our new rallying cry has witnessed us coping through loss and tragedy, while learning how to embrace the diversity that is OBHS. A common goal to better our school and community by giving back has created a belief and tradition in showing off our Knight Pride. Ongoing assessment of our school promises we will continue to maintain academic integrity while practicing sound ethical and moral behavior. Administration formally and informally assesses the climate through visibility and accessibility where open communication is the norm. Through class council and student government meetings, the student's voice is heard by the principal and administration. OBHS shares an open-door policy with students, parents, the community, and especially the alumni of OBHS who are regularly in attendance at many school events.

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

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 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:

Raymond E. Voorhees Elementary School

(23-3845-140)

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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	Middlesex
District	Old Bridge Township School District
Principal Name	Ms. Courtney Lowery
Address	11 LIBERTY STREET OLD BRIDGE, NJ 08857-3414
Phone Number	732-360-4544
Email Address	Courtney.Lowery@obps.org
Website	https://www.oldbridgeadmin.org/Domain/724
Twitter	https://twitter.com/voorheesprin

Raymond E. Voorhees 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	60	59	65
1	60	60	64
2	62	62	68
3	62	59	69
4	48	60	64
5	61	46	60
Total	353	346	390

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	51.2%	46.4%
Male	51.8%	48.8%	53.6%
Economically Disadvantaged Students	22.4%	23.1%	21.3%
Students with Disabilities	16.7%	17.9%	20.8%
English Learners	0.0%	0.3%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	62.3%	63.3%	63.6%
Hispanic	13.9%	15.0%	13.8%
Black or African American	7.1%	6.4%	7.9%
Asian	15.0%	13.6%	12.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.7%	1.7%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	60	59	65

Enrollment by Home Language

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

Home Language	% of Students
English	91.8%
Spanish	1.3%
Other Languages	6.9%

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	59	36.5	55

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	44	36.5	57

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	36.5	55	44	36.5	57
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

Grades Offered: KG-05

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	50	50	Met Standard	57	51	50	Met Standard
White	56	49	50	Met Standard	58	50	52	Met Standard
Hispanic	49	49	49	**	40.5	51	47	**
Black or African American	53	48.5	45	**	58	47	43	**
Asian, Native Hawaiian, or Pacific Islander	57	59	59	**	69	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	58.5	53.5	53	N	59	52	50	N
Male	49	47	47	N	52	51	51	N
Economically Disadvantaged Students	49	52	48	Met Standard	58	49	46	Met Standard
Students with Disabilities	39.5	44	43	**	26.5	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

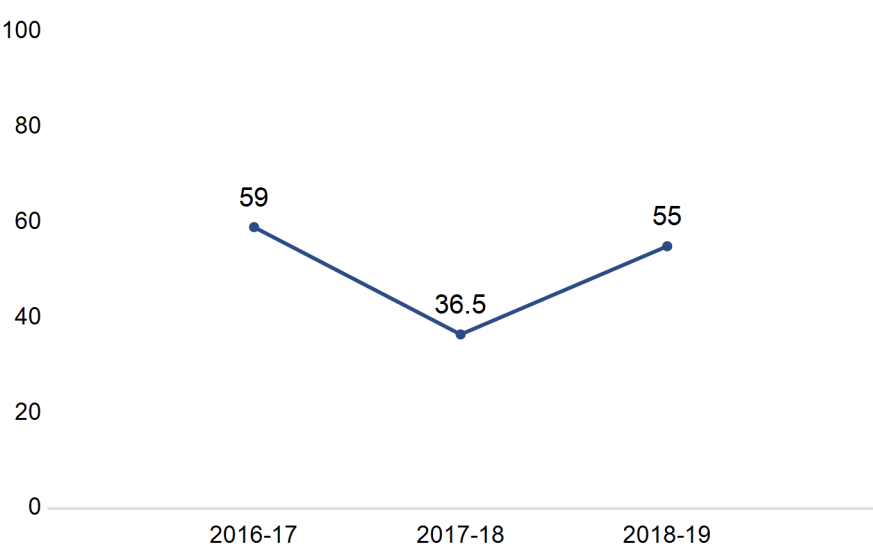## NJ SCHOOL PERFORMANCE REPORT

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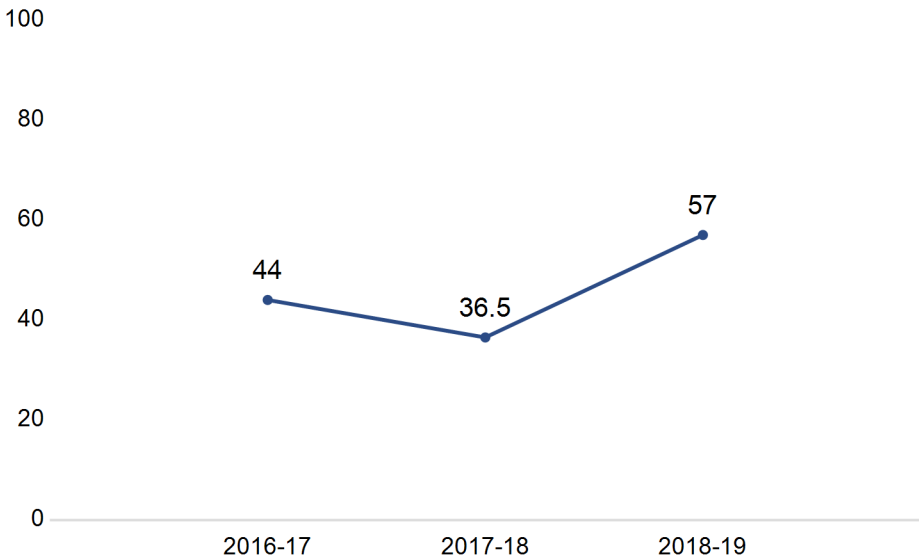**†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

6

NJ SCHOOL PERFORMANCE REPORT

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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

Year	Rate
2016-17	61.6%
2017-18	56.3%
2018-19	58.6%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	50.7%
2017-18	47.5%
2018-19	48.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	99.4%	97.4%	98.8%	99.4%	97.9%
Proficiency Rate for Federal Accountability	61.6%	56.3%	58.6%	50.7%	47.5%	48.1%
Annual Target	62.3%	63.3%	64.2%	58.3%	59.5%	60.6%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

Raymond E. Voorhees Elementary School

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English Language Arts Assessment - Participation and Performance

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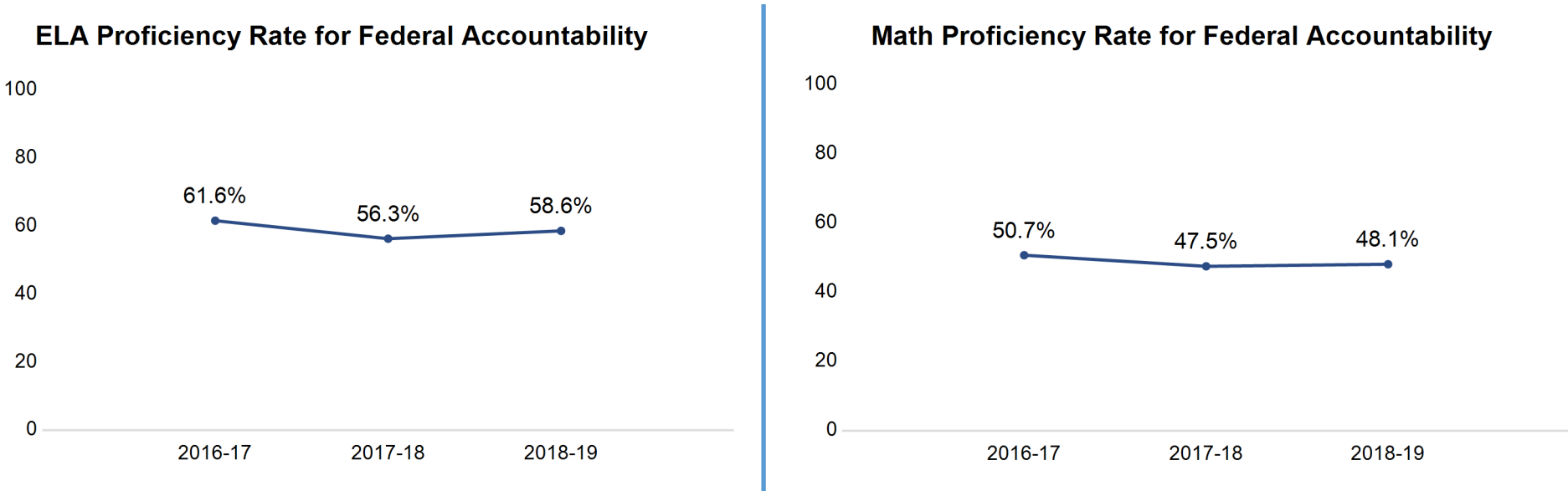
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	186	97.4	58.6	62.4	57.9	58.6	64.2	Met Target†
White	118	97.5	60.2	61.7	66.9	60.2	59.3	Met Target
Hispanic	26	100.0	53.8	*	43.9	53.8	58.8	Met Target†
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	77.7	82.9	64.0	80	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	92	99.0	68.5	70.7	64.8	68.5		
Male	94	95.9	48.9	54.6	51.3	48.9		
Economically Disadvantaged Students	41	95.5	46.3	*	40.0	46.3	68.7	Not Met
Non-Economically Disadvantaged Students	145	98.0	62.1	*	67.9	62.1		
Students with Disabilities	36	94.7	22.2	19.2	22.7	22.2	33.7	Not Met
Students without Disabilities	150	98.1	67.3	70.9	65.1	67.3		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

Raymond E. Voorhees 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	68	751	763	748	15%	*	28%	*	*	49%	50%
White	41	750	761	757	*	*	27%	*	*	51%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	32	764	771	753	*	*	*	*	*	63%	55%
Male	36	739	755	743	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	16	747	750	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	52	752	767	759	*	*	*	*	*	50%	61%
Students with Disabilities	17	705	722	719	59%	*	*	*	*	12%	24%
Students without Disabilities	51	766	772	754	0%	*	*	*	*	61%	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	68	751	764	751	15%	*	28%	*	*	49%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

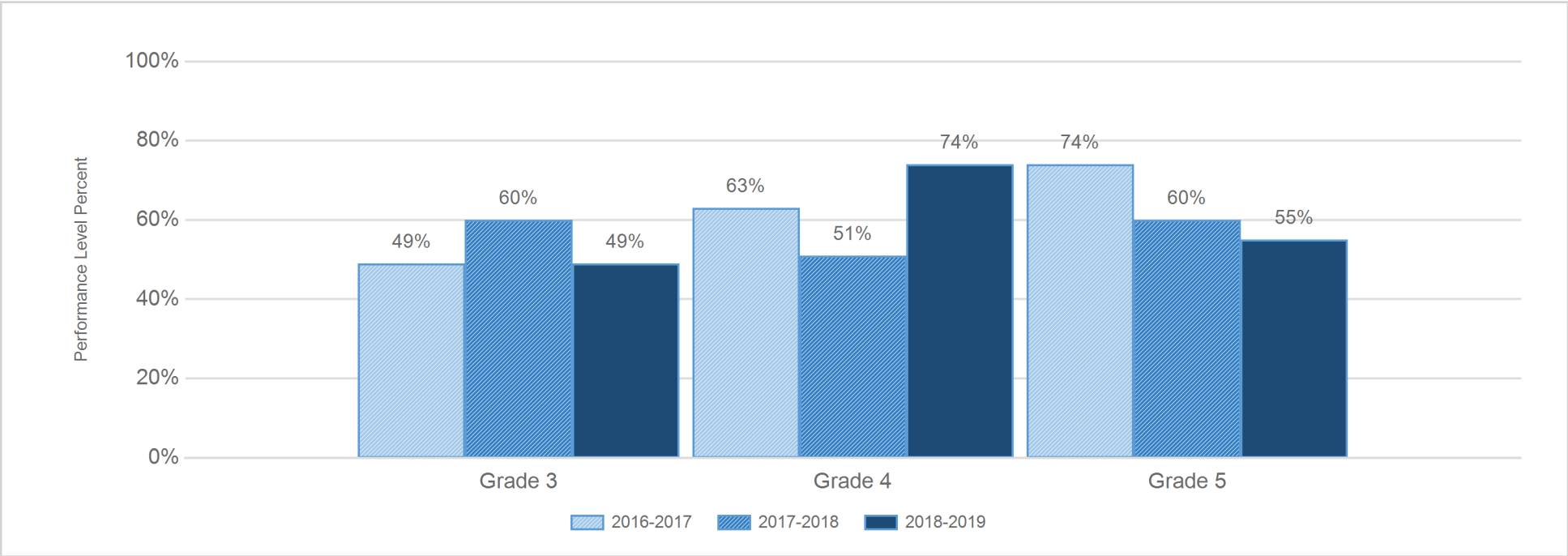**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	766	767	755	*	*	*	48%	26%	74%	57%
White	43	771	767	763	0%	*	*	51%	28%	79%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	31	768	771	760	*	*	*	*	*	74%	62%
Male	30	764	764	750	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	10	745	757	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	51	770	770	765	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

Grades Offered: KG-05

2018-2019

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

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	60	754	767	756	*	*	25%	*	*	55%	58%
White	33	748	764	764	0%	*	30%	*	*	48%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	773	785	781	0%	0%	*	*	*	64%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	32	764	776	761	*	*	*	*	*	69%	64%
Male	28	742	758	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	16	758	758	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	44	752	770	766	*	*	*	*	*	55%	69%
Students with Disabilities	11	724	730	724	*	*	*	*	*	27%	23%
Students without Disabilities	49	760	775	762	*	*	*	*	*	61%	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	60	754	768	758	*	*	25%	*	*	55%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Raymond E. Voorhees Elementary School

(23-3845-140)

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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	187	97.9	48.1	48.1	44.5	48.1	60.6	Not Met
White	119	98.3	51.3	47.5	54.1	51.3	58.8	Met Target†
Hispanic	26	100.0	26.9	*	28.8	26.9	46	Not Met
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.0	67.0	76.5	68.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	92	99.0	48.9	49.7	44.9	48.9		
Male	95	96.9	47.4	46.6	44.2	47.4		
Economically Disadvantaged Students	41	95.5	39.0	*	26.3	39.0	59.3	Not Met
Non-Economically Disadvantaged Students	146	98.7	50.7	*	54.9	50.7		
Students with Disabilities	37	97.4	13.5	16.9	17.4	13.5	39.1	Not Met
Students without Disabilities	150	98.1	56.7	54.3	50.0	56.7		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

Raymond E. Voorhees Elementary School

(23-3845-140)

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.

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

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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	750	765	752	*	*	29%	*	*	51%	55%
White	42	751	762	760	*	*	*	*	*	57%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	32	753	767	751	*	*	*	*	*	44%	54%
Male	37	748	763	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	16	743	755	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	53	752	768	761	*	*	*	*	*	57%	67%
Students with Disabilities	18	727	735	731	*	*	*	*	*	28%	31%
Students without Disabilities	51	758	771	756	*	*	*	*	*	59%	60%
English Learners	N	N	746	728	N	N	N	N	N	N	26%
Non-English Learners	69	750	766	754	*	*	29%	*	*	51%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

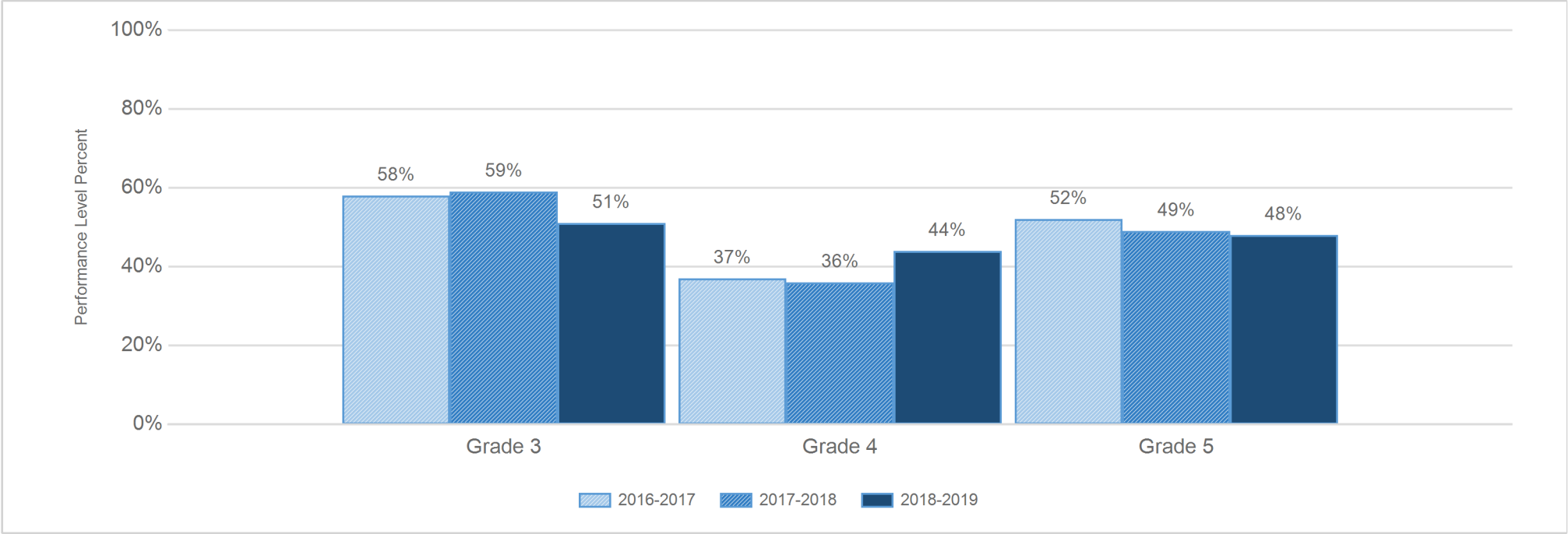**NJ SCHOOL PERFORMANCE REPORT**

Raymond E. Voorhees Elementary School

(23-3845-140)

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	61	752	758	749	*	18%	30%	*	*	44%	51%
White	43	755	757	757	*	*	30%	*	*	47%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	31	750	756	749	*	*	*	*	*	48%	50%
Male	30	753	759	749	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	10	737	747	734	*	*	*	*	*	30%	32%
Non-Economically Disadvantaged Students	51	755	761	759	*	*	*	*	*	47%	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	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	60	749	755	747	*	18%	27%	*	*	48%	47%
White	33	746	754	755	*	*	*	*	*	52%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	775	775	775	0%	*	*	*	*	73%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	32	752	759	747	*	*	*	*	*	53%	47%
Male	28	746	752	747	*	*	*	*	*	43%	47%
Economically Disadvantaged Students	16	748	746	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	44	750	759	757	*	*	*	*	*	48%	59%
Students with Disabilities	11	715	727	725	*	*	*	*	*	*	19%
Students without Disabilities	49	757	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	60	749	756	749	*	18%	27%	*	*	48%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Raymond E. Voorhees Elementary School
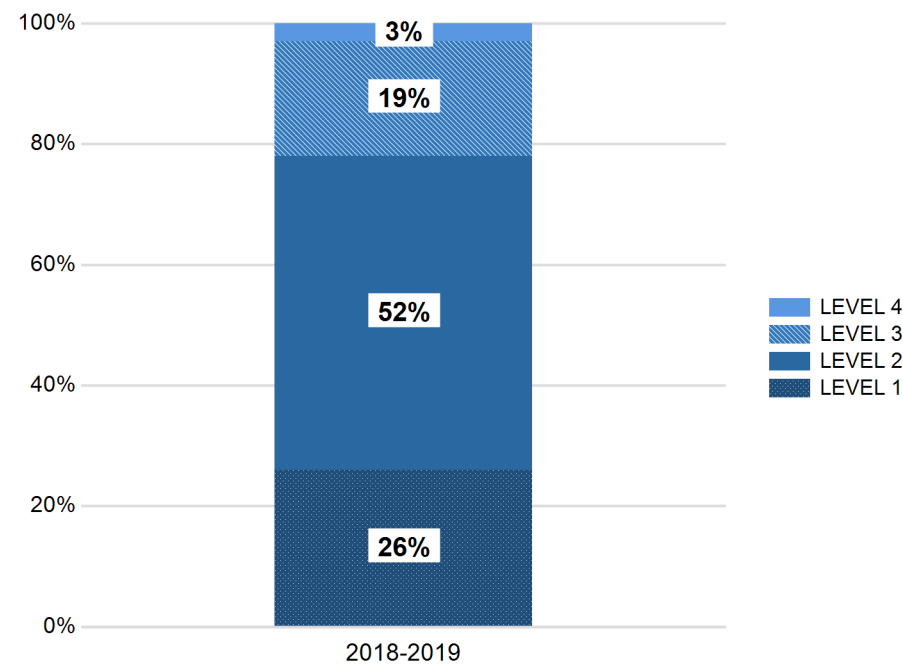(23-3845-140)
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 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	26	52	19	3
White	28	53	19	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	55	18	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	53	22	3
Male	31	50	15	4
Economically Disadvantaged Students	21	43	29	7
Non-Economically Disadvantaged Students	27	55	16	2
Students with Disabilities	60	40	0	0
Students without Disabilities	19	54	23	4
English Learners	N	N	N	N
Non-English Learners	26	52	19	3
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

Raymond E. Voorhees Elementary School

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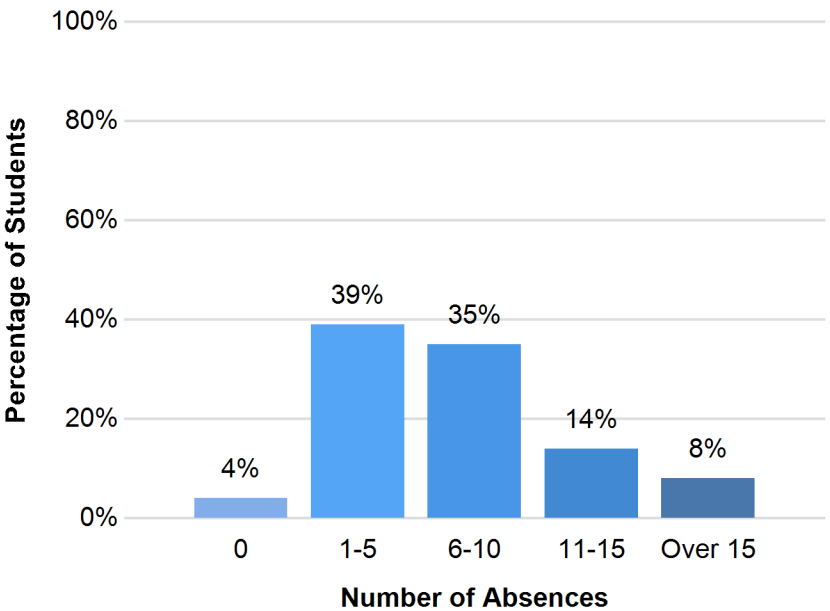
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	4.5	8.9	Met
White	14	5.8	8.9	Met
Hispanic	1	1.9	8.9	Met
Black or African American	1	3.4	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	9	5.0		
Male	8	4.0		
Economically Disadvantaged Students	8	10.5	8.9	Not Met
Students with Disabilities	4	5.9	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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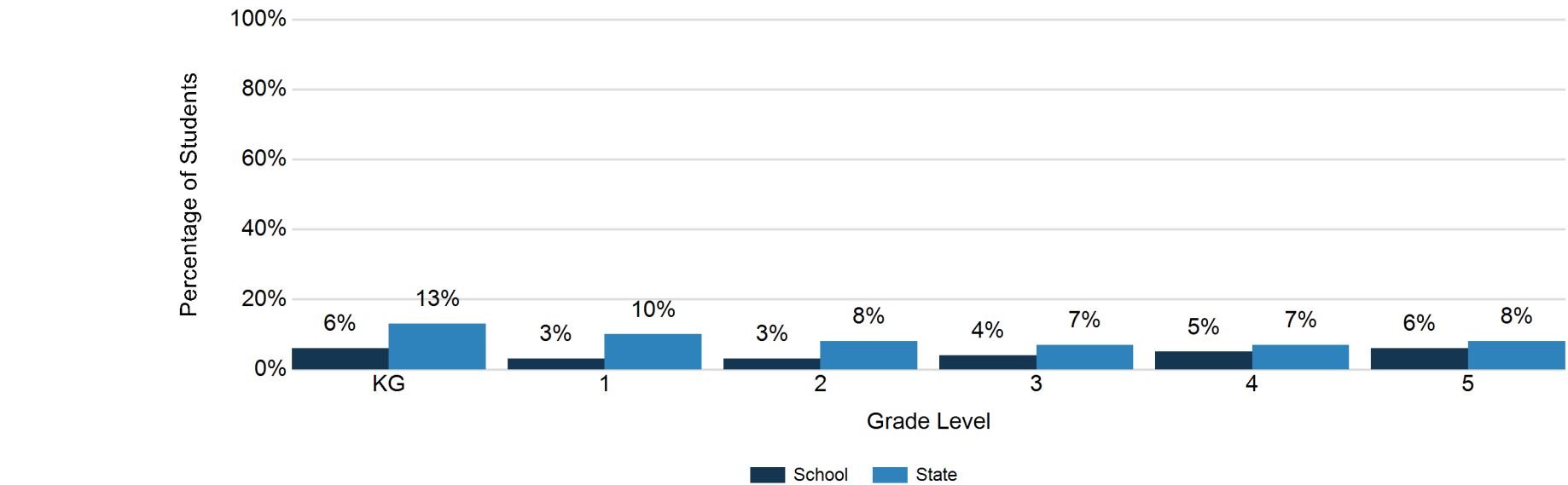
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Chronic Absenteeism by Grade

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

Raymond E. Voorhees 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.51

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Raymond E. Voorhees Elementary School
(23-3845-140)
Grades Offered: KG-05
2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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	1.0:1

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

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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	12.7	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	87.9%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	390:1	222:1
Teachers to Administrators	33:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

Raymond E. Voorhees Elementary School

(23-3845-140)

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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	46.4%	93.9%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	6.1%	0.0%	51.6%	22.9%	45.1%
White	63.6%	100.0%	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	7.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%

Raymond E. Voorhees Elementary School

(23-3845-140)

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2018-2019

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

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

Bachelor's Degree

Teacher — 55%

Admin — N/A

Master's Degree

Teacher — 46%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%

Raymond E. Voorhees Elementary School

(23-3845-140)

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2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
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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(23-3845-140)

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.6%	56.3%	58.6%
Math Proficiency	50.7%	47.5%	48.1%
ELA Growth	59	36	55
Math Growth	44	36	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.1%	9.0%	4.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

Raymond E. Voorhees Elementary School

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School Narrative

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

Highlights:	• Curriculum includes Envisions Math and Journeys Literacy • Technology is part of every school day, with all students utilizing Kindles or HP Streams • Recertified as a 2019 National School of Character
Mission, Vision, Theme:	The Voorhees School faculty consists of 47 professionals who educate 390 students. Our professional staff meets the Highly Qualified Teacher requirement established by the NJ State Board of Education. It is the goal of the administration and staff to develop a quality educational program for all students attending Voorhees School. The philosophy of Voorhees School is consistent with the Mission Statement and List of Beliefs developed by the staff and adopted by the Board of Education.
Awards, Recognition, Accomplishments:	As educators, our goal is to instill in our students a high degree of moral and ethical values that will become the foundation for their future endeavors. We are fortunate to have such wonderful family support for our school community. At Voorhees School, we feel that positive attitudes promoting good character are essential to establishing a positive learning environment. This led to our recognition and recertification as a 2019 National School of Character by the Character Education Partnership.

NJ SCHOOL PERFORMANCE REPORT

Raymond E. Voorhees Elementary School

(23-3845-140)

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Courses, Curriculum, Instruction:	A strong academic program is a key ingredient at Voorhees. The incorporation of textbooks, online resources, teacher resources and supplemental materials promote active student learning which includes problem solving, hypothesizing, creative discovery, and critical thinking. We implement a balanced literacy approach to reading through an integrated curriculum. Technology enhancements, such as the use of HP Streams, Kindles, Smartboards, and more are continually updated to prepare students for their future.
Clubs and Activities:	Our Halloween Parade, Thanksgiving Feast, School Musicals, Intramural Program, and Field Day are some of the highlights of our school-wide activities. Each spring, our 5th graders form a Volleyball Team to compete against other Old Bridge schools in a tournament. Student Safety Patrols work to assist their younger peers in moving around the building in a safe manner. Students work with faculty members before and after school to design our Yearbook.

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Staff and Professional Learning:	In striving to improve school achievement, the faculty and principal conduct needs assessments based upon standardized test results, individualized assessments, and faculty input. The development of Professional Learning Communities within the school serve to further address specific objectives and school-based action plans. In addition, the staff has chosen goals to further augment our students' self-esteem and cultural diversity through the incorporation of character education programs.

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Raymond E. Voorhees Elementary School

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Student Supports and Services:	Our school provides comprehensive services to address the diverse learning needs of our students. Our Department of Special Services develops and oversees our Learning and Language Disabled Program, as well as our Resource and In Class Resource Programs. Our Response to Intervention Program implements evidence-based practices to address the needs of struggling learners in the general education setting.
Parent and Community Involvement:	PTA support is a vital component in our school, and its members are truly committed to assisting the school in providing the best programs for students. They assist by providing materials, such as agendas and folders, as well as special events, like assemblies and our annual Fall Festival. Parents stay informed of school information via our website and Parent Portal. By logging in, parents are updated on daily attendance and grades, report cards, progress reports, and notices about events.

Raymond E. Voorhees Elementary School

(23-3845-140)

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Staff, students, and parents annually complete a survey, gauging opinions of school environment, adult interactions with students and student relations with each other. Results guide action plans for the next year. Over 90% of staff and parents agree we encourage students to respect each other's differences and diversity. Home-school connection is strong, as 97% of students agree their family wants them to do well in school, and 97% of parents feel comfortable talking to their child's teachers.

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School Narrative

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Other Information

Voorhees Elementary School promotes core ethical and performance values of Character Education based on the Six Pillars of Character: Trustworthiness, Respect, Citizenship, Caring, Responsibility and Fairness. These values are promoted at every grade level, and the common language was adopted by the district and is supported throughout the curriculum, with the commitment of stakeholders including our principal, teachers, administrative staff, counselor, nurses, custodian, bus drivers, paraprofessionals, parents and noon-hour supervisors. The importance of outstanding character is supported with visual representations of good character throughout the building. Morning announcements and morning meetings reinforce schoolwide expectations. Lesson plans and intentional, consistent language are used throughout the school to emphasize the importance of good character using Six Pillars of Character. All new staff are trained on Character Education, Anti-Bullying and tolerance. Character Education is discussed collaboratively at all faculty meetings, grade level meetings, and PLC days. Reflection and concrete data from climate surveys are used to promote continuous improvement. Our core values are consistently incorporated in every aspect of school life, during instructional and non-instructional time. Overall, the importance of good character and the home-school-community partnership are essential components of school life.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School
(23-3845-150)
Grades Offered: PK-05
2018-2019

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:

Southwood Elementary School

(23-3845-150)

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mrs. Karen Foley
Address	64 SOUTHWOOD DR OLD BRIDGE, NJ 08857-1453
Phone Number	732-360-4539
Email Address	Karen.Foley@obps.org
Website	https://www.oldbridgeadmin.org/Southwood
Twitter	https://twitter.com/PrincipalFoley

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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

Enrollment Trends by Grade

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	147	144	108
KG	45	50	51
1	47	48	52
2	55	49	46
3	59	59	45
4	53	59	63
5	51	55	59
Total	457	464	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	39.4%	39.0%	41.5%
Male	60.6%	61.0%	58.5%
Economically Disadvantaged Students	22.3%	21.1%	20.0%
Students with Disabilities	42.5%	42.2%	37.7%
English Learners	0.0%	0.9%	0.9%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.7%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.8%	70.0%	69.1%
Hispanic	13.1%	14.9%	14.6%
Black or African American	7.0%	5.4%	5.9%
Asian	8.3%	7.8%	8.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Two or More Races	1.3%	1.5%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	119	114	74
PK - Full Day	28	30	34
KG - Half Day	0	0	0
KG - Full Day	45	50	51

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	92.5%
Spanish	1.7%
Urdu	1.2%
Other Languages	4.7%

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	59.5	60	56

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	67	52	63

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59.5	60	56	67	52	63
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

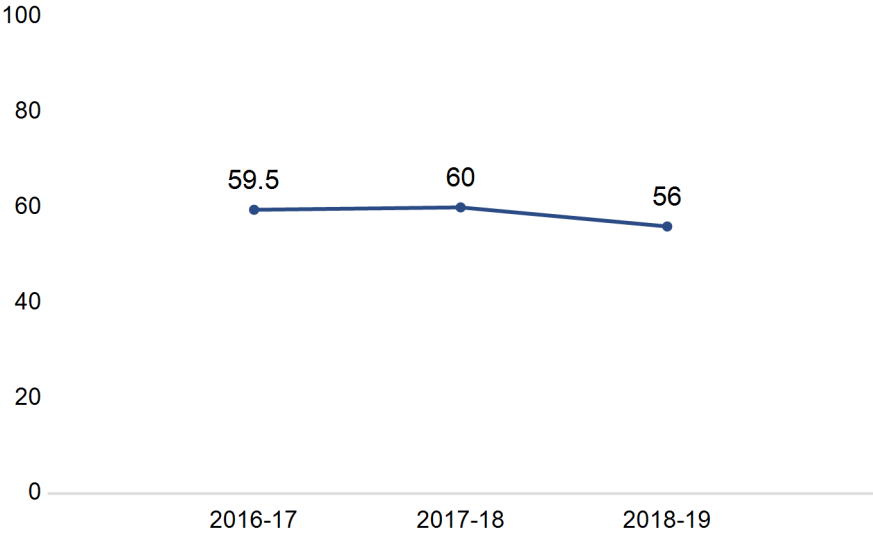| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	50	50	Met Standard	63	51	50	Exceeds Standard
White	56	49	50	Met Standard	63	50	52	Exceeds Standard
Hispanic	58.5	49	49	Met Standard	61	51	47	Exceeds Standard
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	43.5	49	**	N	40.5	52	**
Female	68.5	53.5	53	N	67	52	50	N
Male	51	47	47	N	60	51	51	N
Economically Disadvantaged Students	56	52	48	Met Standard	55	49	46	Met Standard
Students with Disabilities	56	44	43	Met Standard	72.5	47	45	Exceeds Standard
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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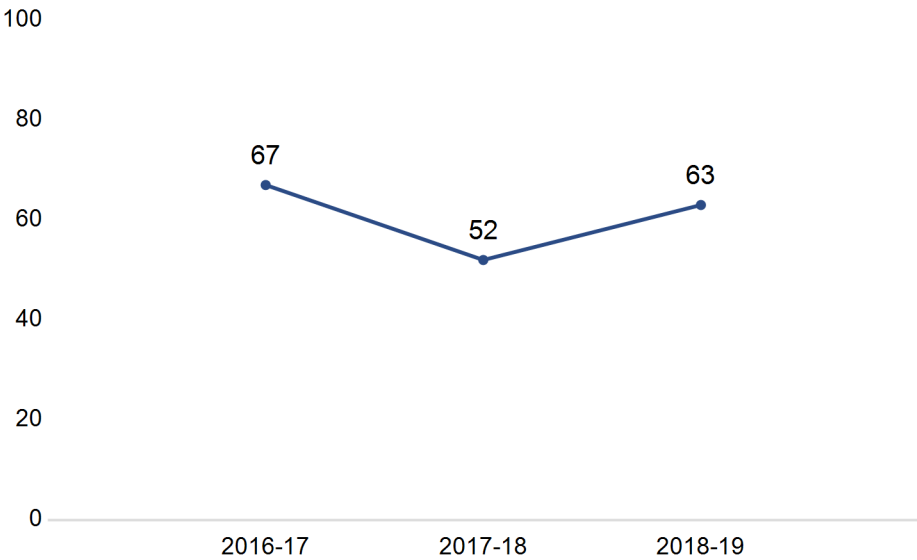* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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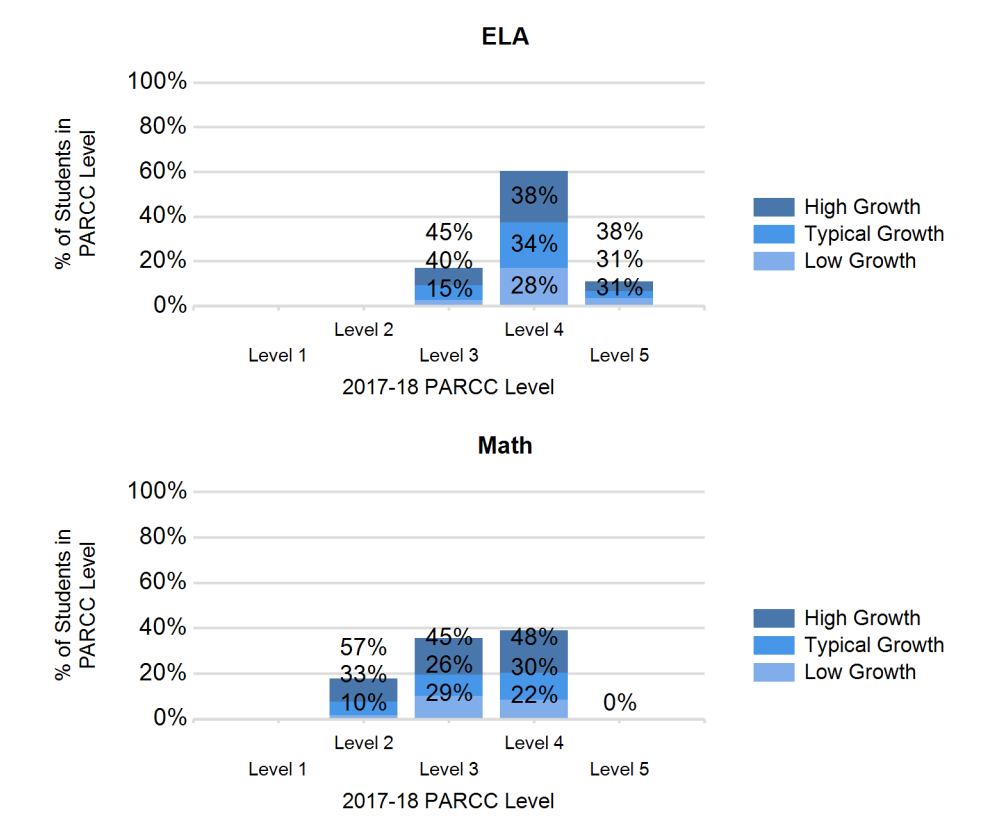* **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 74.8%
- 2017-18: 76.3%
- 2018-19: 68.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 50.3%
- 2017-18: 50.9%
- 2018-19: 54.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.8%	98.8%	98.8%	98.8%	98.8%
Proficiency Rate for Federal Accountability	74.8%	76.3%	68.8%	50.3%	50.9%	54.4%
Annual Target	65.7%	66.4%	67.2%	49.9%	51.5%	53.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	160	98.8	68.8	62.4	57.9	68.8	67.2	Met Target
White	116	99.2	67.2	61.7	66.9	67.2	69.9	Met Target†
Hispanic	24	96.0	75.0	*	43.9	75.0	56.2	Met Target
Black or African American	11	100.0	54.5	55.3	38.5	54.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	70	97.3	78.6	70.7	64.8	78.6		
Male	90	100.0	61.1	54.6	51.3	61.1		
Economically Disadvantaged Students	36	100.0	61.1	*	40.0	61.1	57.8	Met Target
Non-Economically Disadvantaged Students	124	98.5	71.0	*	67.9	71.0		
Students with Disabilities	31	93.9	32.3	19.2	22.7	31.8	43.8	Met Target†
Students without Disabilities	129	100.0	77.5	70.9	65.1	77.5		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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.

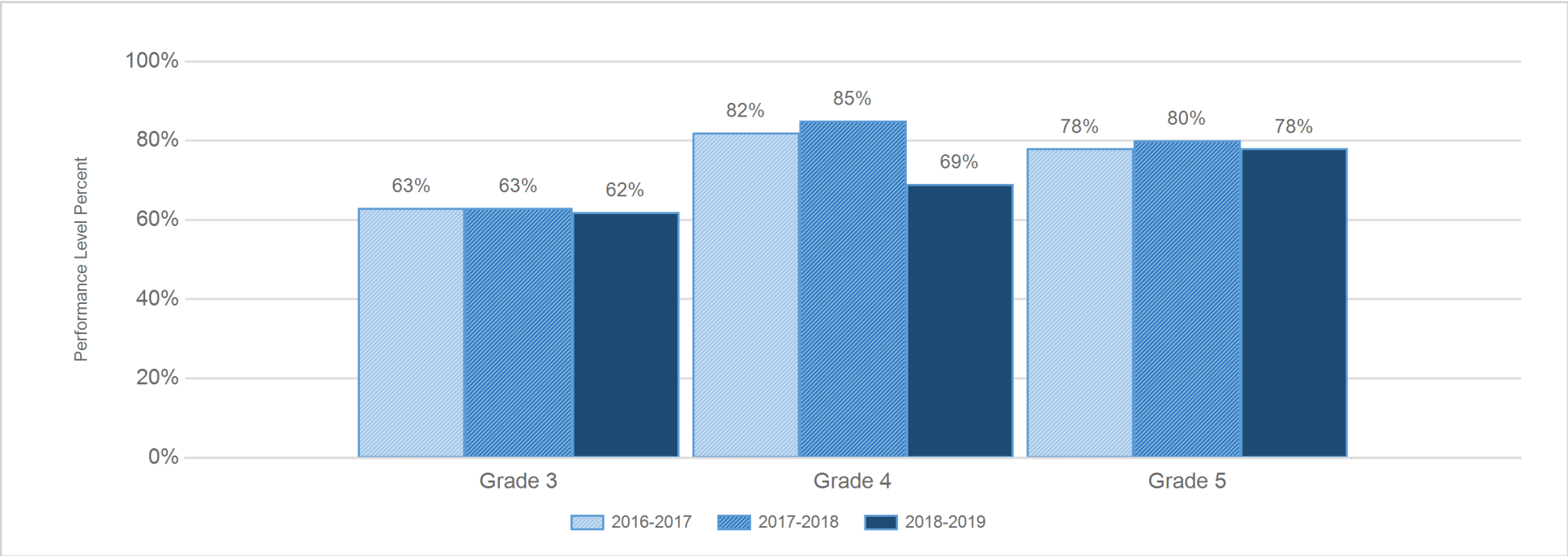| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	761	763	748	0%	*	27%	*	*	62%	50%
White	37	760	761	757	0%	*	32%	*	*	57%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	20	767	771	753	0%	*	*	*	*	70%	55%
Male	25	757	755	743	0%	*	*	*	*	56%	46%
Economically Disadvantaged Students	*	*	750	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	45	761	764	751	0%	*	27%	*	*	62%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School
(23-3845-150)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	760	767	755	*	*	21%	52%	16%	69%	57%
White	43	765	767	763	0%	*	23%	*	*	72%	67%
Hispanic	12	746	755	743	*	*	*	*	*	58%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	25	771	771	760	*	*	*	*	*	76%	62%
Male	36	753	764	750	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	12	749	757	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	49	763	770	765	*	*	*	*	*	73%	69%
Students with Disabilities	14	730	732	725	*	*	*	*	*	36%	25%
Students without Disabilities	47	769	774	761	*	*	*	*	*	79%	64%
English Learners	N	N	736	720	N	N	N	N	N	N	17%
Non-English Learners	61	760	768	758	*	*	21%	52%	16%	69%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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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	58	776	767	756	0%	*	*	53%	24%	78%	58%
White	38	772	764	764	0%	*	*	*	*	76%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	788	776	761	0%	*	*	*	*	89%	64%
Male	31	766	758	750	0%	*	*	*	*	68%	52%
Economically Disadvantaged Students	15	767	758	740	0%	*	*	*	*	73%	39%
Non-Economically Disadvantaged Students	43	780	770	766	0%	*	*	*	*	79%	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	58	776	768	758	0%	*	*	53%	24%	78%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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	160	98.8	54.4	48.1	44.5	54.4	53.1	Met Target
White	116	99.2	55.2	47.5	54.1	55.2	53.1	Met Target
Hispanic	24	96.0	50.0	*	28.8	50.0	46	Met Target
Black or African American	11	100.0	36.4	37.0	23.0	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	70	97.3	58.6	49.7	44.9	58.6		
Male	90	100.0	51.1	46.6	44.2	51.1		
Economically Disadvantaged Students	36	100.0	38.9	*	26.3	38.9	51.5	Met Target†
Non-Economically Disadvantaged Students	124	98.5	58.9	*	54.9	58.9		
Students with Disabilities	31	93.9	38.7	16.9	17.4	38.2	52.4	Met Target†
Students without Disabilities	129	100.0	58.1	54.3	50.0	58.1		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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

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Mathematics Assessment – Performance Trends

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

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.
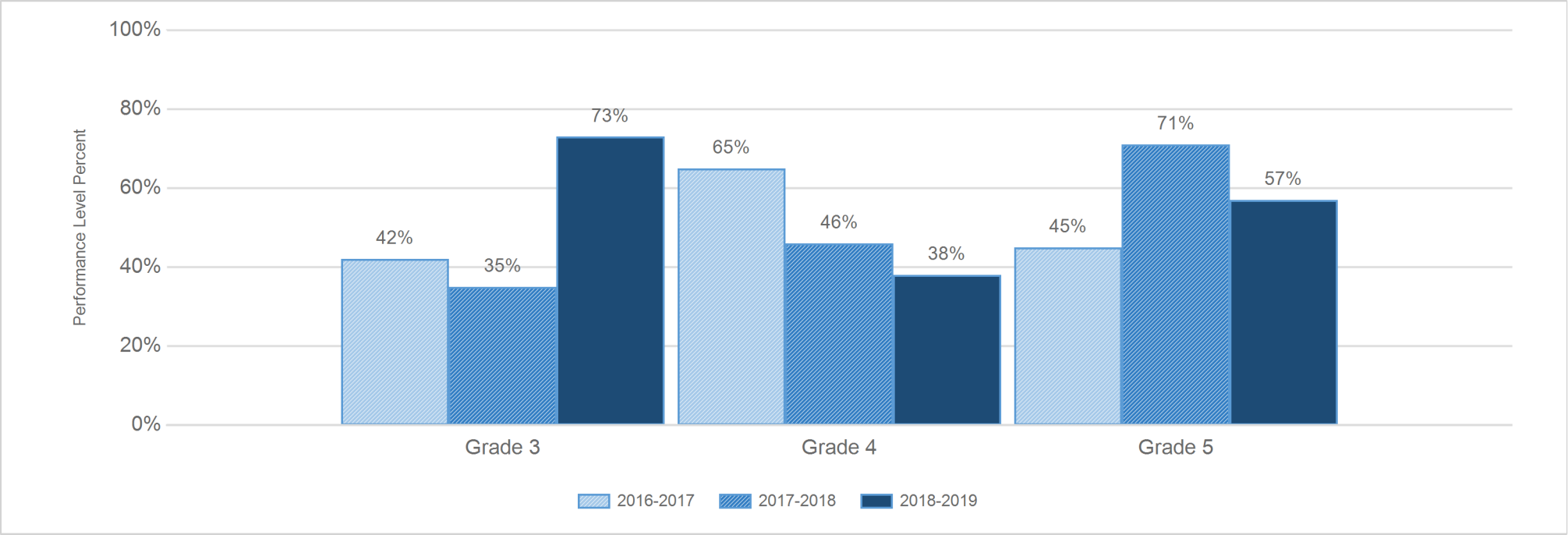
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	765	765	752	0%	*	22%	*	*	73%	55%
White	37	761	762	760	0%	*	*	*	*	70%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	20	765	767	751	0%	*	*	*	*	70%	54%
Male	25	765	763	752	0%	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	755	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	768	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	N	N	746	728	N	N	N	N	N	N	26%
Non-English Learners	45	765	766	754	0%	*	22%	*	*	73%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	744	758	749	*	*	43%	38%	0%	38%	51%
White	43	747	757	757	0%	*	*	*	*	44%	62%
Hispanic	12	733	746	737	*	*	*	*	*	17%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	25	745	756	749	*	*	44%	40%	0%	40%	50%
Male	36	742	759	749	*	*	42%	36%	0%	36%	52%
Economically Disadvantaged Students	12	730	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	49	747	761	759	*	*	*	*	*	*	63%
Students with Disabilities	14	730	737	726	*	*	*	*	*	29%	25%
Students without Disabilities	47	748	763	754	*	*	*	*	*	40%	56%
English Learners	N	N	735	722	N	N	N	N	N	N	18%
Non-English Learners	61	744	759	751	*	*	43%	38%	0%	38%	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	751	755	747	*	*	26%	*	*	57%	47%
White	38	748	754	755	*	*	*	*	*	50%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	754	759	747	*	*	*	*	*	67%	47%
Male	31	748	752	747	*	*	*	*	*	48%	47%
Economically Disadvantaged Students	15	744	746	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	43	754	759	757	*	*	*	*	*	63%	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	58	751	756	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	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Southwood Elementary School
(23-3845-150)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

† 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

NJ SCHOOL PERFORMANCE REPORT

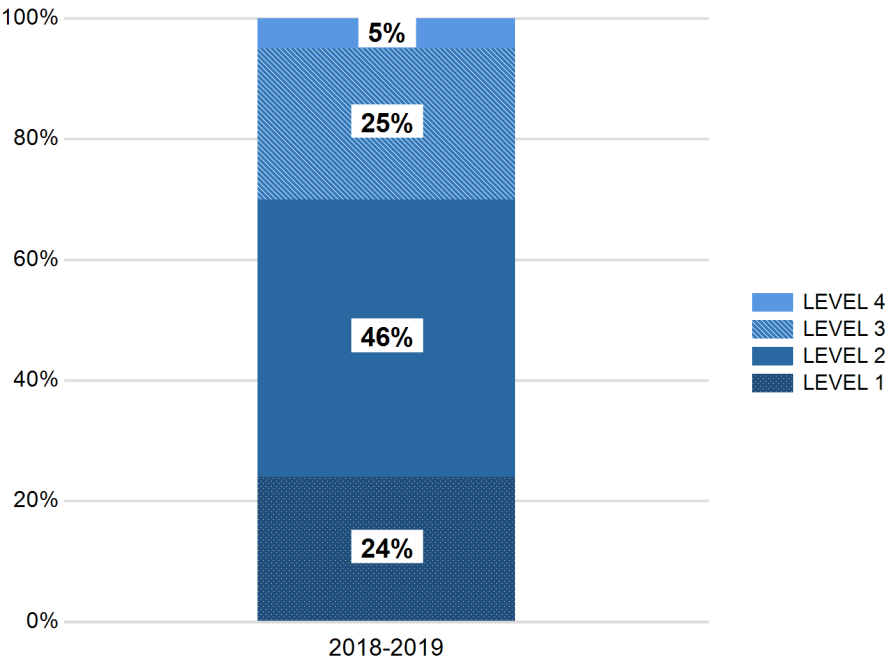**Southwood Elementary School**

(23-3845-150)

Grades Offered: PK-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

5%

25%

46%

24%

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	46	25	5
White	29	39	26	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	19	48	30	4
Male	28	44	22	6
Economically Disadvantaged Students	25	56	19	0
Non-Economically Disadvantaged Students	23	42	28	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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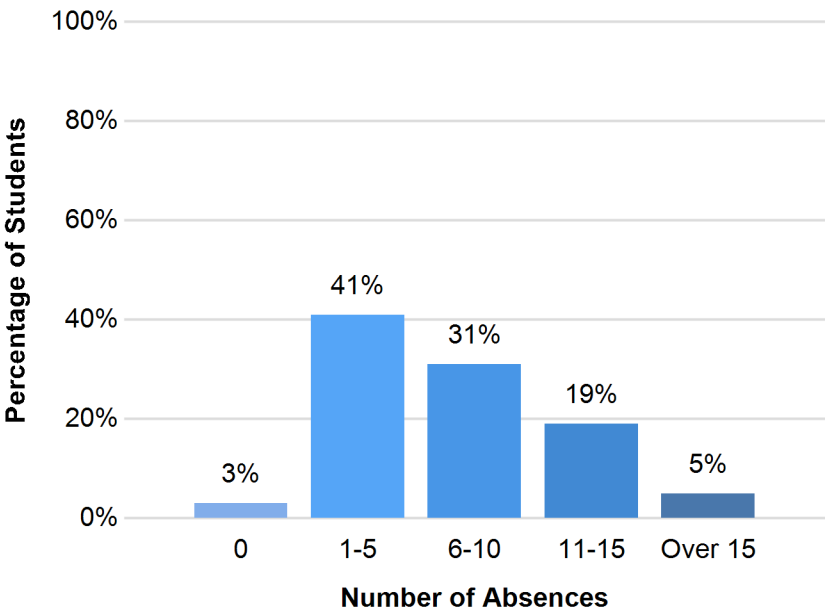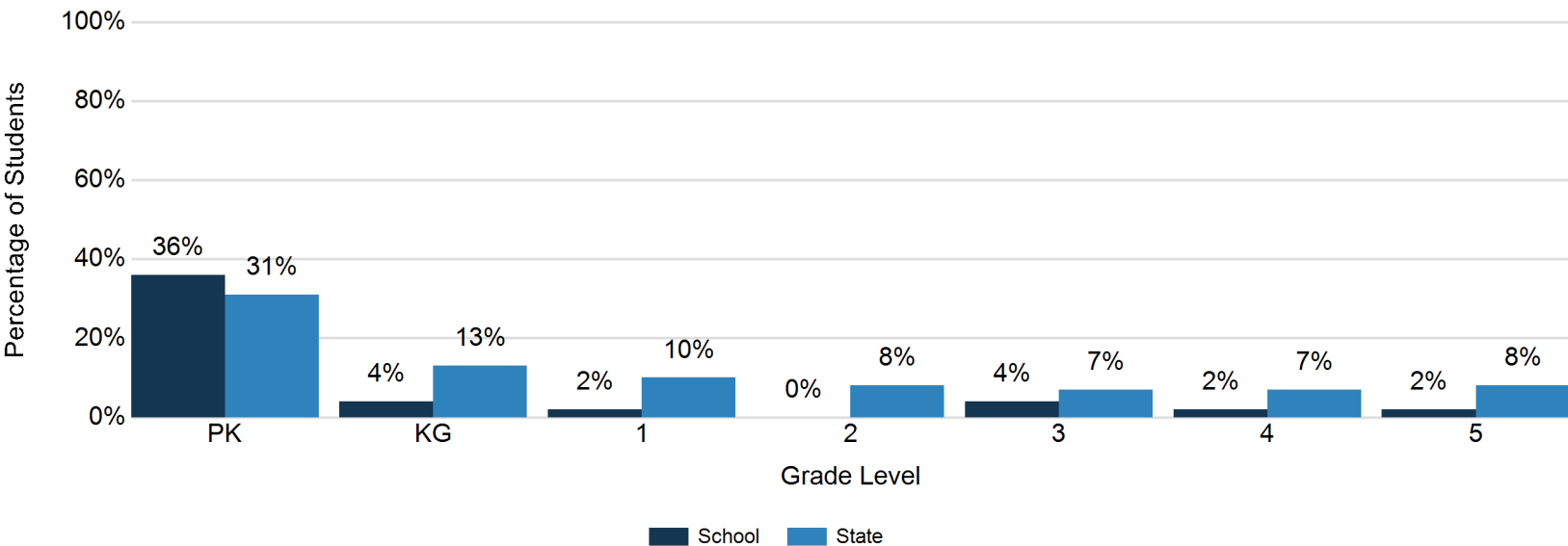
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	2.2	8.9	Met
White	6	2.7	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	1	5.9	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	3	2.1		
Male	4	2.4		
Economically Disadvantaged Students	1	1.6	8.9	Met
Students with Disabilities	1	1.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences — 0: 3%, 1-5: 41%, 6-10: 31%, 11-15: 19%, Over 15: 5%

Southwood Elementary School

(23-3845-150)

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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.

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Southwood Elementary School
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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	40	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	77.5%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	424:1	222:1
Teachers to Administrators	40:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.5%	95.0%	100.0%	48.4%	77.1%	54.9%
Male	58.5%	5.0%	0.0%	51.6%	22.9%	45.1%
White	69.1%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.6%	7.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	8.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School
(23-3845-150)
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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.
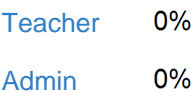
Bachelor's Degree

Teacher 40%
Admin N/A

Master's Degree

Teacher 60%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%

Southwood Elementary School

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.8%	76.3%	68.8%
Math Proficiency	50.3%	50.9%	54.4%
ELA Growth	60	60	56
Math Growth	67	52	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.4%	6.6%	2.2%

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

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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

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

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

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

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

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

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

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

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.

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

31

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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School Narrative

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

Highlights:	• 2015-2019 National School of Character • 2017-2019 National PTA School of Excellence • Technology is embedded in school culture, as iPads and HP Streams are available for all students.
Mission, Vision, Theme:	A true neighborhood school, Southwood Elementary School serves about 350 students, including our Preschool Disabled Program and Kindergarten through Fifth Grade. One of twelve elementary schools in Old Bridge, Southwood School serves a diverse population of students and families. As a result of our commitment to character development, service learning and academic excellence, Southwood School has been recognized as a National School of Character and a National PTA School of Excellence.
Awards, Recognition, Accomplishments:	National School of Character 2016-2019, National PTA School of Excellence 2017-2019, Promising Practice Award Recipient "Parent University" 2015, Promising Practice Award Recipient "Sustainable Southwood" 2016

Overview	Demographic	Student Growth	Academic Achievement	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

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Courses, Curriculum, Instruction:	Our curriculum and instruction are driven by the New Jersey Student Learning Standards which provide clear and specific benchmarks for student achievement. As we prepare our 21st century students for a global society, our focus includes: Critical Thinking and Problem Solving, Communication, Collaboration and Creativity and Innovation. We foster a love of learning by providing our students with rich experiences that include hands-on learning and technology integration.
Clubs and Activities:	Character Club consists of fifth grade students who demonstrate exemplary character and facilitate character based initiatives. Student Council coordinates school spirit related activities, such as School Spirit Day and various fundraisers. Student Sound Off is an opportunity for students to collaborate with the principal regarding ideas for quality improvement within the school. Lunch Bunch provides small group opportunities for students to develop social skills and discuss other topics.

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	In collaboration with the Parks and Recreation Department of the Township of Old Bridge, our non-profit Before and After Program offers affordable childcare for students beginning at 7:00am and ending at 6:00pm. Supported by parent tuition fees only, all Southwood students are eligible to attend. Activities include 45 minutes of homework in a quiet environment, organized games, arts and crafts, as well as movies.
Staff and Professional Learning:	Our district provides a variety of modalities and opportunities for faculty to improve their practices. In addition to two in-service days that are incorporated into the calendar, our district also provides four PLC (Professional Learning Community) sessions to provide staff with innovation and collaborative ways to improve our schools. Faculty members have access to Frontline, a digital platform which provides an additional modality for professional development.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

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School Narrative

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Student Supports and Services:	Our school provides comprehensive services to address the diverse learning needs of our students. Our Department of Special Services develops and oversees our Learning and Language Disabled Program, as well as our Resource and Preschool Disabled Programs. Our Response to Intervention Program implements evidence-based practices to address the needs of struggling learners in the general education setting.
Student Health and Wellness:	Our nursing staff conducts general health screenings, including vision, hearing and scoliosis. Immunization records are monitored, and communication is consistently maintained with parents. Free breakfast and lunch are offered to eligible students. Reduced and full price meals are available for purchase. Students engage in physical education class at least once per week and all students participate in daily outdoor recess as weather permits.
Parent and Community Involvement:	As a National PTA School of Excellence, we pride ourselves on the strength of our home-school-community partnership. Our district offers a Special Education PTA to support our families with special needs. Through our service-learning initiatives, all stakeholders have opportunities to participate in activities, including park/campus clean up and food drives.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

(23-3845-150)

Grades Offered: PK-05

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes Using the NJ Department of Education model, the School Climate Survey is administered to students, staff, faculty and administration on a bi-annual basis. The results of the SCS, coupled with HIB data, are analyzed by administration as well as the School Climate Team, which meets 2-4 times throughout the school year. The SCT includes faculty, administration, and parents who collaborate regarding the strengths and challenges of the schools as well as recommendations for improvement.
Facilities:	Southwood School was built in 1956 with an addition being built in 1965. Our preschool wing is equipped with climate controlled classrooms, updated bathrooms and a preschool playground. All classrooms are equipped with SmartBoards or PolyVision Boards. Our security camera system provides surveillance inside and outside of the school. A new playground for grades K-5 was installed in Fall of 2017.

NJ SCHOOL PERFORMANCE REPORT

Southwood Elementary School

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2018-2019

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School Narrative

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i Other Information	Southwood School promotes core ethical and performance values of Character Education based on the Six Pillars of Character: Trustworthiness, Respect, Citizenship, Caring, Responsibility and Fairness. These values are promoted at every grade level. This common language was adopted by the district and is supported throughout the curriculum. Morning announcements reinforce schoolwide expectations. Lesson plans and consistent language are used throughout the school to emphasize the importance of good character. All new staff are trained on character education and it is discussed collaboratively at all faculty meetings. Reflection and concrete data from the New Jersey School Climate Survey and the Character Education program effectiveness survey are used to promote continuous quality improvement. Our core values are consistently incorporated in every aspect of school life, during instructional and non-instructional time. New school rules and behavior contracts were implemented to ensure consistency regarding expectations and consequences. Overall, the importance of good character and the home-school-community partnership are essential components of school life.

Virgil I. Grissom Elementary School
(23-3845-163)
Grades Offered: KG-05
2018-2019

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:

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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	Middlesex
District	Old Bridge Township School District
Principal Name	Mr. Anthony Arico
Address	ONE SIMS AVENUE OLD BRIDGE, NJ 08857-1435
Phone Number	732-360-4481
Email Address	Anthony.Arico@obps.org
Website	https://www.oldbridgeadmin.org/Domain/295
Twitter	https://twitter.com/GrissomGator

Virgil I. Grissom Elementary School

(23-3845-163)

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	22	22	22
1	37	37	36
2	53	36	39
3	42	47	37
4	38	45	47
5	40	39	48
Total	232	226	229

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	56.9%	53.5%	52.0%
Male	43.1%	46.5%	48.0%
Economically Disadvantaged Students	22.8%	22.1%	21.0%
Students with Disabilities	13.8%	13.3%	15.7%
English Learners	0.0%	0.0%	0.4%
Homeless Students	0.0%	0.4%	0.9%
Students in Foster Care	0.4%	0.0%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	65.5%	63.7%	65.9%
Hispanic	12.5%	12.8%	14.8%
Black or African American	7.8%	8.0%	7.4%
Asian	13.4%	13.3%	9.2%
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	0.9%	2.2%	2.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	22	22	22

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	91.3%
Arabic	2.6%
Spanish	2.6%
Other Languages	3.5%

Virgil I. Grissom Elementary School

(23-3845-163)

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	42	48.5	39.5	26	47.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

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

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

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

Student Growth

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

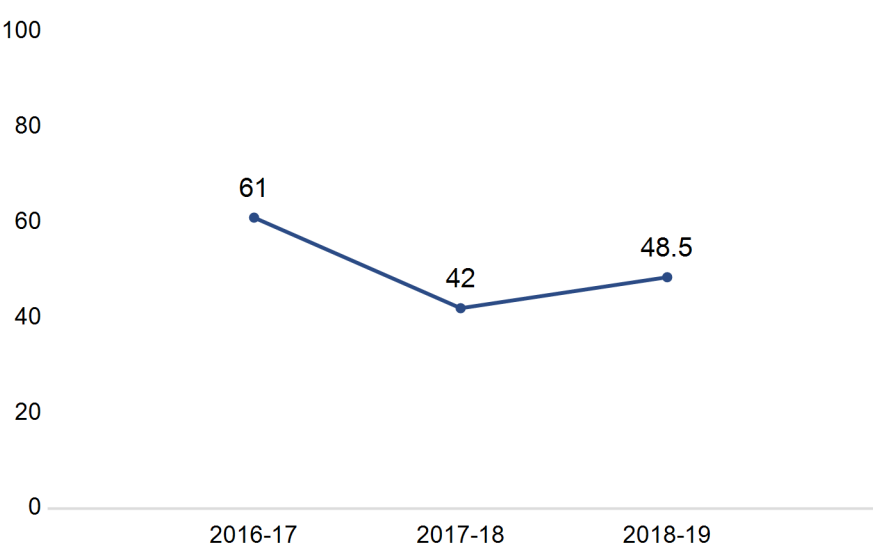| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48.5	50	50	Met Standard	47.5	51	50	Met Standard
White	44	49	50	Met Standard	48	50	52	Met Standard
Hispanic	67	49	49	**	44	51	47	**
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	53.5	53.5	53	N	48.5	52	50	N
Male	46.5	47	47	N	46	51	51	N
Economically Disadvantaged Students	56	52	48	**	44	49	46	**
Students with Disabilities	*	44	43	**	*	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

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Virgil I. Grissom Elementary School
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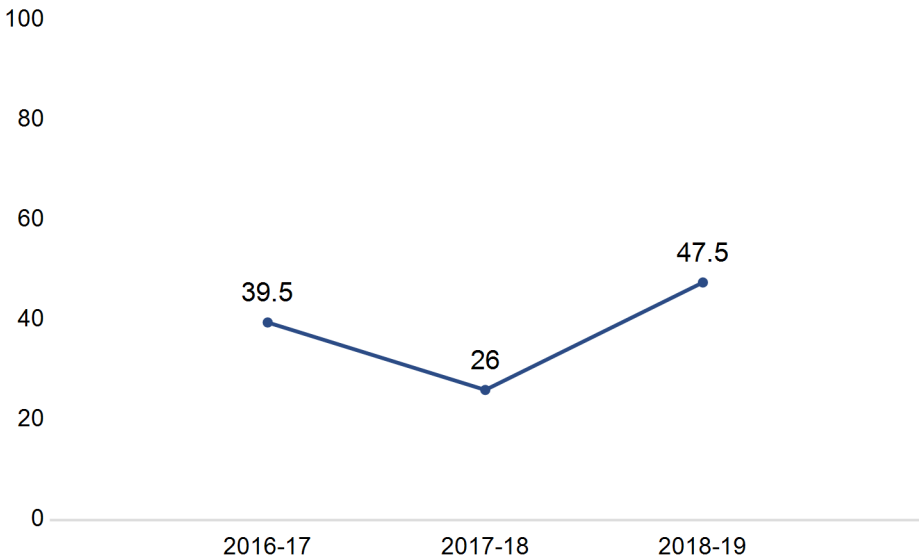† This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

Student Growth by Grade

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

6

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

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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

- 2016-17: 76.8%
- 2017-18: 70.1%
- 2018-19: 66.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 53.7%
- 2017-18: 49.6%
- 2018-19: 50.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.2%	100.0%	100.0%	99.2%
Proficiency Rate for Federal Accountability	76.8%	70.1%	66.4%	53.7%	49.6%	50.8%
Annual Target	73.1%	73.4%	73.8%	56.8%	58.0%	59.3%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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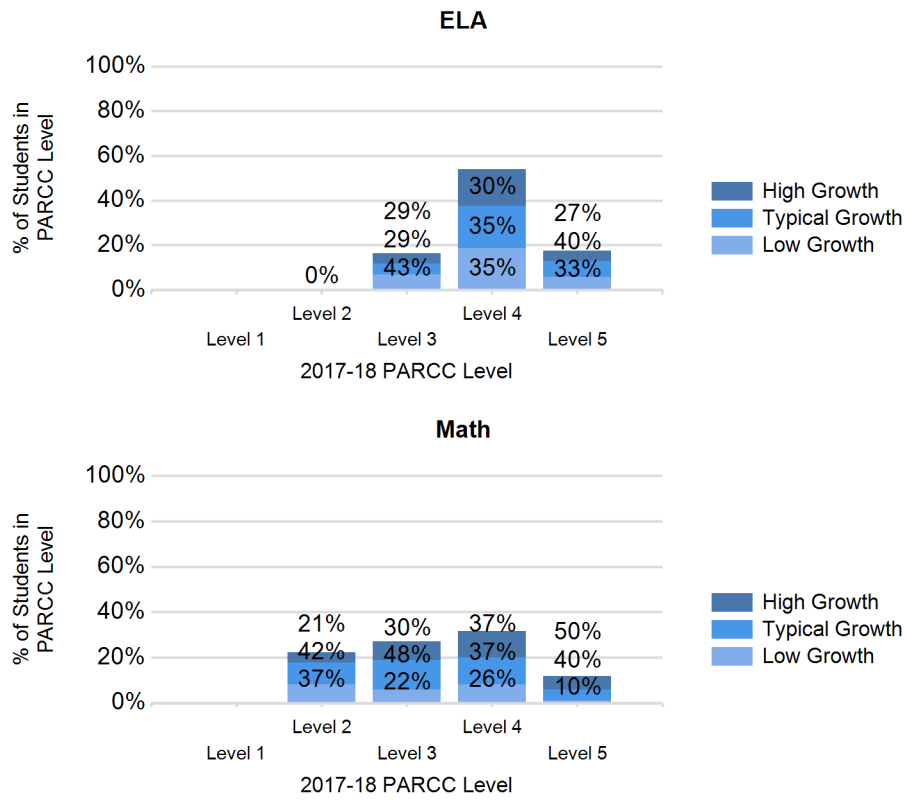**†** This indicates a table specific note, see note below table

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	122	99.2	66.4	62.4	57.9	66.4	73.8	Not Met
White	80	98.8	62.5	61.7	66.9	62.5	70.6	Met Target†
Hispanic	19	100.0	68.4	*	43.9	68.4	N	N
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	77.7	82.9	90.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	65	100.0	75.4	70.7	64.8	75.4		
Male	57	98.4	56.1	54.6	51.3	56.1		
Economically Disadvantaged Students	28	100.0	39.3	*	40.0	39.3	73.4	Not Met
Non-Economically Disadvantaged Students	94	99.0	74.5	*	67.9	74.5		
Students with Disabilities	17	94.7	17.6	19.2	22.7	17.5	**	**
Students without Disabilities	105	100.0	74.3	70.9	65.1	74.3		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	*	*	*	41.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

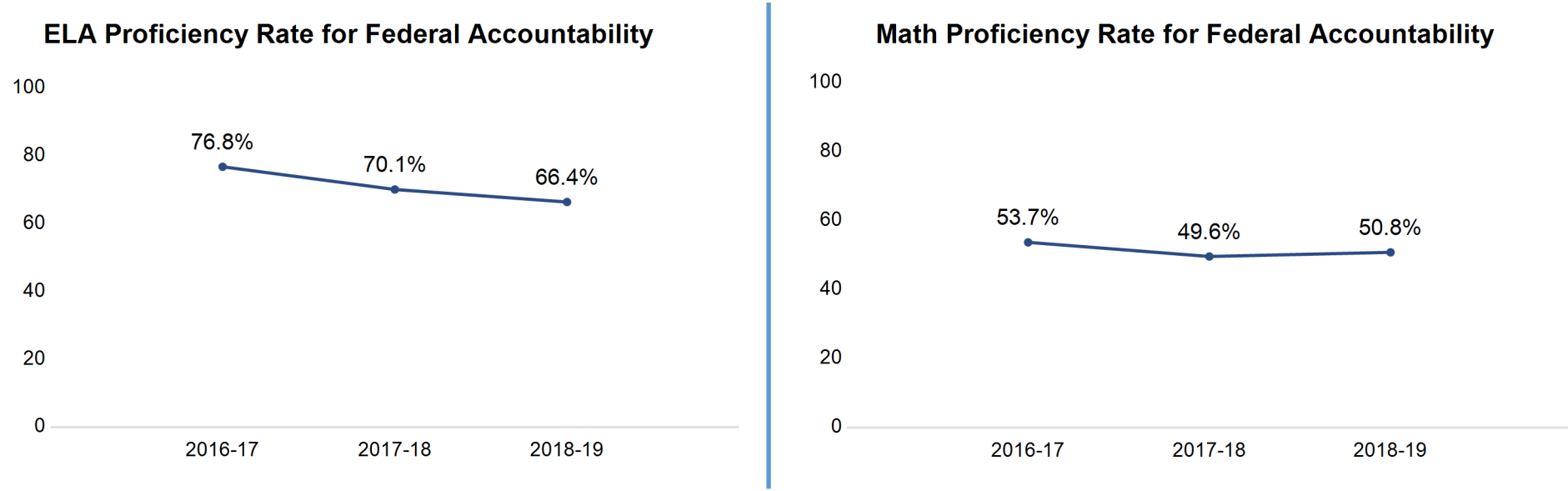† Target was met within a confidence interval.

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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.

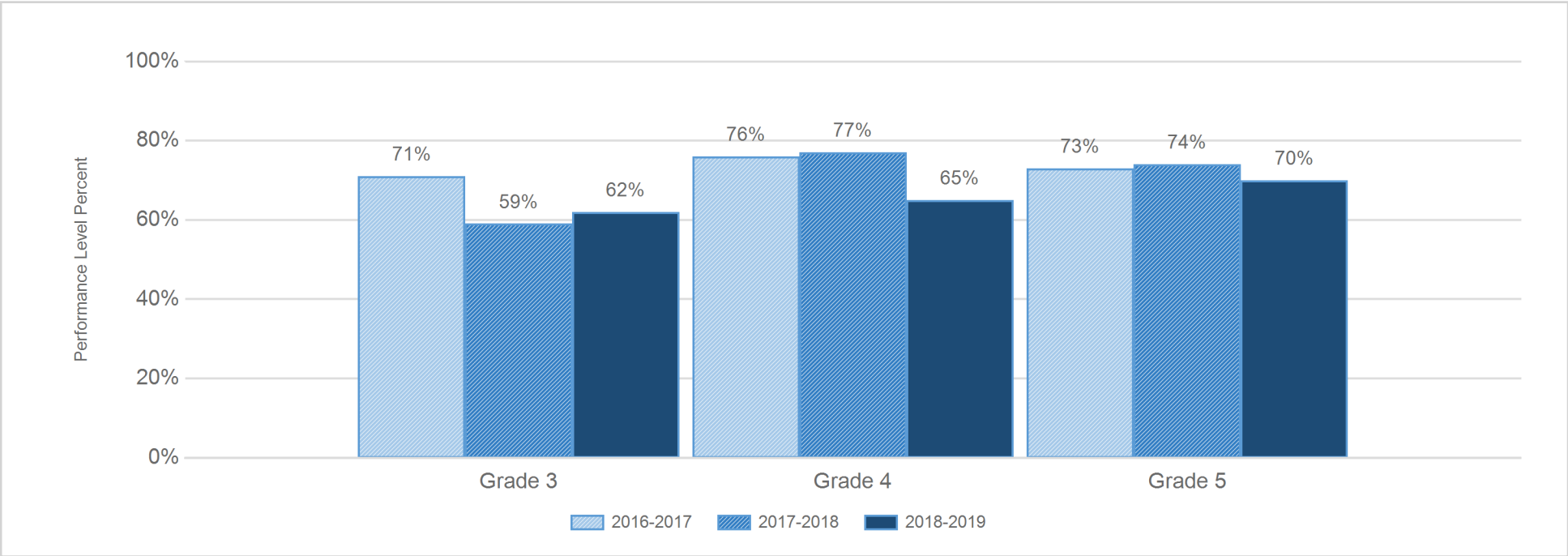| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	762	763	748	*	*	*	*	*	62%	50%
White	25	765	761	757	*	*	*	*	*	64%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	771	771	753	*	*	*	*	*	68%	55%
Male	15	748	755	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	*	*	750	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	37	762	764	751	*	*	*	*	*	62%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School
(23-3845-163)
Grades Offered: KG-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	759	767	755	*	*	*	*	*	65%	57%
White	29	758	767	763	*	*	*	*	*	66%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	768	771	760	*	*	*	*	*	76%	62%
Male	22	751	764	750	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	736	720	N	N	N	N	N	N	17%
Non-English Learners	43	759	768	758	*	*	*	*	*	65%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School
(23-3845-163)
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	46	769	767	756	*	*	24%	*	*	70%	58%
White	26	760	764	764	*	*	*	*	*	58%	68%
Hispanic	10	773	761	743	0%	0%	*	*	*	80%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	783	776	761	*	*	*	*	*	82%	64%
Male	24	756	758	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	13	748	758	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	33	777	770	766	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	46	769	768	758	*	*	24%	*	*	70%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	122	99.2	50.8	48.1	44.5	50.8	59.3	Not Met
White	80	98.8	51.3	47.5	54.1	51.3	58	Met Target†
Hispanic	19	100.0	31.6	*	28.8	31.6	N	N
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	67.0	76.5	90.9	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	65	100.0	56.9	49.7	44.9	56.9		
Male	57	98.4	43.9	46.6	44.2	43.9		
Economically Disadvantaged Students	28	100.0	21.4	*	26.3	21.4	57.1	Not Met
Non-Economically Disadvantaged Students	94	99.0	59.6	*	54.9	59.6		
Students with Disabilities	17	94.7	11.8	16.9	17.4	11.7	**	**
Students without Disabilities	105	100.0	57.1	54.3	50.0	57.1		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School
(23-3845-163)
Grades Offered: KG-05
2018-2019

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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 3	71%	48%	68%
Grade 4	61%	45%	42%
Grade 5	30%	51%	46%

† 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.

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	764	765	752	*	*	*	*	*	68%	55%
White	25	763	762	760	*	*	*	*	*	76%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	769	767	751	*	*	*	*	*	73%	54%
Male	15	757	763	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	*	*	755	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	768	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	N	N	746	728	N	N	N	N	N	N	26%
Non-English Learners	37	764	766	754	*	*	*	*	*	68%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

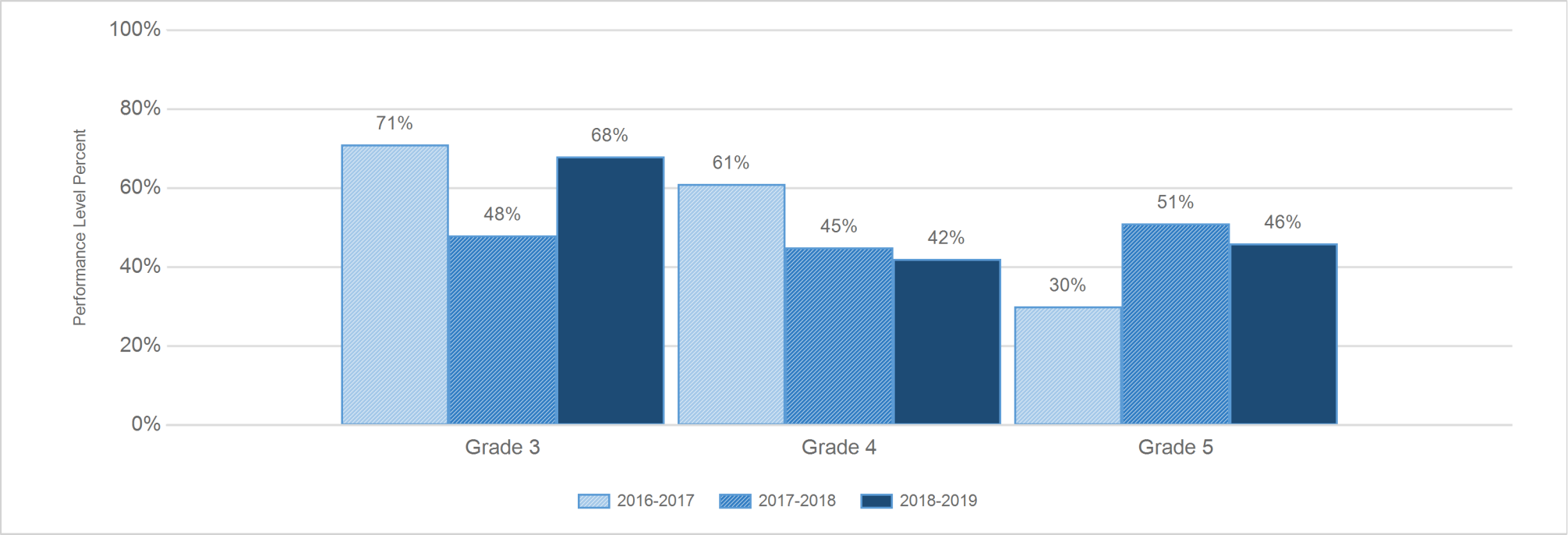**NJ SCHOOL PERFORMANCE REPORT**

Virgil I. Grissom Elementary School

(23-3845-163)

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	43	745	758	749	*	*	28%	*	*	42%	51%
White	29	747	757	757	*	*	*	*	*	45%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	747	756	749	*	*	*	*	*	38%	50%
Male	22	743	759	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	N	N	735	722	N	N	N	N	N	N	18%
Non-English Learners	43	745	759	751	*	*	28%	*	*	42%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	755	755	747	*	*	30%	*	*	46%	47%
White	26	746	754	755	*	*	*	*	*	35%	58%
Hispanic	10	749	744	735	0%	*	*	*	*	40%	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	22	763	759	747	*	*	*	*	*	59%	47%
Male	24	747	752	747	*	*	*	*	*	33%	47%
Economically Disadvantaged Students	13	737	746	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	33	762	759	757	*	*	*	*	*	55%	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	46	755	756	749	*	*	30%	*	*	46%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School
(23-3845-163)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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

NJSLA Science Assessment: Grade 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.

2018-2019

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

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	26	45	17	13
White	30	48	15	7
Hispanic	40	40	10	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	14	45	23	18
Male	36	44	12	8
Economically Disadvantaged Students	43	43	7	7
Non-Economically Disadvantaged Students	18	45	21	15
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	45	17	13
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School
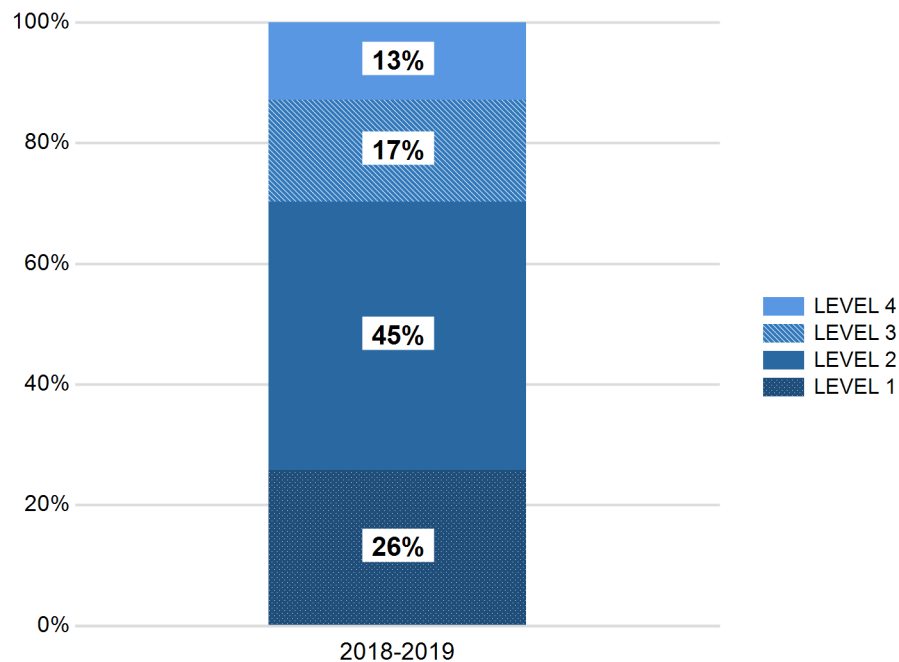(23-3845-163)
Grades Offered: KG-05
2018-2019

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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.
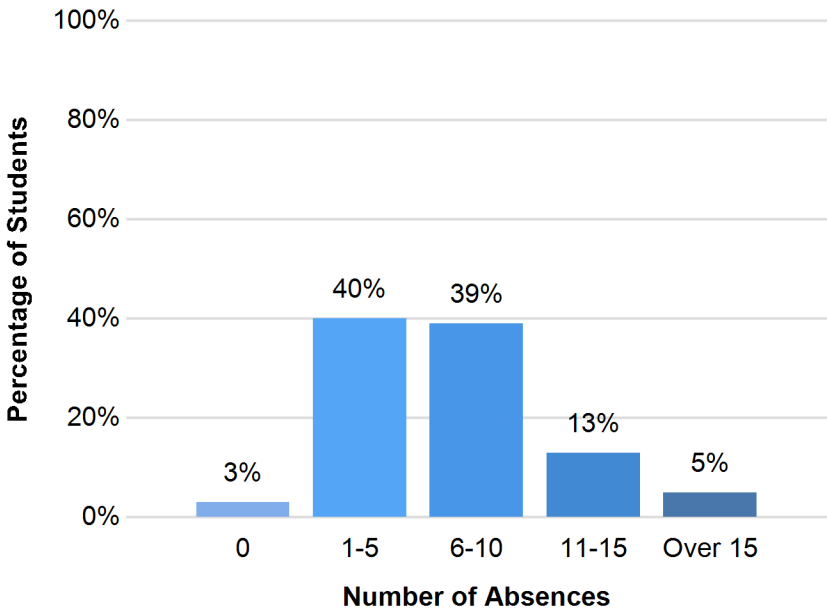
Chronic Absenteeism

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	7	3.0	8.9	Met
White	4	2.6	8.9	Met
Hispanic	1	2.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	9.1	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	2.5		
Male	4	3.4		
Economically Disadvantaged Students	3	5.8	8.9	Met
Students with Disabilities	2	4.8	8.9	Met
English Learners	*	*	**	**
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.

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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.

Legend: School, State

21

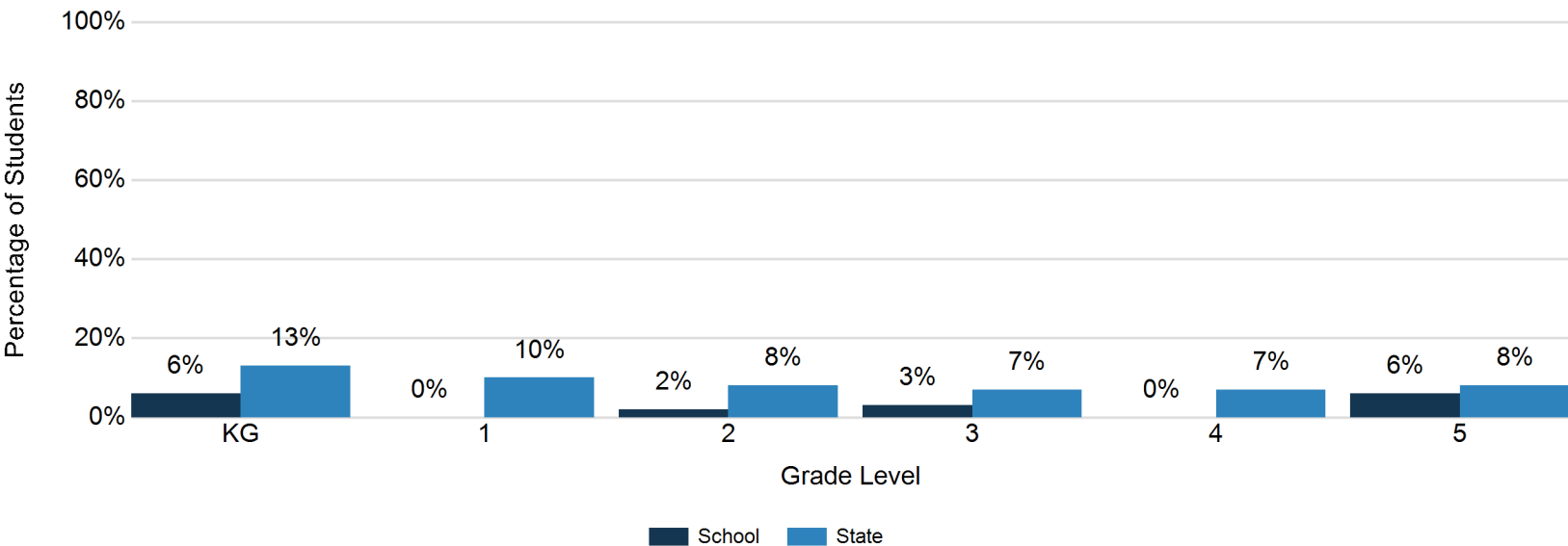**NJ SCHOOL PERFORMANCE REPORT**

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.44

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

Virgil I. Grissom Elementary School
(23-3845-163)
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 – 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	20	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	85.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	229:1	222:1
Teachers to Administrators	20:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

Virgil I. Grissom Elementary School

(23-3845-163)

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.0%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	48.0%	0.0%	100.0%	51.6%	22.9%	45.1%
White	65.9%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.8%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%

Virgil I. Grissom Elementary School
(23-3845-163)
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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 45%
Admin N/A

Master's Degree

Teacher 55%
Admin

Doctoral Degree

Teacher 0%
Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

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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.

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	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.

Virgil I. Grissom Elementary School

(23-3845-163)

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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	76.8%	70.1%	66.4%
Math Proficiency	53.7%	49.6%	50.8%
ELA Growth	61	42	48
Math Growth	40	26	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.6%	8.9%	3.0%

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

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

Virgil I. Grissom Elementary School

(23-3845-163)

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

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

Virgil I. Grissom Elementary School

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School Narrative

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

Highlights:	• National School of Character • Streams one-to-one Grades 3-5 • K Kids and Character Council
Mission, Vision, Theme:	Our mission is to create lifelong learners by embracing different learning styles, creating a safe environment developing strong character, creating local community awareness, and preparing our students for the global community by working together with administrators, faculty, families, and the community at large.
Awards, Recognition, Accomplishments:	National School of Character, provided full Thanksgiving meals to over 18 families within the community, donated to many community causes (ie, St. Jude's, Animal Shelter), cultivated learning through our own character garden, NJSBA Steam Tank Finalist.

NJ SCHOOL PERFORMANCE REPORT

Virgil I. Grissom Elementary School

(23-3845-163)

Grades Offered: KG-05

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Language Arts–integrating instruction in writing, speaking, and listening with reading; Mathematics-promoting students' problem solving abilities while developing a strong foundation in calculation using math manipulatives and calculators.
Clubs and Activities:	K Kids, Character Council, Science Club, Homework Club

Virgil I. Grissom Elementary School

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Before and After School Programs:	NJSLA Assistance, Instrumental Music, Character Council, K Kids, Fencing Program
Staff and Professional Learning:	All staff participate in various Professional Learning Communities topics range from curriculum usage, Envisions, Frontline, Project Read, and RTI.

Virgil I. Grissom Elementary School

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Student Supports and Services:	RTI Services, Speech, and Special Education services are provided to those students who need them.
Student Health and Wellness:	Breakfast program is provided to those students who warrant or request it. Students have a voice with the food service company to design and develop the menus that coincide with nutritional guidelines as well as student preference.
Parent and Community Involvement:	The PTA and Parent Advisory groups play a huge role within our school community. Not only do they help provide resources for all students, but they also provide their own experiences and opinions to help strive for an even better school community. Partnerships with establishments that help provide our students with opportunities to assist within the community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey was electronically distributed to parents. Those parents who did not have computer access had a window of time to complete the survey at school. Students as well as staff had their own climate surveys to complete. The survey was provided in both the fall and spring. Remarks came back positive with the school environment being a positive environment for all.
Facilities:	Grissom was built in 1960. We have an air-conditioned all-purpose room, library, and computer room. Smart boards, projectors, document cameras, HP Streams, and an Apple TV in every classroom.

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School Narrative

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Other Information	Grissom School has approximately 229 students. Our organizational structure during the 2018-2019 school year consisted of one Full Day Kindergarten class, ten heterogeneously grouped grade level classes, a resource center, an academic support program, a speech class, and an enrichment program (Challenge). The students at Grissom receive instruction in all major academic areas-Reading and language arts, math, social studies, science/health, and in 5 special subject areas-art, music, media, physical education, and computers. The staff at Grissom School is comprised of approximately 40 certificated teachers and educational support members.

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School
(23-3845-165)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School 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	Middlesex
District	Old Bridge Township School District
Principal Name	Mrs. Tricia Barrett
Address	ONE AWN ST OLD BRIDGE, NJ 08857-1819
Phone Number	732-360-4495
Email Address	tbarrett@obps.org
Website	https://www.oldbridgeadmin.org/Domain/563
Twitter	https://twitter.com/SchirraTigers

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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	45	30	40
1	49	49	31
2	57	51	49
3	47	54	48
4	63	46	58
5	68	61	47
Total	329	291	273

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.4%	51.9%	50.5%
Male	48.6%	48.1%	49.5%
Economically Disadvantaged Students	10.6%	11.3%	9.5%
Students with Disabilities	17.3%	18.6%	17.6%
English Learners	0.0%	1.4%	1.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	57.1%	55.7%	54.2%
Hispanic	8.8%	10.7%	10.3%
Black or African American	3.3%	3.8%	3.7%
Asian	28.9%	28.2%	30.4%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.0%	0.7%

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	45	30	40

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	87.5%
Gujarati	4.0%
Other Languages	8.4%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

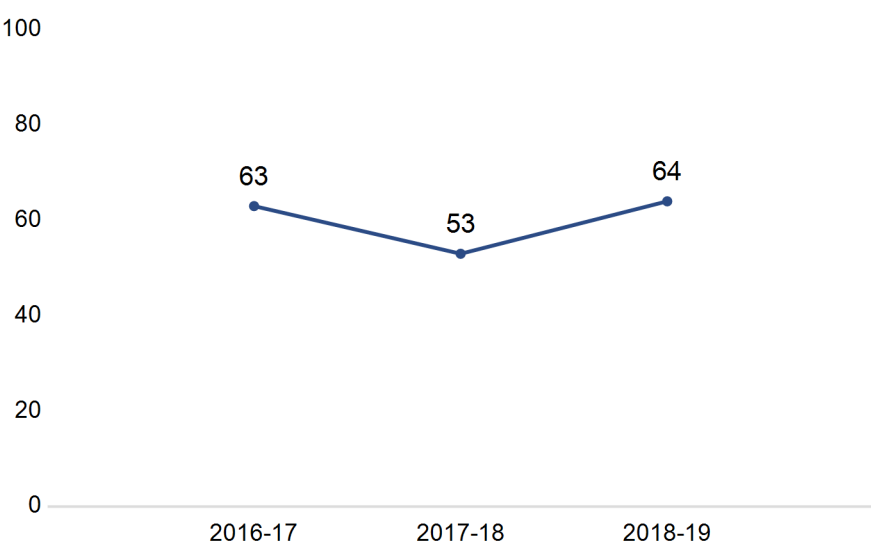| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	53	64	32	55.5	64
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

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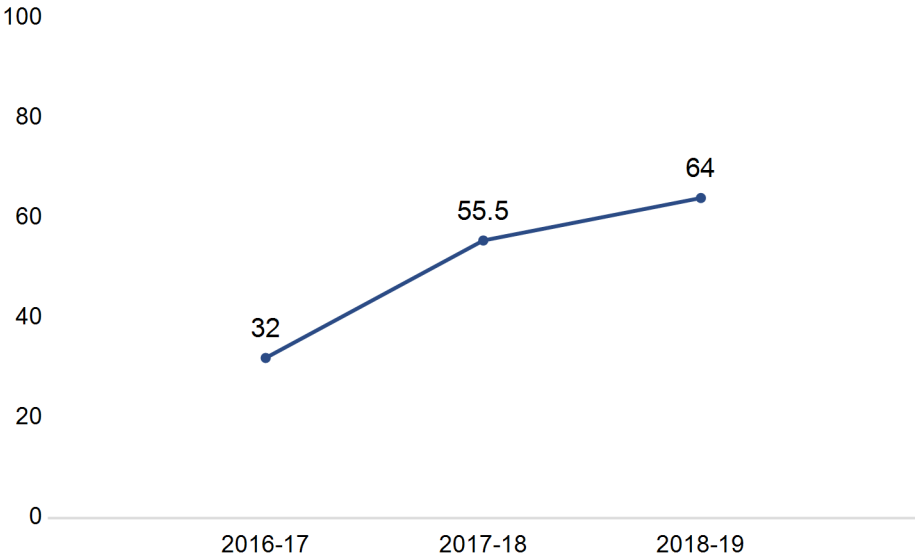 **†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	64	50	50	Exceeds Standard	64	51	50	Exceeds Standard
White	62	49	50	Exceeds Standard	59	50	52	Met Standard
Hispanic	*	49	49	**	*	51	47	**
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	72	59	59	Exceeds Standard	73	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	67	53.5	53	N	56.5	52	50	N
Male	60	47	47	N	73	51	51	N
Economically Disadvantaged Students	74.5	52	48	**	61.5	49	46	**
Students with Disabilities	51	44	43	**	45	47	45	**
English Learners	*	57.5	52	**	*	56	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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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

84.0% 86.5% 86.1%

2016-17 2017-18 2018-19

Math Proficiency Rate for Federal Accountability

65.6% 77.1% 80.7%

2016-17 2017-18 2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	94.4%	98.1%	97.8%	93.8%	96.8%
Proficiency Rate for Federal Accountability	84.0%	86.5%	86.1%	65.6%	77.1%	80.7%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Not Met	Met Target†	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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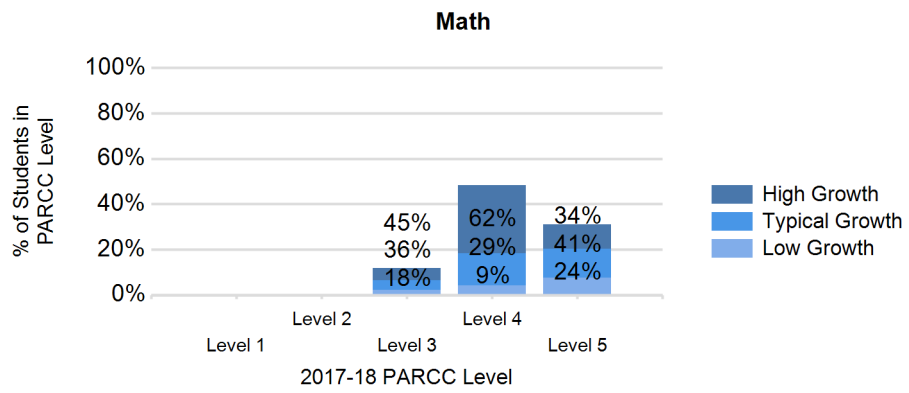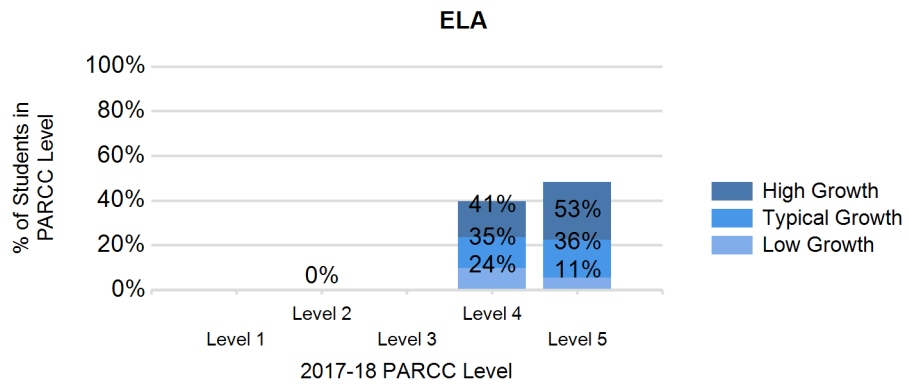- **†** This indicates a table specific note, see note below table

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	151	98.1	86.1	62.4	57.9	86.1	80	Met Goal
White	82	96.5	86.6	61.7	66.9	86.6	80	Met Goal
Hispanic	16	100.0	81.3	*	43.9	81.3	**	**
Black or African American	*	*	*	55.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	89.4	77.7	82.9	89.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	85	98.9	91.8	70.7	64.8	91.8		
Male	66	97.1	78.8	54.6	51.3	78.8		
Economically Disadvantaged Students	15	100.0	66.7	*	40.0	66.7	**	**
Non-Economically Disadvantaged Students	136	97.9	88.2	*	67.9	88.2		
Students with Disabilities	26	100.0	38.5	19.2	22.7	38.5	58.6	Not Met
Students without Disabilities	125	97.7	96.0	70.9	65.1	96.0		
English Learners	*	*	*	46.4	29.3	*	**	**
Non-English Learners	*	*	*	63.4	60.6	*		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.
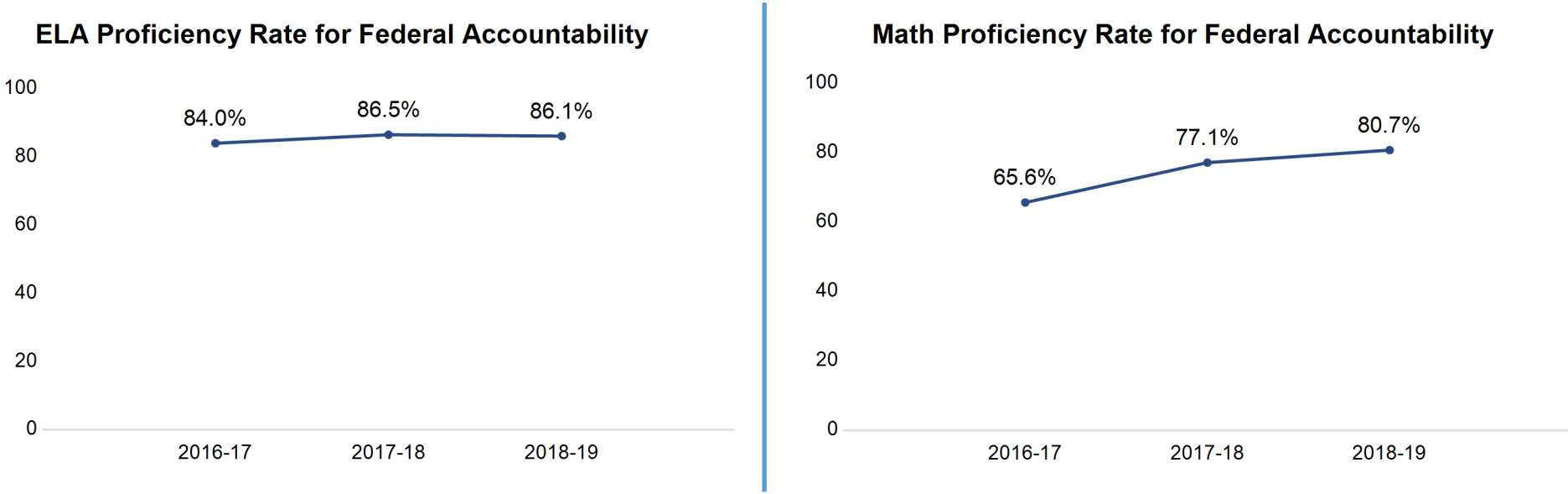
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English Language Arts Assessment - Performance Trends

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.

Performance Level Percent

Grade 3: 82% (2016-2017), 89% (2017-2018), 98% (2018-2019)
Grade 4: 88% (2016-2017), 89% (2017-2018), 81% (2018-2019)
Grade 5: 92% (2016-2017), 86% (2017-2018), 91% (2018-2019)

Legend: 2016-2017, 2017-2018, 2018-2019
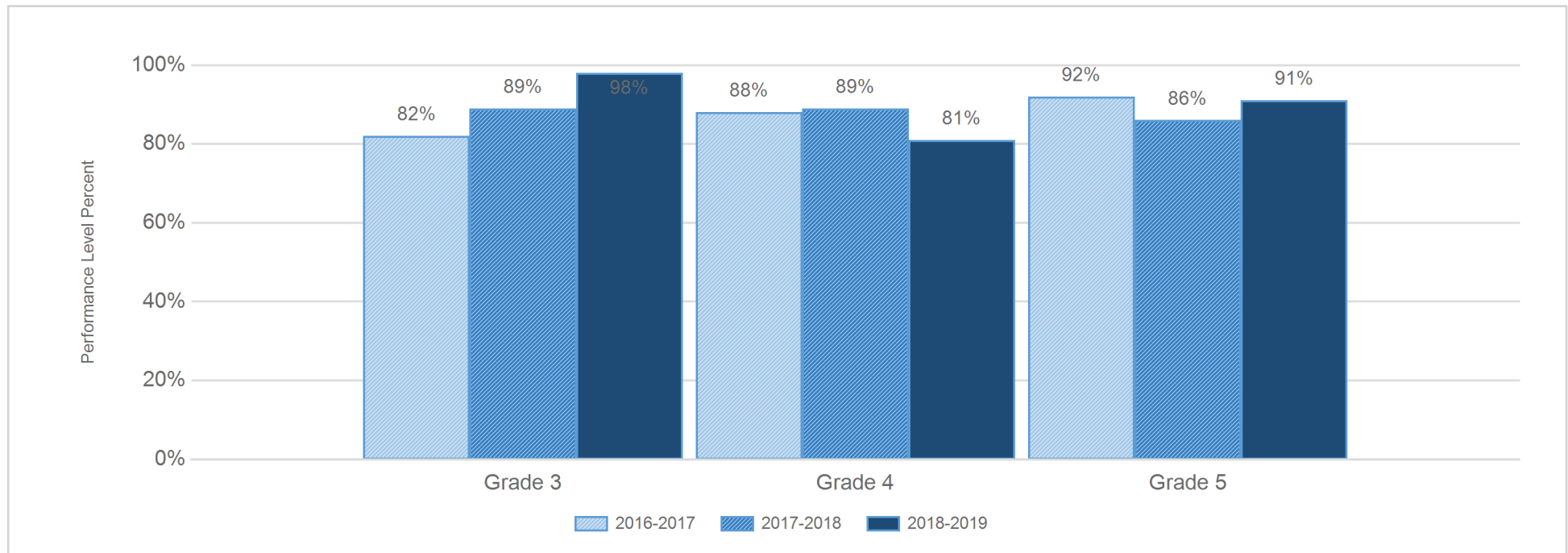
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English Language Arts Assessment - Performance by Grade: Grade 3

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	42	810	763	748	0%	0%	*	*	*	98%	50%
White	22	807	761	757	0%	0%	*	*	*	95%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	810	776	773	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	816	771	753	0%	0%	*	*	*	100%	55%
Male	20	803	755	743	0%	0%	*	*	*	95%	46%
Economically Disadvantaged Students	*	*	750	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	42	810	764	751	0%	0%	*	*	*	98%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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	57	787	767	755	*	*	*	26%	54%	81%	57%
White	32	781	767	763	*	*	*	41%	44%	84%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	18	790	780	779	0%	*	*	*	*	72%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	30	790	771	760	*	*	*	*	*	83%	62%
Male	27	783	764	750	*	*	*	*	*	78%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	736	720	N	N	N	N	N	N	17%
Non-English Learners	57	787	768	758	*	*	*	26%	54%	81%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	794	767	756	0%	*	*	41%	50%	91%	58%
White	25	794	764	764	0%	0%	*	*	*	92%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	801	785	781	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	797	776	761	0%	*	*	*	*	97%	64%
Male	15	789	758	750	0%	*	*	*	*	80%	52%
Economically Disadvantaged Students	*	*	758	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	46	794	768	758	0%	*	*	41%	50%	91%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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2018-2019

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	150	96.8	80.7	48.1	44.5	80.7	80	Met Goal
White	81	95.3	77.8	47.5	54.1	77.8	76.6	Met Target
Hispanic	16	100.0	75.0	*	28.8	75.0	**	**
Black or African American	*	*	*	37.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	98.0	89.4	67.0	76.5	89.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	85	97.7	80.0	49.7	44.9	80.0		
Male	65	95.7	81.5	46.6	44.2	81.5		
Economically Disadvantaged Students	14	93.7	64.3	*	26.3	63.0	**	**
Non-Economically Disadvantaged Students	136	97.1	82.4	*	54.9	82.4		
Students with Disabilities	26	100.0	46.2	16.9	17.4	46.2	61.4	Met Target†
Students without Disabilities	124	96.2	87.9	54.3	50.0	87.9		
English Learners	*	*	*	39.2	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
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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.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	82%	78%	93%
Grade 4	67%	84%	79%
Grade 5	60%	75%	80%

† 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.
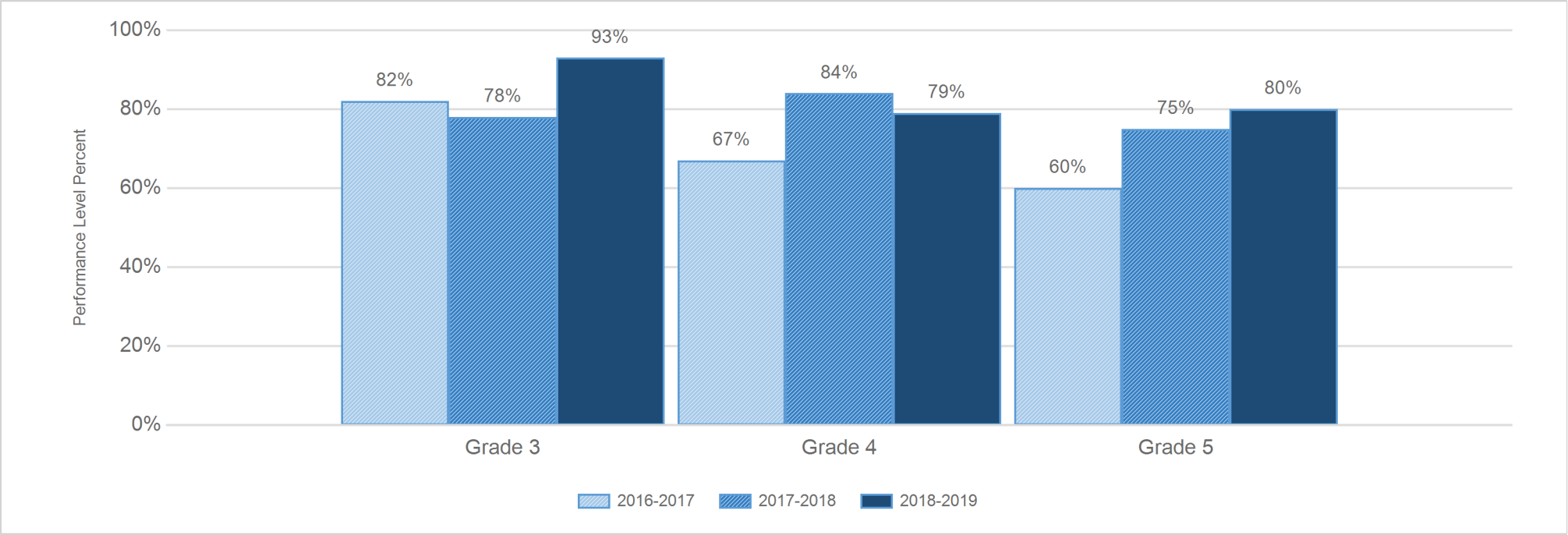
14

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	795	765	752	0%	0%	*	*	*	93%	55%
White	22	793	762	760	0%	0%	*	*	*	86%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	801	781	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	797	767	751	0%	0%	*	*	*	91%	54%
Male	20	792	763	752	0%	0%	*	*	*	95%	56%
Economically Disadvantaged Students	*	*	755	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	768	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	N	N	746	728	N	N	N	N	N	N	26%
Non-English Learners	42	795	766	754	0%	0%	*	*	*	93%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	771	758	749	*	*	*	59%	20%	79%	51%
White	31	769	757	757	*	0%	*	*	*	77%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	18	771	775	776	*	*	*	*	*	78%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	769	756	749	*	*	*	*	*	76%	50%
Male	27	774	759	749	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

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	778	755	747	*	*	*	37%	43%	80%	47%
White	25	775	754	755	0%	*	*	40%	40%	80%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	791	775	775	0%	*	*	*	*	88%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	780	759	747	*	*	*	*	*	81%	47%
Male	15	775	752	747	*	*	*	*	*	80%	47%
Economically Disadvantaged Students	*	*	746	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	759	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	N	N	732	718	N	N	N	N	N	N	12%
Non-English Learners	46	778	756	749	*	*	*	37%	43%	80%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Walter M. Schirra Elementary School
(23-3845-165)
Grades Offered: KG-05
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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	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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.

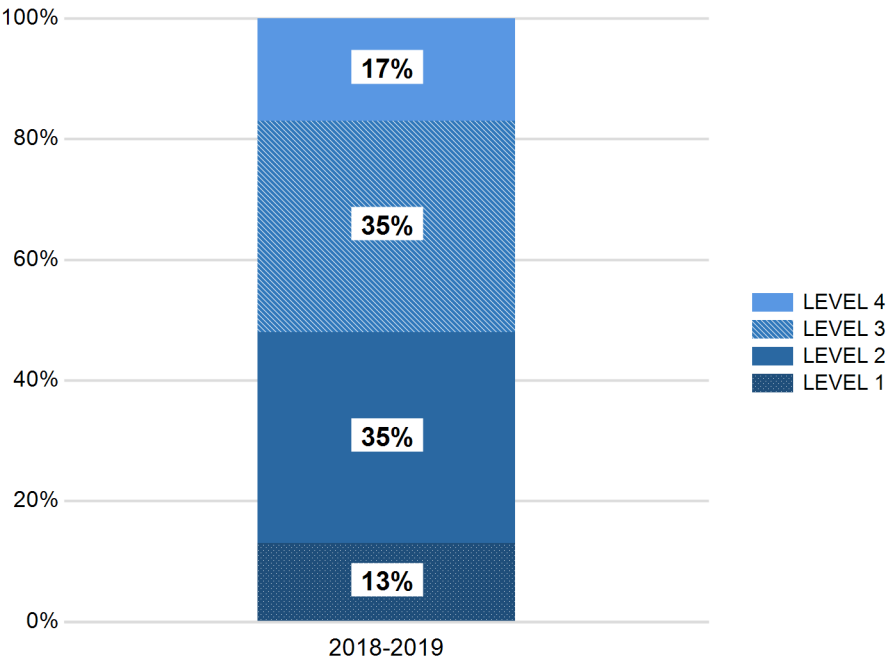| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	13	35	35	17
White	16	36	36	12
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	6	35	35	24
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	35	42	13
Male	20	33	20	27
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	13	35	35	17
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School
(23-3845-165)
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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.
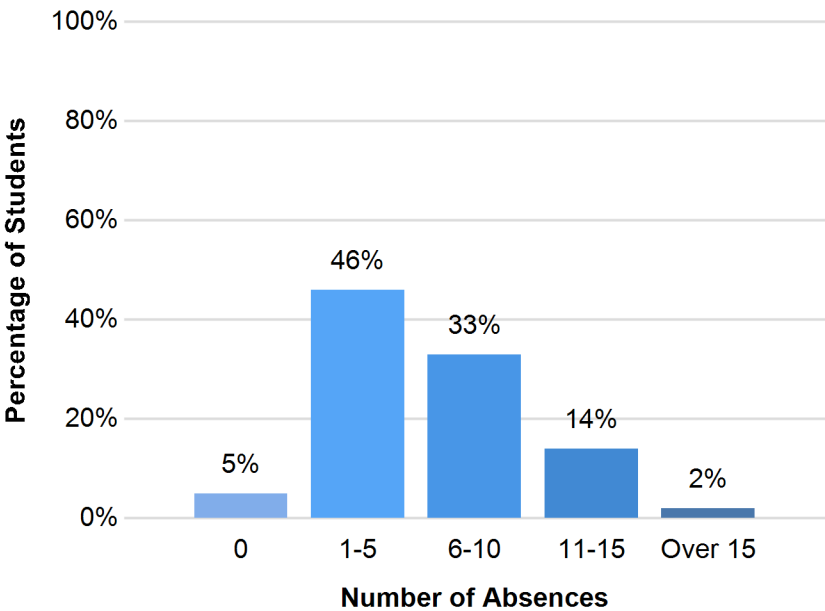
Chronic Absenteeism

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	2	0.7	8.9	Met
White	2	1.3	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	1	0.7		
Male	1	0.8		
Economically Disadvantaged Students	0	0	8.9	Met
Students with Disabilities	0	0	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Percentage of Students vs Number of Absences:
- 0: 5%
- 1-5: 46%
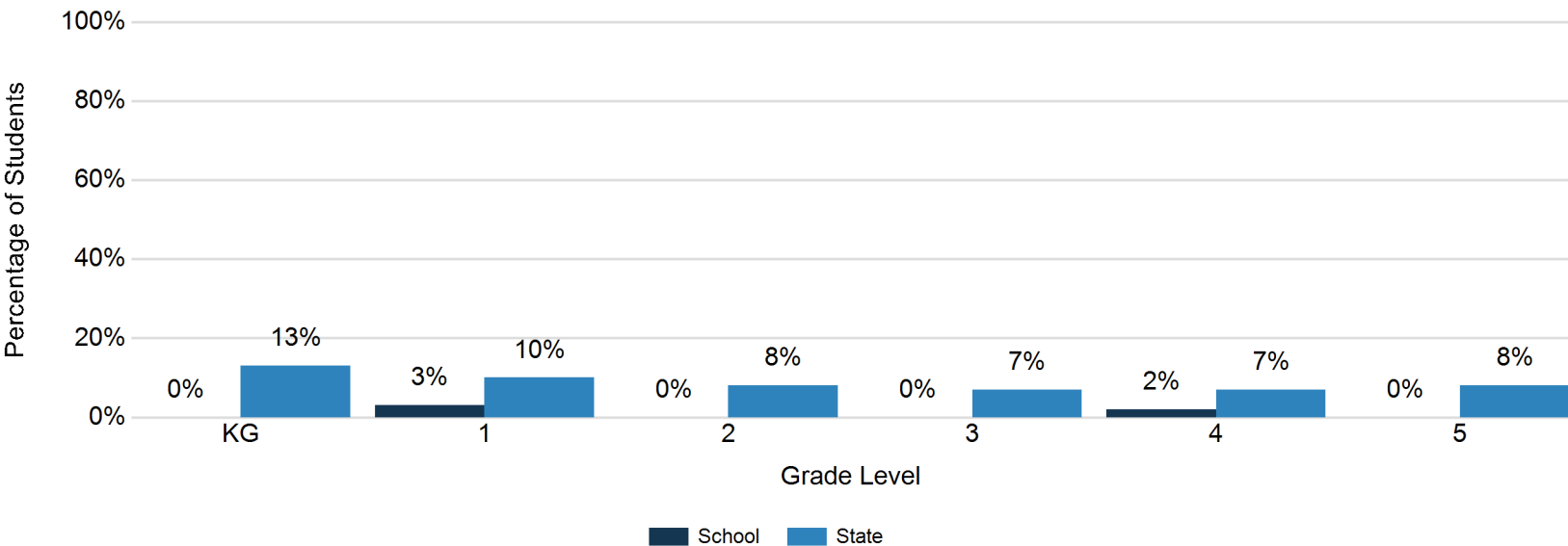- 6-10: 33%
- 11-15: 14%
- Over 15: 2%

Walter M. Schirra Elementary School

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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School
(23-3845-165)
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.37

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	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	3:15 PM
Length of School Day	6 Hrs 25 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

Walter M. Schirra Elementary School
(23-3845-165)
Grades Offered: KG-05
2018-2019

NJ SCHOOL PERFORMANCE REPORT

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	27	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	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	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	273:1	222:1
Teachers to Administrators	27:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

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Key terms for staff data:
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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	50.5%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	49.5%	11.1%	0.0%	51.6%	22.9%	45.1%
White	54.2%	96.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	30.4%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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 ▮ 37%

Admin N/A

Master's Degree

Teacher ▮ 63%

Admin ▮ 100%

Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.2%

Walter M. Schirra 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.

Walter M. Schirra Elementary School

(23-3845-165)

Grades Offered: KG-05

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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.

Walter M. Schirra Elementary School

(23-3845-165)

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	84.0%	86.5%	86.1%
Math Proficiency	65.6%	77.1%	80.7%
ELA Growth	63	53	64
Math Growth	32	56	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.4%	5.2%	0.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

(23-3845-165)

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Not Met	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:	• Curriculum includes enVisionMATH and Journeys Literacy • Technology is part of every school day, with all students utilizing mobile devices to support instruction • 2015 National School of Character Awarded; 2 2019 Character Education Promising Practice Awards
Mission, Vision, Theme:	The staff at Schirra School have a shared vision of high academic achievement and success for all children. The educational programs that exist in our school portray our commitment to student learning and exemplify our belief that every child can reach their potential. Through differentiated learning activities that are standards based and developmentally appropriate for learners, teachers are providing meaningful and rigorous instruction in all content areas.
Awards, Recognition, Accomplishments:	In 2017, Schirra was ranked 63rd in the state for their PARCC scores. In 2015 Schirra was named both a state and national "School of Character". This recognition was determined through a rigorous evaluation process indicating that the children's character development had a positive impact on academics, student behavior, and school climate. In 2019 Schirra received 2 Character Education Promising Practice Awards.

NJ SCHOOL PERFORMANCE REPORT

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Courses, Curriculum, Instruction:	A strong academic program is a key ingredient at Schirra. The incorporation of textbooks, online resources, teacher resources, and supplemental materials promote active student learning which includes problem solving, hypothesizing, creative discovery, and critical thinking. We implement a balanced literacy approach to reading through an integrated curriculum.Technology enhancements, such as the use of HP Streams and Kindles, are continually updated to prepare students for their future.
Clubs and Activities:	The Schirra School community, teachers, parents and administration, works cooperatively to provide learning experiences that are fun, yet at the same time, build responsibility and give students a sense of pride and accomplishment. In addition to our instructional curriculum, Schirra School students enjoy extra-curricular activities that include; the Lego Club, Talent Show, Art Soup, Coding, Theater Week, Paws to Read, and intramural volleyball, basketball, and gymnastics.

Walter M. Schirra Elementary School

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Staff and Professional Learning:	The development of Professional Learning Communities has enhanced the collaboration of educators for the purpose of improved student learning. Recognizing that all children learn differently, there has been a strong focus on specific areas to enhance student learning. Major areas of concentration included use of technology, collaborative teaching, utilizing assessment data, and developing "Out of the Box" activities.

NJ SCHOOL PERFORMANCE REPORT

Walter M. Schirra Elementary School

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2018-2019

School Narrative

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Student Supports and Services:	There is a wide continuum of services available to help students succeed, both academically and socially.
Student Health and Wellness:	Schirra School has a Certified School Nurse on staff. Health screenings are done annually. All students participate in a physical education program that includes basketball, volleyball, gymnastics, soccer, and cooperative game play. Recess occurs daily and students may join in organized games including kickball, basketball, foursquare, hopscotch, or jump rope.
Parent and Community Involvement:	Schirra School understands that teaching and learning takes place within and outside of school. We realize the important role of parents as the first teachers and encourage the home/school partnership. Schirra School encourages parent participation and works closely with the school PTA, Parent Advisory Council, and their many sub-committees. The school and PTA collaborate on our school website and the many educational programs that are funded to enhance our children's exposure to the arts.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Staff, students, and parents annually complete a survey, gauging opinions of school environment, adult interactions with students and student relations with each other. Results guide action plans for the school year as well as the upcoming school year.

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Technology and STEM:	Technology expansion and improvement continue to be implemented at Schirra School. The web-based program, Study Island, an online assessment preparation program, is utilized to help students gain proficiency in all topics as a means of preparing for required assessments. With a goal of integrating technology into the overall curriculum, the faculty utilizes interactive boards, Kindles, Office 365, and HP Streams to help motivate our students, the "digital learners" of today. All students participated in The Hour of Code Week.

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
Grades Offered: KG-05
2018-2019

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:

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

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	Middlesex
District	Old Bridge Township School District
Principal Name	Dr. Kimberley Giles
Address	2 OLD MATAWAN ROAD OLD BRIDGE, NJ 08857
Phone Number	732-360-4589
Email Address	Kimberley.Giles@obps.org
Website	https://www.oldbridge.admin.org
Twitter	https://twitter.com/Millerprin

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	50	49	47
1	46	49	55
2	59	48	52
3	57	62	41
4	63	59	60
5	50	60	61
Total	325	327	316

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.7%	48.9%	46.8%
Male	48.3%	51.1%	53.2%
Economically Disadvantaged Students	19.7%	20.2%	18.7%
Students with Disabilities	12.9%	14.4%	13.3%
English Learners	10.5%	9.8%	9.5%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.9%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	57.2%	60.2%	59.5%
Hispanic	6.8%	8.9%	8.9%
Black or African American	8.9%	6.7%	8.2%
Asian	25.2%	22.3%	21.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	1.8%	1.5%	1.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	49	47

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	79.4%
Russian	3.8%
Spanish	2.8%
Gujarati	1.9%
Arabic	1.9%
Other Languages	10.1%

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William A. Miller Elementary School
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

- 2016-17: 60
- 2017-18: 52.5
- 2018-19: 56

Math Median Student Growth Percentile

- 2016-17: 52
- 2017-18: 38
- 2018-19: 43

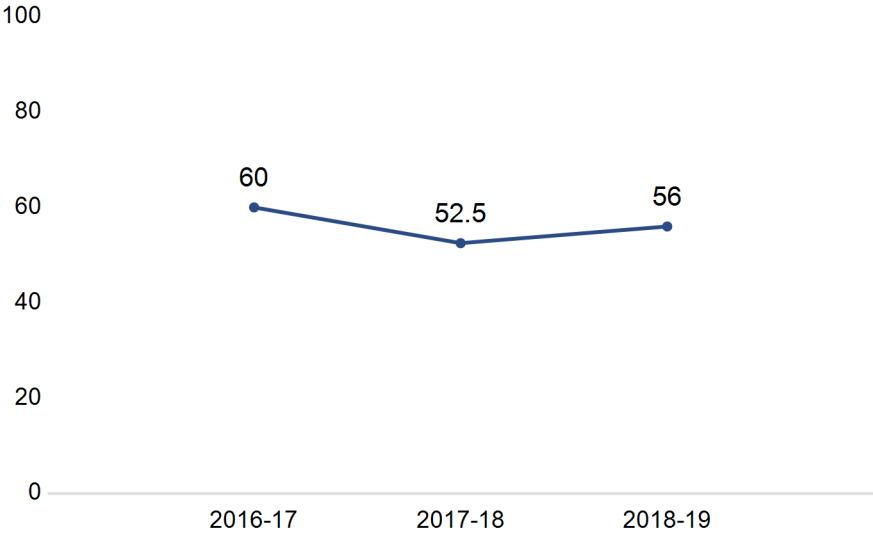| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	52.5	56	52	38	43
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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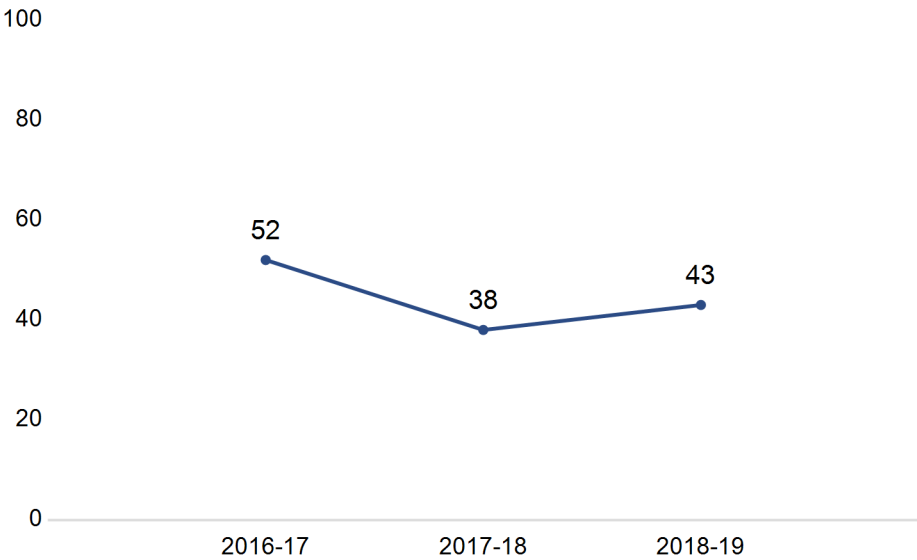† This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35   Typical Growth: Between 35 and 65   High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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	50	50	Met Standard	43	51	50	Met Standard
White	57	49	50	Met Standard	43	50	52	Met Standard
Hispanic	65	49	49	**	53	51	47	**
Black or African American	*	48.5	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	58	59	59	Met Standard	45.5	61	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	43.5	49	**	*	40.5	52	**
Female	62	53.5	53	N	47	52	50	N
Male	45.5	47	47	N	37.5	51	51	N
Economically Disadvantaged Students	56	52	48	Met Standard	32	49	46	Not Met
Students with Disabilities	40	44	43	**	33	47	45	**
English Learners	56	57.5	52	Met Standard	60	56	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	N	51	N

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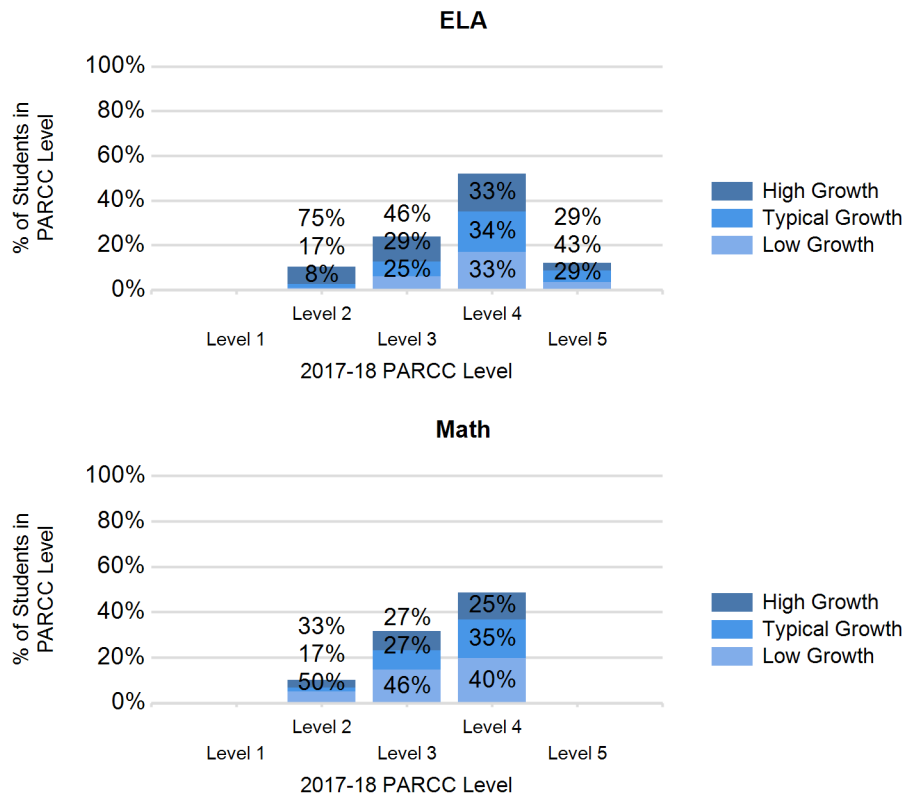† This indicates a table specific note, see note below table

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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.
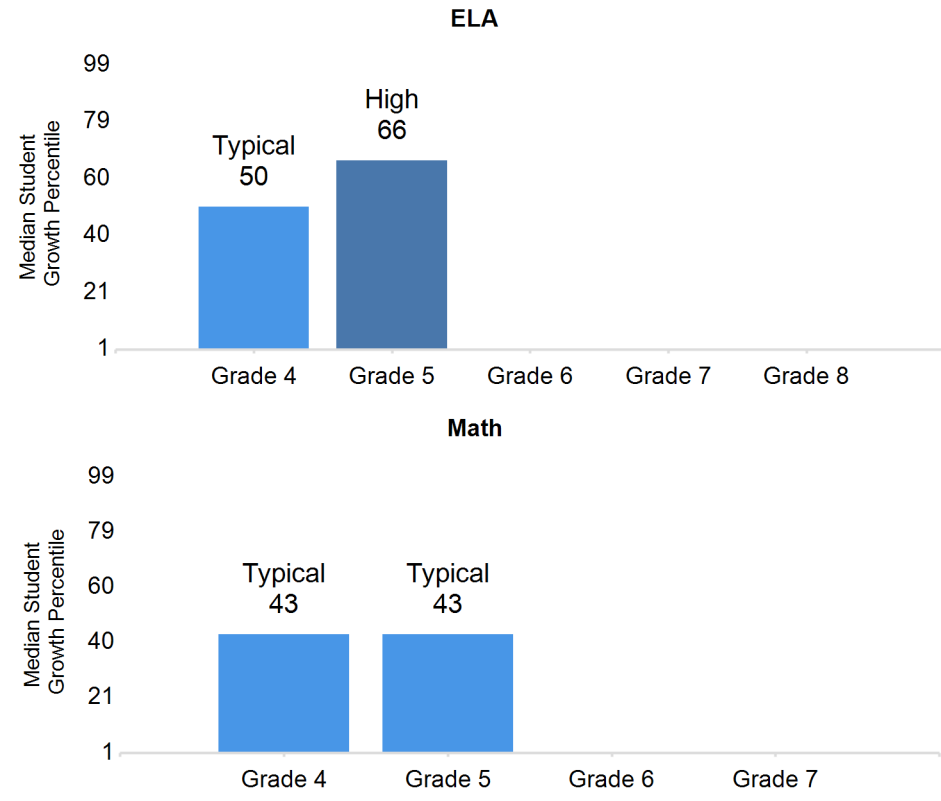
Student Growth by Performance Level

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

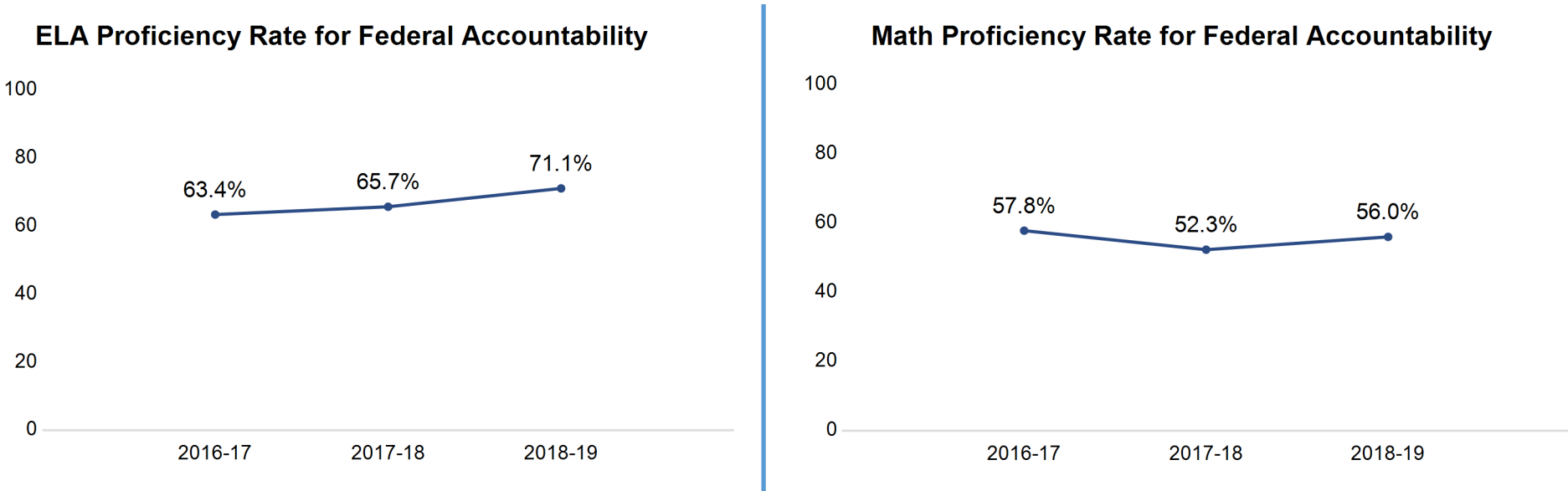**Math**

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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

- 2016-17: 63.4%
- 2017-18: 65.7%
- 2018-19: 71.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 57.8%
- 2017-18: 52.3%
- 2018-19: 56.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	99.4%	98.8%	97.7%	99.5%	98.8%
Proficiency Rate for Federal Accountability	63.4%	65.7%	71.1%	57.8%	52.3%	56.0%
Annual Target	67.9%	68.6%	69.2%	64.4%	65.2%	66.1%
Met Annual Target?	Met Target†	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	159	98.8	71.1	62.4	57.9	71.1	69.2	Met Target
White	89	97.8	66.3	61.7	66.9	66.3	63.3	Met Target
Hispanic	14	100.0	71.4	*	43.9	71.4	**	**
Black or African American	14	100.0	57.1	55.3	38.5	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	86.8	77.7	82.9	86.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	73	98.7	79.5	70.7	64.8	79.5		
Male	86	98.9	64.0	54.6	51.3	64.0		
Economically Disadvantaged Students	34	97.3	52.9	*	40.0	52.9	59.5	Met Target†
Non-Economically Disadvantaged Students	125	99.2	76.0	*	67.9	76.0		
Students with Disabilities	24	96.0	41.7	19.2	22.7	41.7	32.7	Met Target
Students without Disabilities	135	99.3	76.3	70.9	65.1	76.3		
English Learners	27	100.0	70.4	46.4	29.3	70.4	44	Met Target
Non-English Learners	132	98.5	71.2	63.4	60.6	71.2		
Homeless Students	N	N	N	41.7	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
Grades Offered: KG-05
2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

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.

	Grade 3	Grade 4	Grade 5
2016-2017	59%	59%	74%
2017-2018	69%	53%	75%
2018-2019	63%	80%	70%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

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.

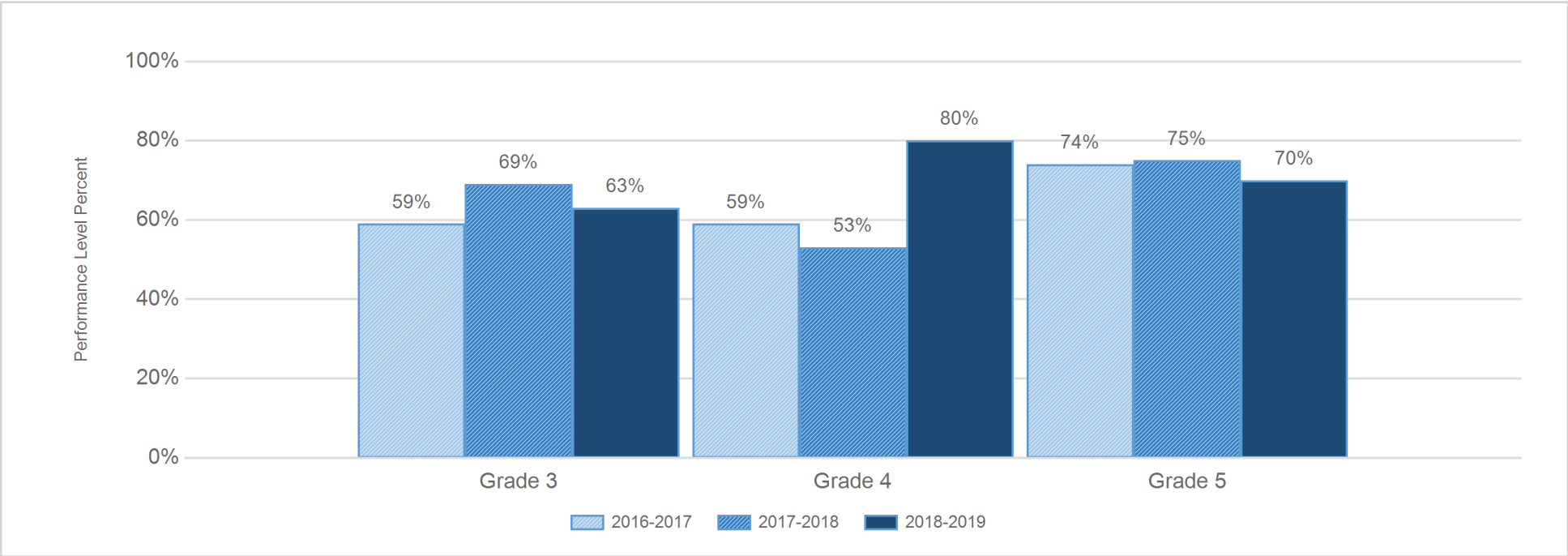| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	757	763	748	*	*	25%	*	*	63%	50%
White	25	756	761	757	0%	*	*	*	*	52%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	14	776	771	753	*	*	*	*	*	86%	55%
Male	26	746	755	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	10	738	750	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	30	763	767	759	*	*	*	*	*	70%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	767	767	755	*	*	17%	61%	19%	80%	57%
White	29	761	767	763	*	0%	*	*	*	72%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	783	780	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	30	770	771	760	*	*	*	*	*	80%	62%
Male	29	765	764	750	*	*	*	*	*	79%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	736	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
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.

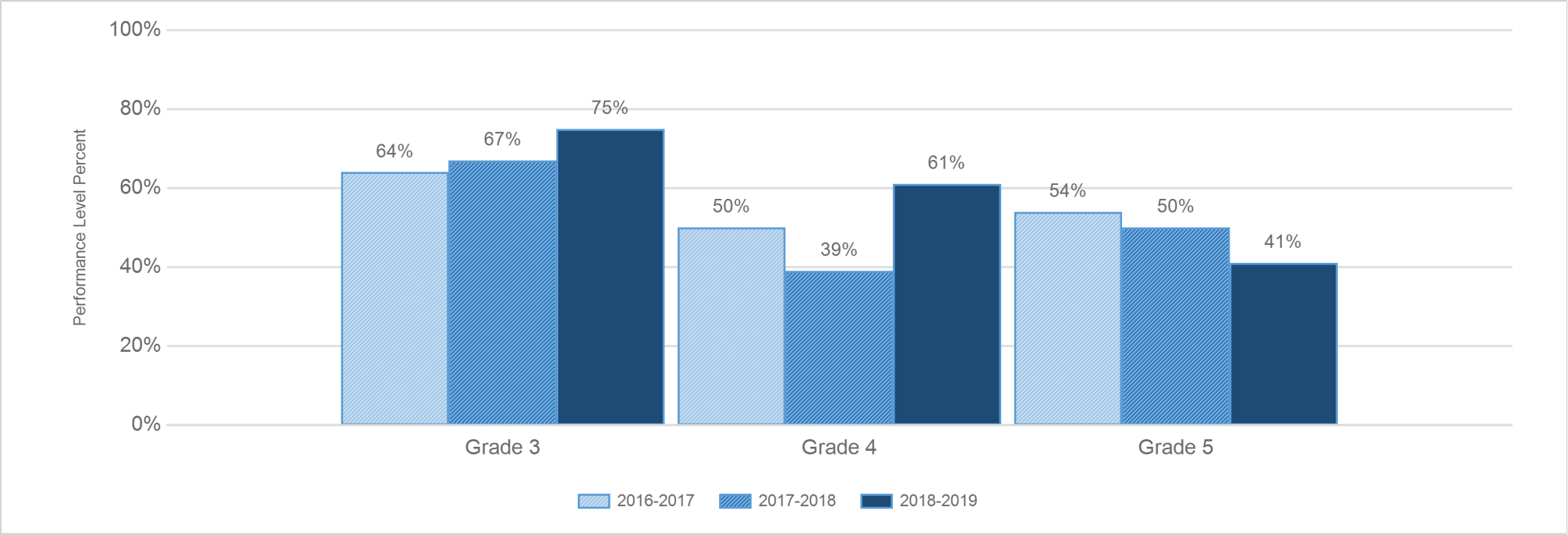| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	763	767	756	*	*	25%	*	*	70%	58%
White	37	761	764	764	*	0%	27%	*	*	70%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	778	785	781	0%	0%	*	*	*	86%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	773	776	761	*	*	*	*	*	80%	64%
Male	31	754	758	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	17	746	758	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	44	770	770	766	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	730	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	775	762	*	*	*	*	*	*	65%
English Learners	*	*	733	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	768	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
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	159	98.8	56.0	48.1	44.5	56.0	66.1	Not Met
White	89	97.8	58.4	47.5	54.1	58.4	61.6	Met Target†
Hispanic	14	100.0	50.0	*	28.8	50.0	**	**
Black or African American	14	100.0	35.7	37.0	23.0	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	57.9	67.0	76.5	57.9	79.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	73	98.7	56.2	49.7	44.9	56.2		
Male	86	98.9	55.8	46.6	44.2	55.8		
Economically Disadvantaged Students	34	97.3	38.2	*	26.3	38.2	49.5	Met Target†
Non-Economically Disadvantaged Students	125	99.2	60.8	*	54.9	60.8		
Students with Disabilities	24	96.0	50.0	16.9	17.4	50.0	32.7	Met Target
Students without Disabilities	135	99.3	57.0	54.3	50.0	57.0		
English Learners	27	100.0	44.4	39.2	25.0	44.4	48.5	Met Target†
Non-English Learners	132	98.5	58.3	48.6	46.5	58.3		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

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	40	767	765	752	0%	*	*	*	*	75%	55%
White	25	767	762	760	0%	*	*	*	*	80%	66%
Hispanic	*	*	760	739	*	*	*	*	*	*	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	14	771	767	751	0%	*	*	*	*	86%	54%
Male	26	765	763	752	0%	*	*	*	*	69%	56%
Economically Disadvantaged Students	10	758	755	737	0%	*	*	*	*	70%	37%
Non-Economically Disadvantaged Students	30	770	768	761	0%	*	*	*	*	77%	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	60%
English Learners	*	*	746	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	58%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

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	59	758	758	749	0%	*	34%	*	*	61%	51%
White	29	754	757	757	0%	*	*	55%	0%	55%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	16	774	775	776	0%	0%	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	30	754	756	749	0%	*	*	*	*	53%	50%
Male	29	762	759	749	0%	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	737	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	763	754	*	*	*	*	*	*	56%
English Learners	*	*	735	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	N	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	741	755	747	*	30%	25%	*	*	41%	47%
White	37	742	754	755	*	35%	*	*	*	46%	58%
Hispanic	*	*	744	735	*	*	*	*	*	*	30%
Black or African American	*	*	746	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	747	775	775	*	*	*	*	*	36%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	30	748	759	747	*	*	*	*	*	47%	47%
Male	31	735	752	747	*	*	*	*	*	35%	47%
Economically Disadvantaged Students	17	723	746	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	44	748	759	757	*	*	*	*	*	50%	59%
Students with Disabilities	*	*	727	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	762	752	*	*	*	*	*	*	52%
English Learners	*	*	732	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	756	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

William A. Miller Elementary School
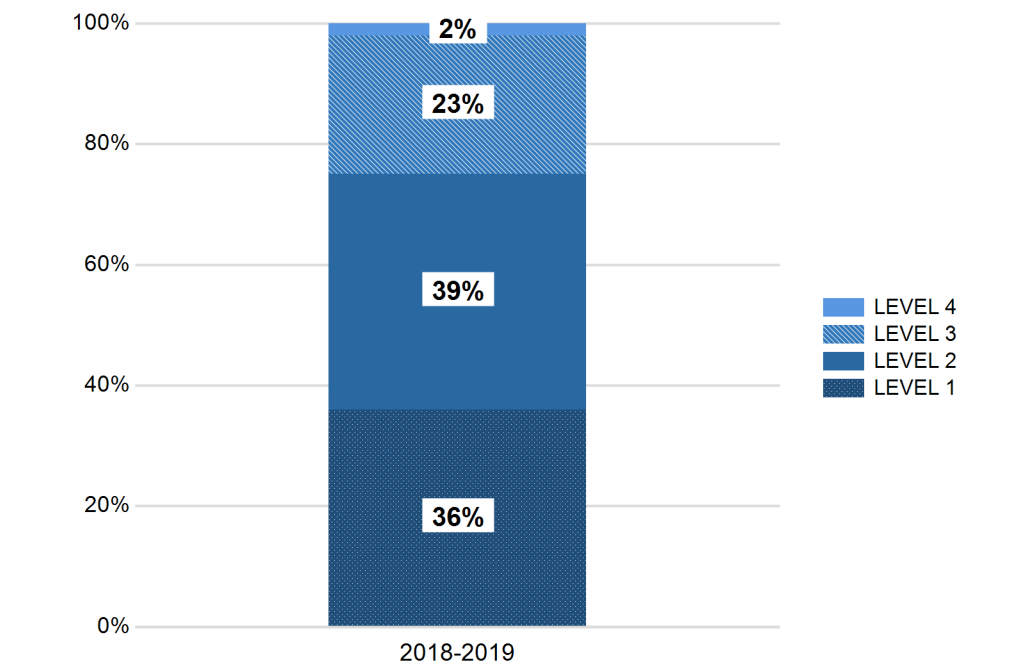(23-3845-170)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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	68.4%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	72.7%	27.3%
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

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.

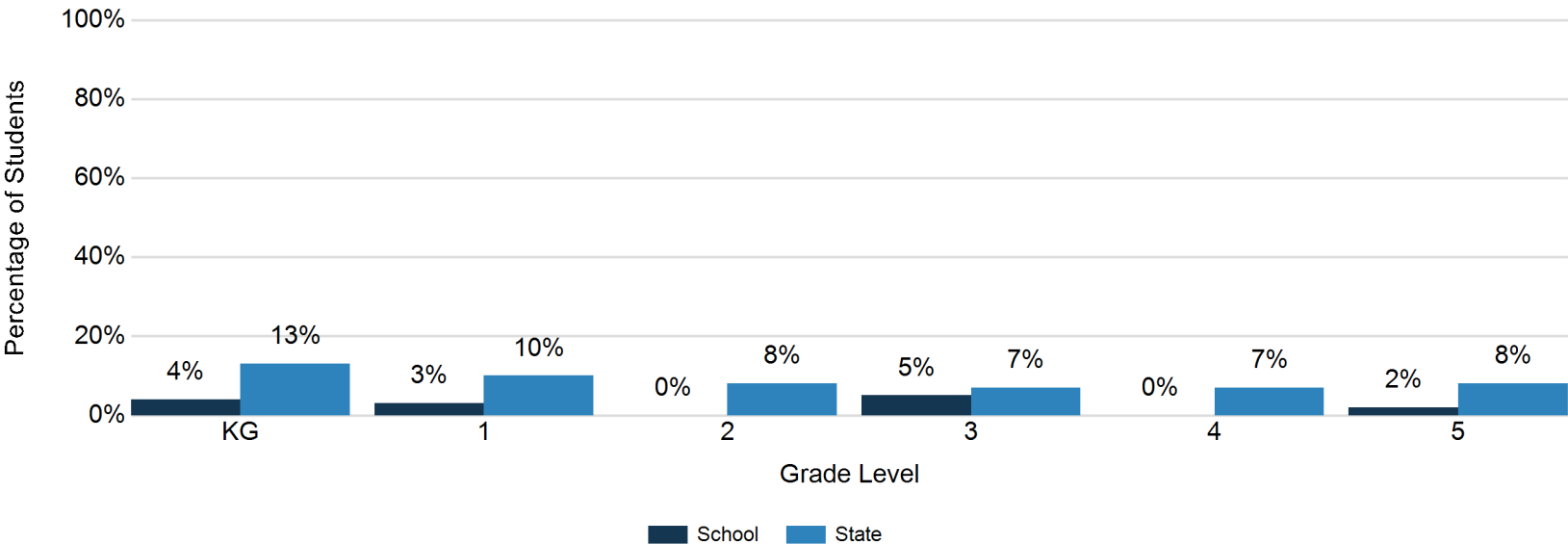| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	39	23	2
White	35	32	32	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	21	64	7	7
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	30	37	30	3
Male	42	42	16	0
Economically Disadvantaged Students	65	24	12	0
Non-Economically Disadvantaged Students	25	45	27	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
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	7	2.1	8.9	Met
White	5	2.5	8.9	Met
Hispanic	1	3.4	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	1	1.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	3	2.0		
Male	4	2.3		
Economically Disadvantaged Students	6	9.1	8.9	Not Met
Students with Disabilities	5	8.9	8.9	Met
English Learners	1	3.6	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Percentage of Students by Number of Absences: 0: 5%, 1-5: 36%, 6-10: 39%, 11-15: 16%, Over 15: 3%

William A. Miller Elementary School

(23-3845-170)

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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.

William A. Miller Elementary School

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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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

William A. Miller Elementary School
(23-3845-170)
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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	8:50 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 25 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

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School
(23-3845-170)
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2018-2019

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	15.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	316:1	222:1
Teachers to Administrators	26:1	19:1
Students to Librarians/Media Specialists		1687:1
Students to Nurses		649:1
Students to Counselors		337:1
Students to Child Study Team Members		264:1

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Key terms for staff data:
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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	46.8%	92.3%	100.0%	48.4%	77.1%	54.9%
Male	53.2%	7.7%	0.0%	51.6%	22.9%	45.1%
White	59.5%	96.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.9%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.2%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	21.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

William A. Miller Elementary School
(23-3845-170)
Grades Offered: KG-05
2018-2019

Key terms for staff data:
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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 19%

Admin N/A

Master's Degree

Teacher 81%

Admin

Doctoral Degree

Teacher 0%

Admin 100%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	92.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.5%

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

William A. Miller Elementary School

(23-3845-170)

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.4%	65.7%	71.1%
Math Proficiency	57.8%	52.3%	56.0%
ELA Growth	60	52	56
Math Growth	52	38	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.2%	68.4%
Chronic Absenteeism	6.4%	9.1%	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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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	Met Target	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Designated a 2019 National PTA School of Excellence and Bronze Future Ready School
Mission, Vision, Theme:	The Miller School faculty consists of 38 professionals who educate 330 students. Our professional staff meets the Highly Qualified Teacher requirement established by the NJ State Board of Education. It is the goal of the administration and staff to develop a quality educational program for all students attending Miller School. The philosophy of Miller School is consistent with the Mission Statement and List of Beliefs developed by the staff and adopted by the Board of Education.
Awards, Recognition, Accomplishments:	Our goal as educators is in instill in our students a high degree of moral and ethical values that will become the foundation for their future endeavors. We are fortunate to have a strong home school connection at our school. At Miller School we feel that positive attitudes promoting good character are essential to establishing a positive learning environment. Our school is recognized as a National School of Character, Future Ready Bronze School and PTA National School of Excellence.

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Courses, Curriculum, Instruction:	Language Arts-integrating instruction in writing, speaking and listening when reading. Mathematics-promoting students' problem solving skills while developing a strong foundation in calculation using math manipulatives and calculators.
Clubs and Activities:	Art Club, STEM Club, ESL Club PTA sponsored clubs

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Before and After School Programs:	PARCC Club, Storytelling/Drama Club, STEM Club
Staff and Professional Learning:	All staff continue to participate in various staff development activities such as Professional Learning Communities. Training includes: Frontline, EnVisions, Technology, Project Read and Journeys.

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William A. Miller Elementary School
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2018-2019

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Student Supports and Services:	ESL, OT, PT, Speech, and Special Education services as needed.
Student Health and Wellness:	A breakfast program is provided. The food service program aligns with nutritional guidelines. A variety of healthy foods are available for students daily. All students receive physical education instruction each week.
Parent and Community Involvement:	The PTA and Parent Advisory groups are an essential part of our school community. They provide funding for various events as well as offer their individual expertise. Various partnerships have been established by community businesses.

William A. Miller Elementary School

(23-3845-170)

Grades Offered: KG-05

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey was distributed to parents, students, and staff members. The results of the survey are reviewed and used to identify areas of focus related to school climate. Overall, the results of the survey were positive.
Facilities:	Miller School reopened in 1996. Our building is air-conditioned. Interactive white boards are in all classrooms, projectors, HP Streams, and Kindle Fires are available.