



**Franklin Elementary School**  
(39-4290-080)  
Grades Offered: PK-06  
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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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	Union
District	Rahway Public School District
Principal Name	Mrs. Aleya Shoieb
Address	1809 ST GEORGES AVE RAHWAY, NJ 07065-2003
Phone Number	732-396-1050
Email Address	<a href="mailto:fgavin@rahway.net">fgavin@rahway.net</a>
Website	<a href="https://www.rahway.net/Franklin">https://www.rahway.net/Franklin</a>
Twitter	<a href="https://twitter.com/FESRahway">https://twitter.com/FESRahway</a>



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	34	30	44
KG	75	83	113
1	92	85	89
2	103	93	88
3	100	92	95
4	101	94	99
5	75	96	98
6	88	79	102
Total	668	652	728

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

Student Group	2016-17	2017-18	2018-19
Female	49.3%	49.7%	48.2%
Male	50.7%	50.3%	51.8%
Economically Disadvantaged Students	65.4%	60.9%	64.5%
Students with Disabilities	10.9%	10.5%	9.2%
English Learners	20.8%	19.6%	21.5%
Homeless Students	0.4%	0.2%	0.0%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.1%	0.8%	0.5%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.0%	13.2%	11.2%
Hispanic	56.4%	54.3%	54.7%
Black or African American	26.6%	26.4%	27.9%
Asian	2.2%	2.3%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	2.7%	3.8%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	34	0	0
PK - Full Day	0	30	44
KG - Half Day	0	0	0
KG - Full Day	75	83	113

Enrollment by Home Language

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

Home Language	% of Students
English	61.4%
Spanish	30.7%
Polish	1.1%
Other Languages	6.8%



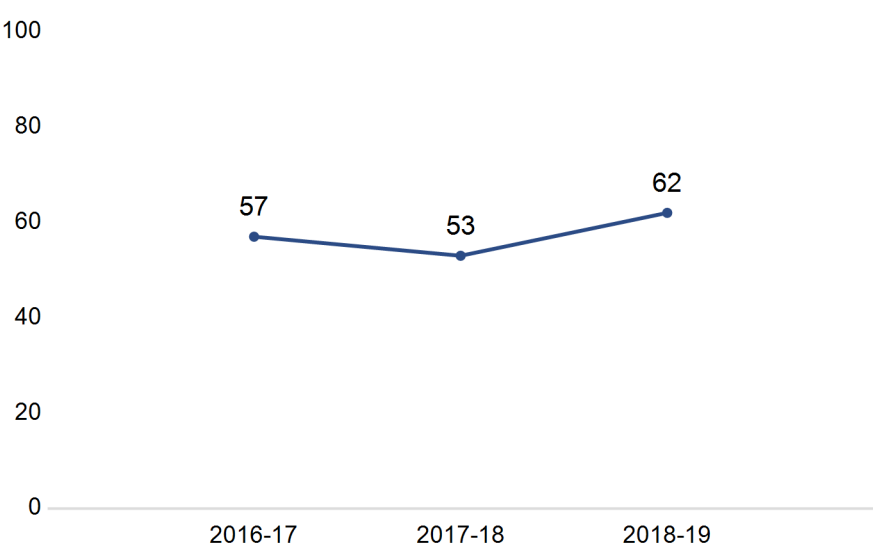
Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

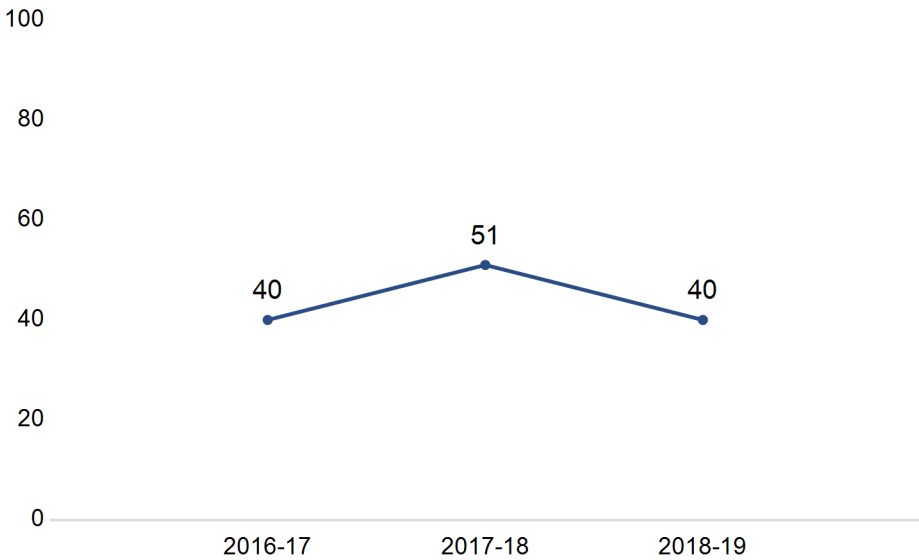
Student Growth Trends and Progress

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	57	53	62	40	51	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	50	50	Exceeds Standard	40	43	50	Met Standard
White	68	57	50	Exceeds Standard	43.5	49	52	Met Standard
Hispanic	66	49	49	Exceeds Standard	36	43	47	Not Met
Black or African American	53.5	47	45	Met Standard	41	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	60	49	**	*	39	52	**
Female	65	52	53	N	41.5	43	50	N
Male	59	47	47	N	40	44	51	N
Economically Disadvantaged Students	61.5	50	48	Exceeds Standard	45.5	43	46	Met Standard
Students with Disabilities	35.5	40	43	Not Met	44	39	45	Met Standard
English Learners	66.5	60	52	Exceeds Standard	37	45	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

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

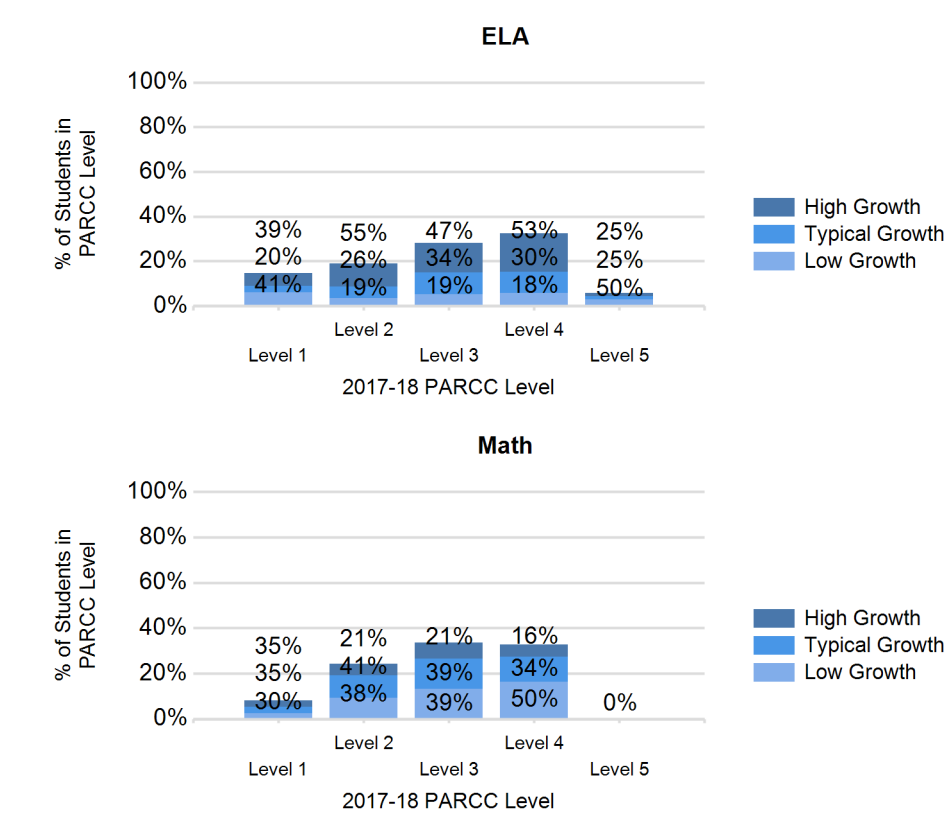
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

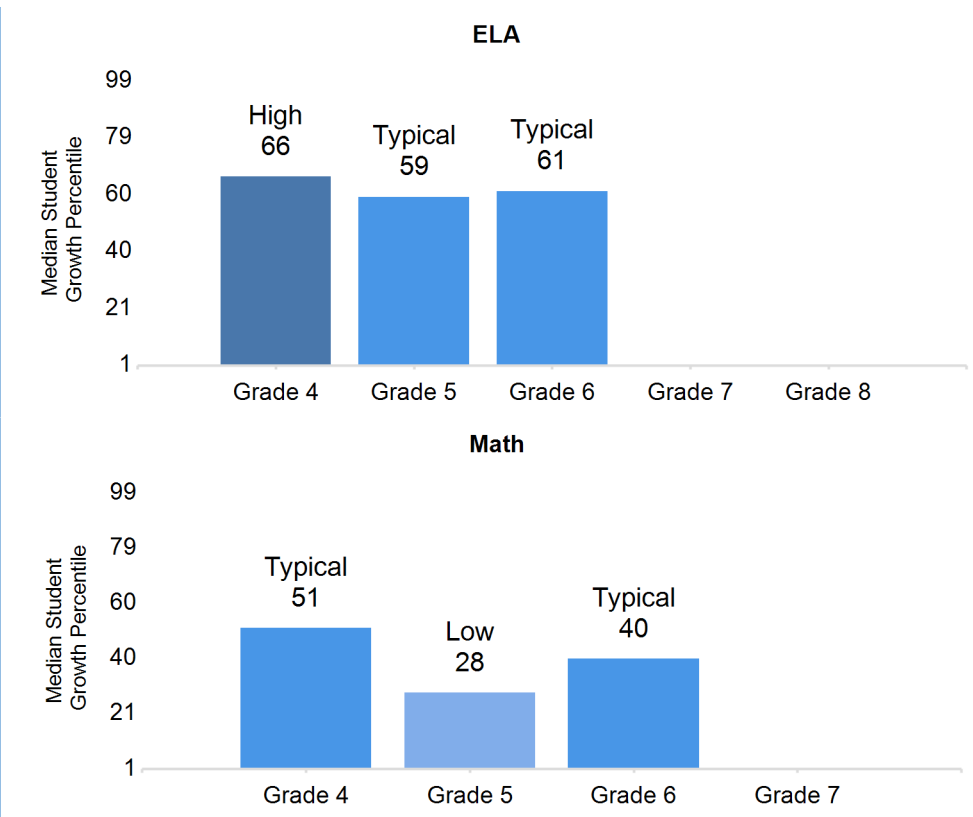
Student Growth by Performance Level

Student Growth by Grade

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



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



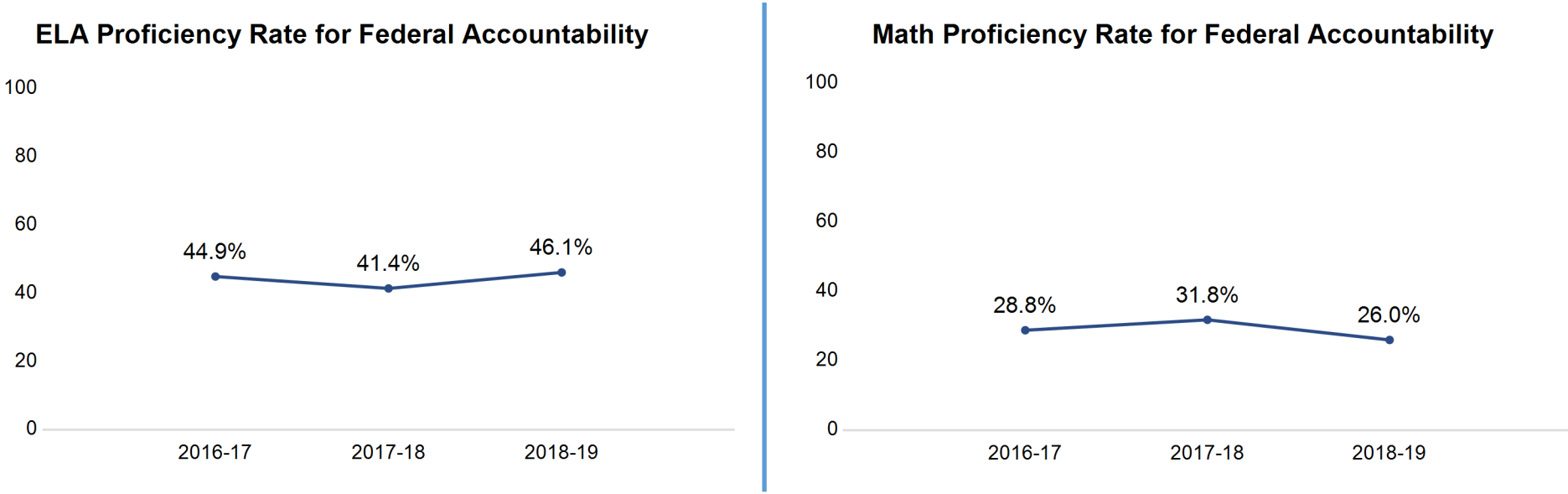


Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**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 and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	99.2%	99.0%	98.0%	99.2%	99.0%
Proficiency Rate for Federal Accountability	44.9%	41.4%	46.1%	28.8%	31.8%	26.0%
Annual Target	45.1%	47.0%	48.8%	37.3%	39.5%	41.7%
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.



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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	380	99.0	46.1	43.0	57.9	46.1	48.8	Met Target†
White	47	96.0	55.3	55.8	66.9	55.3	47	Met Target
Hispanic	197	99.0	44.7	42.1	43.9	44.7	46.8	Met Target†
Black or African American	116	100.0	38.8	36.5	38.5	38.8	47.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	64.4	82.9	80.0	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	10	100.0	80.0	56.5	64.4	80.0	**	**
Female	175	98.9	52.6	51.1	64.8	52.6		
Male	205	99.1	40.5	35.9	51.3	40.5		
Economically Disadvantaged Students	239	98.8	41.4	38.6	40.0	41.4	47.4	Not Met
Non-Economically Disadvantaged Students	141	99.3	53.9	48.5	67.9	53.9		
Students with Disabilities	67	100.0	14.9	13.5	22.7	14.9	19.7	Met Target†
Students without Disabilities	313	98.8	52.7	49.2	65.1	52.7		
English Learners	80	100.0	38.8	33.8	29.3	38.8	39.4	Met Target†
Non-English Learners	300	98.7	48.0	44.6	60.6	48.0		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	23.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

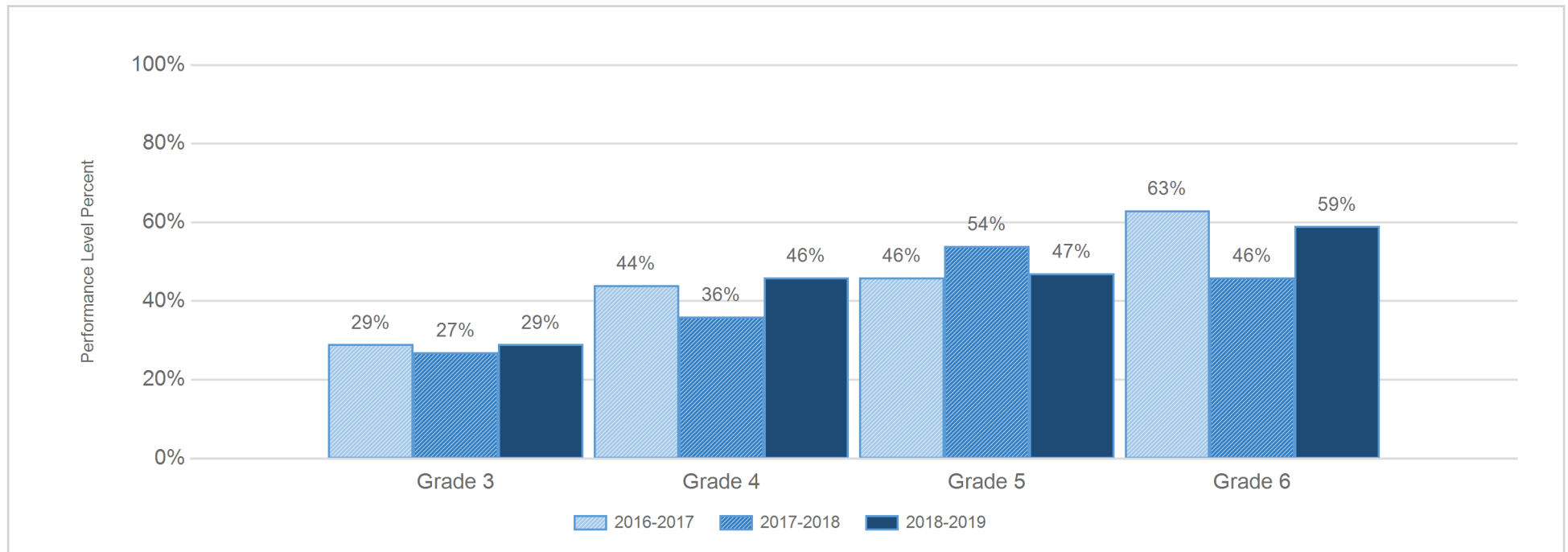
\*\* Accountability calculations require 20 or more students

**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.





Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 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	84	735	736	748	*	*	38%	29%	0%	29%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	40	736	737	734	*	*	33%	33%	0%	33%	36%
Black or African American	33	733	729	731	*	*	39%	*	*	27%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	45	736	738	753	*	*	40%	*	*	31%	55%
Male	39	734	733	743	*	*	36%	*	*	26%	46%
Economically Disadvantaged Students	55	733	730	731	*	*	38%	*	*	29%	33%
Non-Economically Disadvantaged Students	29	738	744	759	*	*	38%	*	*	28%	61%
Students with Disabilities	10	707	706	719	*	*	*	*	*	*	24%
Students without Disabilities	74	739	740	754	*	*	*	*	*	*	56%
English Learners	15	735	721	713	*	*	*	*	*	27%	17%
Non-English Learners	69	735	739	751	*	*	*	*	*	29%	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	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	744	743	755	*	17%	27%	*	*	46%	57%
White	14	754	753	763	0%	*	*	*	*	64%	67%
Hispanic	51	741	742	743	*	22%	27%	*	*	39%	44%
Black or African American	27	738	736	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	769	762	*	*	*	*	*	*	64%
Female	52	751	749	760	*	*	25%	*	*	54%	62%
Male	47	736	738	750	*	*	30%	*	*	38%	53%
Economically Disadvantaged Students	64	740	739	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	35	751	749	765	*	*	*	*	*	54%	69%
Students with Disabilities	11	692	*	725	*	*	*	*	*	*	25%
Students without Disabilities	88	750	*	761	*	*	*	*	*	*	64%
English Learners	21	734	730	720	*	*	*	*	*	33%	17%
Non-English Learners	78	747	745	758	*	*	*	*	*	50%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	746	743	756	*	16%	31%	*	*	47%	58%
White	14	748	*	764	*	*	*	*	*	57%	68%
Hispanic	51	744	744	743	*	*	35%	*	*	45%	44%
Black or African American	28	743	738	739	0%	*	*	39%	0%	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	760	750	761	*	*	26%	*	*	62%	64%
Male	57	736	738	750	*	*	35%	*	*	37%	52%
Economically Disadvantaged Students	56	740	739	740	*	*	36%	*	*	38%	39%
Non-Economically Disadvantaged Students	40	753	749	766	*	*	25%	*	*	60%	69%
Students with Disabilities	17	726	*	724	*	*	*	*	*	29%	23%
Students without Disabilities	79	750	*	762	*	*	*	*	*	51%	65%
English Learners	*	*	721	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	754	747	754	*	*	23%	*	*	59%	56%
White	11	772	*	762	*	0%	*	*	*	73%	65%
Hispanic	58	749	743	743	*	*	17%	*	*	60%	43%
Black or African American	28	746	742	738	*	*	36%	46%	0%	46%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	762	760	*	*	*	*	*	*	64%
Female	42	755	753	762	*	*	24%	*	*	60%	64%
Male	63	753	741	748	*	*	22%	*	*	59%	48%
Economically Disadvantaged Students	69	746	742	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	36	768	753	763	*	*	*	*	*	69%	67%
Students with Disabilities	22	709	*	722	*	*	*	*	*	*	19%
Students without Disabilities	83	766	*	761	*	*	*	*	*	*	64%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	748	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Franklin Elementary School**  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	381	99.0	26.0	25.2	44.5	26.0	41.7	Not Met
White	47	96.0	38.3	38.6	54.1	38.3	44.4	Met Target†
Hispanic	198	99.0	20.7	*	28.8	20.7	39.8	Not Met
Black or African American	116	100.0	26.7	21.4	23.0	26.7	39.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.0	*	76.5	50.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	40.0	28.2	53.3	40.0	**	**
Female	175	98.9	25.1	24.6	44.9	25.1		
Male	206	99.1	26.7	25.7	44.2	26.7		
Economically Disadvantaged Students	240	98.8	23.3	*	26.3	23.3	38.2	Not Met
Non-Economically Disadvantaged Students	141	99.3	30.5	*	54.9	30.5		
Students with Disabilities	67	100.0	11.9	*	17.4	11.9	17.1	Met Target†
Students without Disabilities	314	98.8	29.0	*	50.0	29.0		
English Learners	81	100.0	21.0	18.8	25.0	21.0	31.5	Not Met
Non-English Learners	300	98.7	27.3	26.4	46.5	27.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	15.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

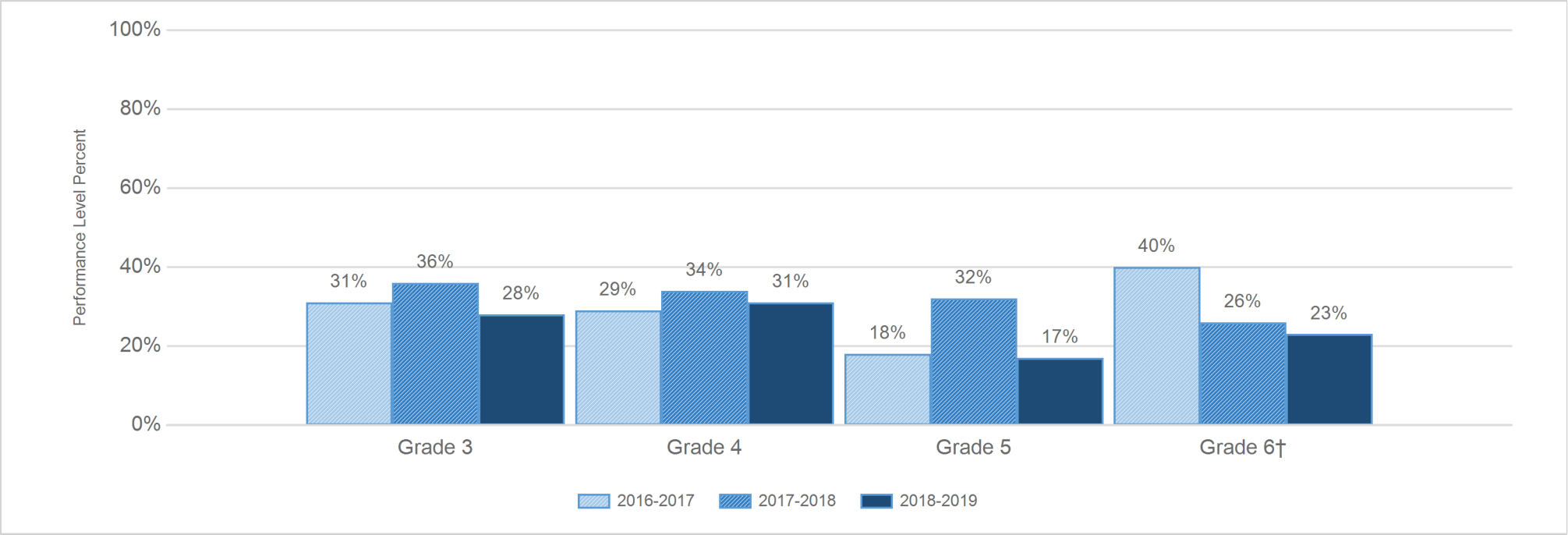


Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



**Franklin Elementary School**  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	85	734	741	752	12%	26%	34%	*	*	28%	55%
White	*	*	758	760	*	*	*	*	*	*	66%
Hispanic	41	731	740	739	*	27%	34%	*	*	24%	40%
Black or African American	33	736	735	735	*	*	33%	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	46	732	738	751	*	*	30%	*	*	26%	54%
Male	39	738	744	752	*	*	38%	*	*	31%	56%
Economically Disadvantaged Students	56	732	735	737	*	*	34%	*	*	27%	37%
Non-Economically Disadvantaged Students	29	740	750	761	*	*	34%	*	*	31%	67%
Students with Disabilities	10	717	714	731	*	*	*	*	*	20%	31%
Students without Disabilities	75	737	744	756	*	*	*	*	*	29%	60%
English Learners	16	728	723	728	*	*	*	*	*	25%	26%
Non-English Learners	69	736	745	754	*	*	*	*	*	29%	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	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Franklin Elementary School**  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	736	736	749	*	*	33%	31%	0%	31%	51%
White	14	739	747	757	0%	*	*	*	*	36%	62%
Hispanic	51	732	735	737	*	33%	29%	*	*	27%	36%
Black or African American	27	738	728	731	*	*	41%	*	*	30%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	52	736	735	749	*	*	38%	*	*	29%	50%
Male	47	735	736	749	*	*	28%	*	*	34%	52%
Economically Disadvantaged Students	64	734	732	734	*	*	34%	*	*	28%	32%
Non-Economically Disadvantaged Students	35	739	740	759	*	*	31%	*	*	37%	63%
Students with Disabilities	11	710	*	726	*	*	*	*	*	*	25%
Students without Disabilities	88	739	*	754	*	*	*	*	*	*	56%
English Learners	21	727	726	722	*	*	*	*	*	24%	18%
Non-English Learners	78	738	737	751	*	*	*	*	*	33%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Franklin Elementary School**  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	98	727	733	747	*	35%	40%	*	*	17%	47%
White	14	733	*	755	*	*	*	*	*	29%	58%
Hispanic	53	726	732	735	*	36%	40%	*	*	15%	30%
Black or African American	28	724	729	729	*	39%	39%	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	731	735	747	*	*	49%	*	*	21%	47%
Male	59	724	731	747	*	*	34%	*	*	15%	47%
Economically Disadvantaged Students	58	726	731	732	*	31%	45%	*	*	16%	27%
Non-Economically Disadvantaged Students	40	728	735	757	*	40%	33%	*	*	20%	59%
Students with Disabilities	17	726	*	725	*	*	*	*	*	18%	19%
Students without Disabilities	81	727	*	752	*	*	*	*	*	17%	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	734	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Franklin Elementary School**  
 (39-4290-080)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	105	727	729	741	18%	27%	32%	*	*	23%	41%
White	11	739	*	749	*	*	*	*	*	36%	51%
Hispanic	58	726	728	729	19%	26%	40%	*	*	16%	24%
Black or African American	28	719	723	722	*	36%	*	*	*	25%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	732	747	*	*	*	*	*	*	48%
Female	42	728	731	742	*	38%	31%	*	*	19%	42%
Male	63	726	727	740	*	19%	33%	*	*	25%	40%
Economically Disadvantaged Students	69	724	724	726	*	*	33%	*	*	19%	21%
Non-Economically Disadvantaged Students	36	732	734	750	*	*	31%	*	*	31%	53%
Students with Disabilities	22	702	*	716	*	*	*	*	*	*	12%
Students without Disabilities	83	734	*	746	*	*	*	*	*	*	46%
English Learners	*	*	697	709	*	*	*	*	*	*	*
Non-English Learners	*	*	730	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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	*	*
4	*	*
5	*	*
6	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	56.6%	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	53	*	*
3-4	43	88.4%	11.6%
5 or more	45	64.4%	35.6%



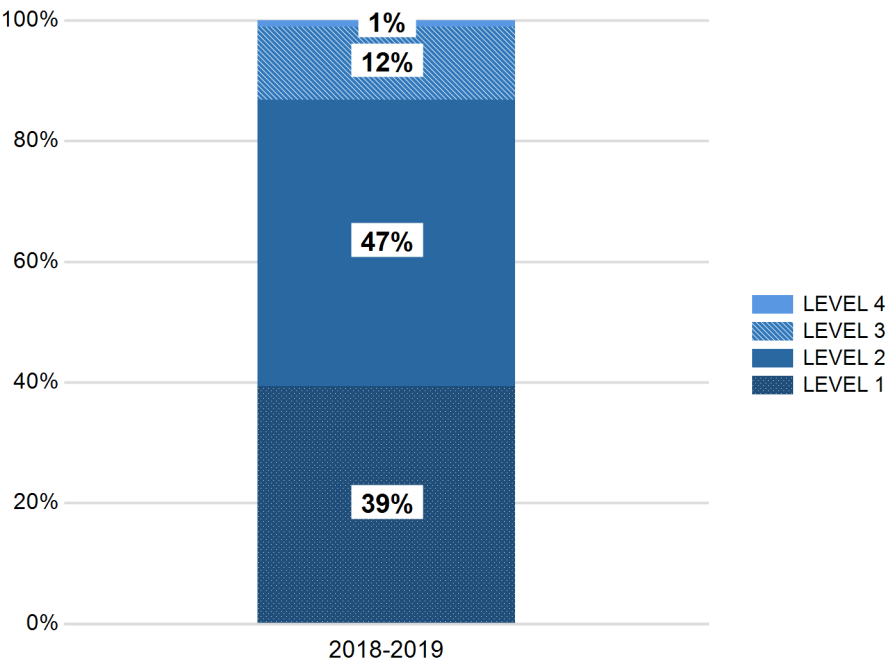
Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

**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

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	39	47	12	1
White	36	36	29	0
Hispanic	39	48	13	0
Black or African American	46	54	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	49	23	3
Male	48	47	5	0
Economically Disadvantaged Students	45	43	10	2
Non-Economically Disadvantaged Students	31	54	15	0
Students with Disabilities	65	10	25	0
Students without Disabilities	33	57	9	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

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

Student 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.

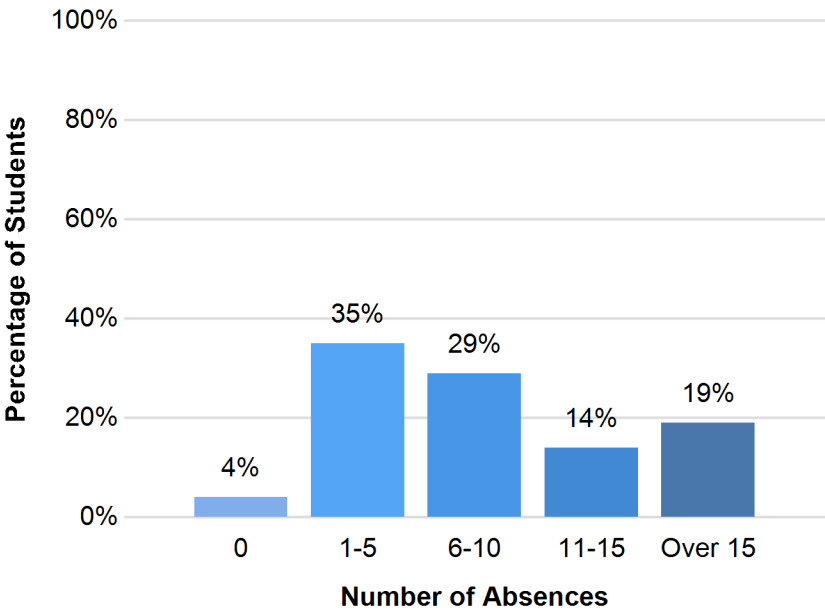
Chronic Absenteeism

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	89	13.0	8.8	Not Met
White	11	13.8	8.8	Not Met
Hispanic	50	14.2	8.8	Not Met
Black or African American	20	9.6	8.8	Not Met
Asian, Native Hawaiian, or Pacific	5	26.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	11.5	8.8	Not Met
Female	43	13.7		
Male	46	12.4		
Economically Disadvantaged Students	55	12.8	8.8	Not Met
Students with Disabilities	15	14.4	8.8	Not Met
English Learners	12	10.5	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





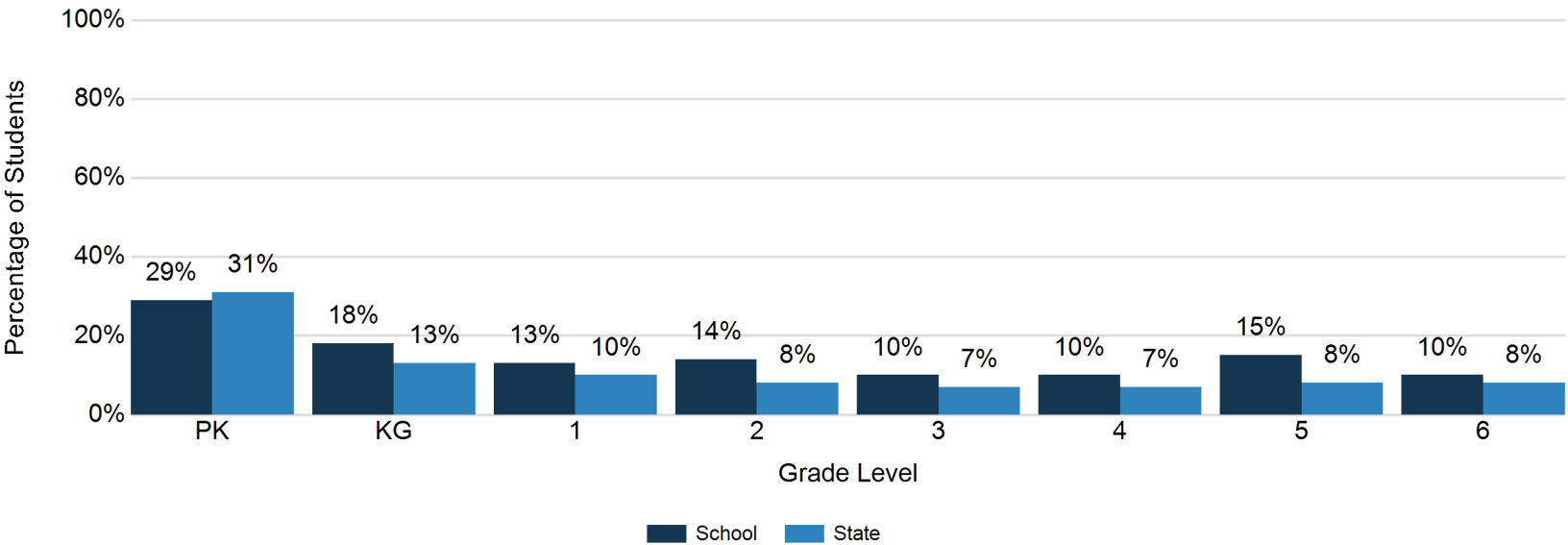
Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

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

Chronic Absenteeism by Grade

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





Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.41

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

\*



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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 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	8:36 AM
Typical End Time	2:53 PM
Length of School Day	6 Hrs 17 Mins
Full Time - Instructional Time	5 Hrs 7 Mins
Shared Time - Instructional Time	5 Hrs. 7 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.3:1



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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

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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	86.0%	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	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	365:1	169:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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

**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	48.2%	86.0%	100.0%	48.4%	77.1%	54.9%
Male	51.8%	14.0%	0.0%	51.6%	22.9%	45.1%
White	11.2%	74.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	54.7%	16.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.9%	8.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.5%	2.0%	100.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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

Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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%



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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

Per-Pupil Expenditures by Source

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

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

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

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

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



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Franklin Elementary School  
 (39-4290-080)  
 Grades Offered: PK-06  
 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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.9%	41.4%	46.1%
Math Proficiency	28.8%	31.8%	26.0%
ELA Growth	57	53	62
Math Growth	40	51	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.1%	56.6%
Chronic Absenteeism	10.0%	12.5%	13.0%

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



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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

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.



Franklin Elementary School  
 (39-4290-080)  
 Grades Offered: PK-06  
 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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>• Leader in Me School-Implementation of the 7 Habits of Highly Effective People 100% Classdojo connected-Forming strong school-home connections Individualized student reading goals</li> <li>• Concerts, Awards Celebrations, Dances</li> <li>• Multicultural Bazaar/Student Lighthouse (Student Government-Pre-K -6) Book Fairs</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>"At Franklin Elementary We Enter As Learners and Leave As Leaders"</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Excellence Awards Ceremony Jersey Cares Partnership STEM grant Bridgebooks Foundation book grant Leader in Me grant Donors Choose Recipient-Mindfulness Space Donors Choose Recipient-Green Screen-Innovative Practices</p>



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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.

Courses, Curriculum, Instruction:	Math in Focus Foss Literacy by Design Achieve 3000/Smarty Ants
Clubs and Activities:	STEM Club Blue and Gold Club Art Club Garden Club Student Government



Franklin Elementary School

(39-4290-080)

Grades Offered: PK-06

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy



\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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

<div>  <div>Before and After School Programs:</div> </div>	<div>Breakfast Program After school programs are provided by Rahway community providers (Rahway Daycare, YMCA, Pumpkin Patch etc)</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Professional development is provided by district supervisors, administrators and out of district consultants. Administrators have an opportunity to attend out of district conferences, institutes and professional development.</div>



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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.

An icon depicting a person with a sunburst above their head and an upward-pointing arrow, symbolizing growth and support.	Student Supports and Services:  Basic Skills Orton Gillingham Strategies Pull Out Resource Small Group Instruction
An icon of an apple with a heart inside, representing health and wellness.	Student Health and Wellness:  Breakfast Program Health and Wellness Workshops
An icon showing two hands shaking, representing partnership and involvement.	Parent and Community Involvement:  Active PTA



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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:	Student Surveys Teacher Surveys
Facilities:	Gymnasium Auditorium Trailer Library 2 Cafeterias
School Safety:	Security Common Area Para who is responsible for conducting safety drills, securing the premises, monitoring the building's front entrance, traffic control etc.



Franklin Elementary School  
(39-4290-080)  
Grades Offered: PK-06  
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.

Technology and STEM:	V-Labs STEM club
Early Childhood Education:	Full Day Pre-School



**Grover Cleveland Elementary School**  
(39-4290-090)  
Grades Offered: PK-06  
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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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	Union
District	Rahway Public School District
Principal Name	Mr. Al Giambrone
Address	486 E MILTON AVE RAHWAY, NJ 07065-5202
Phone Number	732-396-1040
Email Address	<a href="mailto:agiambrone@rahway.net">agiambrone@rahway.net</a>
Website	<a href="https://www.rahway.net/Domain/9">https://www.rahway.net/Domain/9</a>



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

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	63	69	59
KG	64	64	67
1	68	62	64
2	66	63	65
3	73	64	64
4	80	76	62
5	81	85	78
6	60	77	86
Total	555	560	545

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%	49.3%	51.2%
Male	52.8%	50.7%	48.8%
Economically Disadvantaged Students	63.4%	62.9%	62.7%
Students with Disabilities	15.0%	15.8%	13.1%
English Learners	11.2%	10.5%	11.7%
Homeless Students	0.2%	0.2%	0.4%
Students in Foster Care	0.4%	0.4%	0.5%
Military-Connected Students	0.2%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.4%	5.1%	4.2%
Hispanic	32.8%	33.3%	34.4%
Black or African American	51.0%	50.7%	50.5%
Asian	3.6%	3.7%	2.7%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.2%	0.4%	0.4%
Two or More Races	6.5%	6.2%	7.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	60	39	1
PK - Full Day	3	30	58
KG - Half Day	0	0	0
KG - Full Day	64	64	67

Enrollment by Home Language

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

Home Language	% of Students
English	77.6%
Spanish	16.4%
Portuguese	1.1%
Other Languages	4.9%



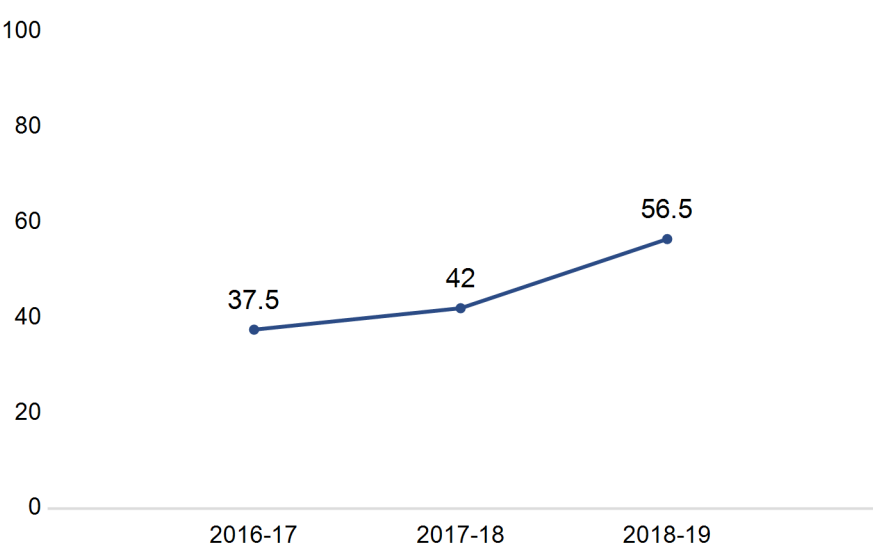
Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

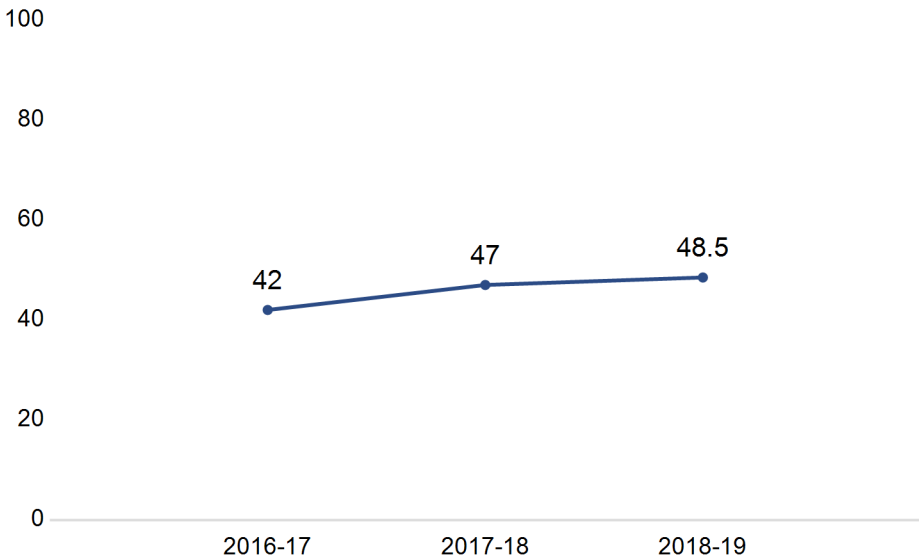
Student Growth Trends and Progress

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	37.5	42	56.5	42	47	48.5
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56.5	50	50	Met Standard	48.5	43	50	Met Standard
White	*	57	50	**	*	49	52	**
Hispanic	51.5	49	49	Met Standard	51	43	47	Met Standard
Black or African American	54	47	45	Met Standard	43	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	71	60	49	Exceeds Standard	39.5	39	52	Not Met
Female	59	52	53	N	50	43	50	N
Male	49	47	47	N	47	44	51	N
Economically Disadvantaged Students	59	50	48	Met Standard	47	43	46	Met Standard
Students with Disabilities	38.5	40	43	Not Met	44.5	39	45	Met Standard
English Learners	59	60	52	Met Standard	47	45	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

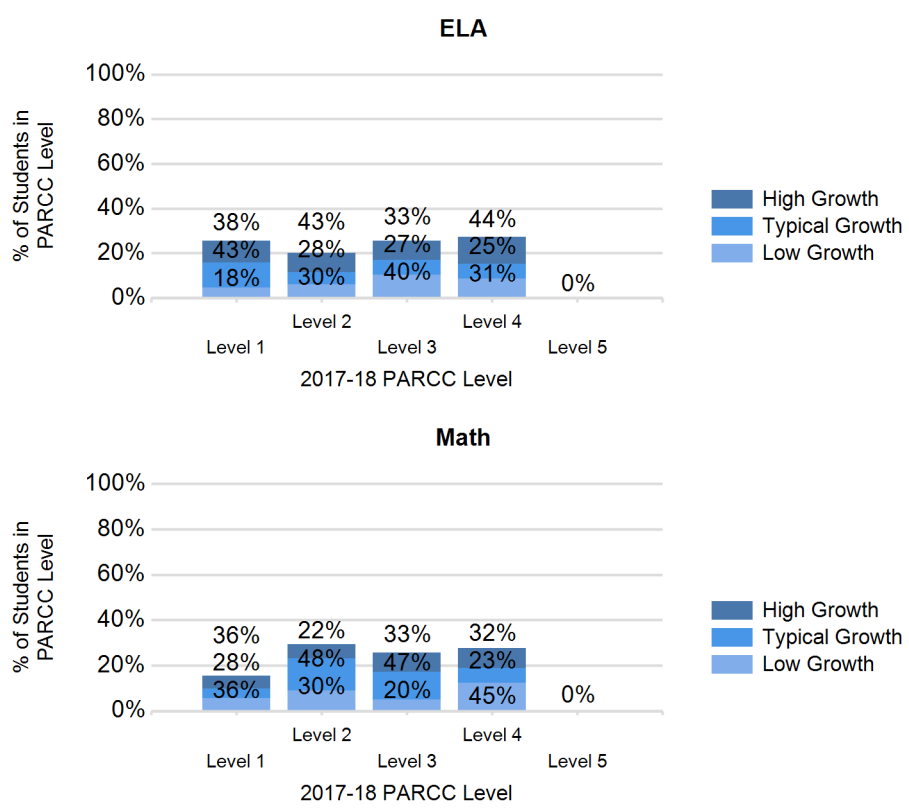
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

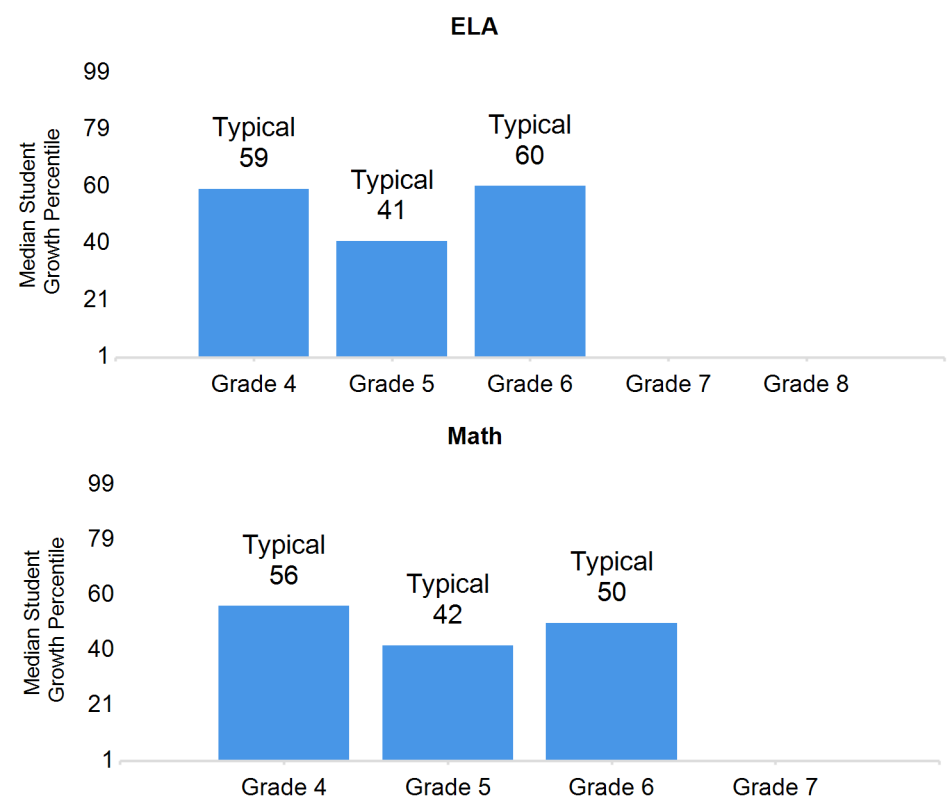
Student Growth by Performance Level

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.





Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

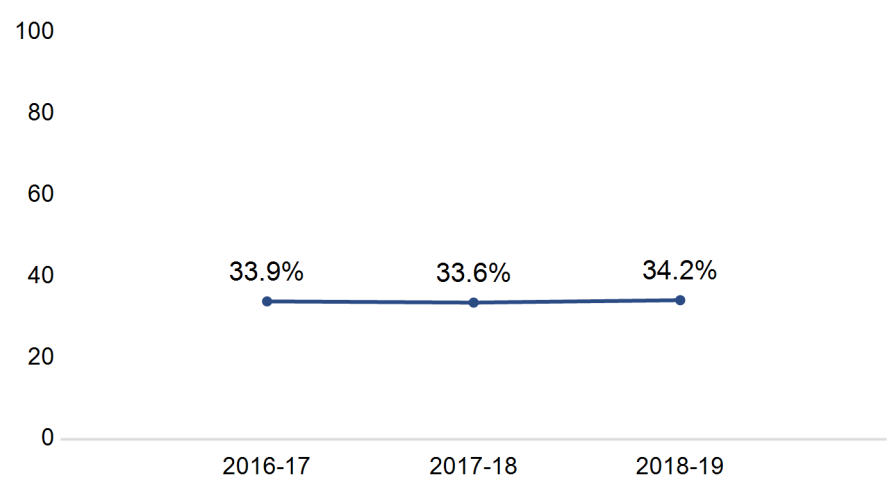
2018-2019

**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

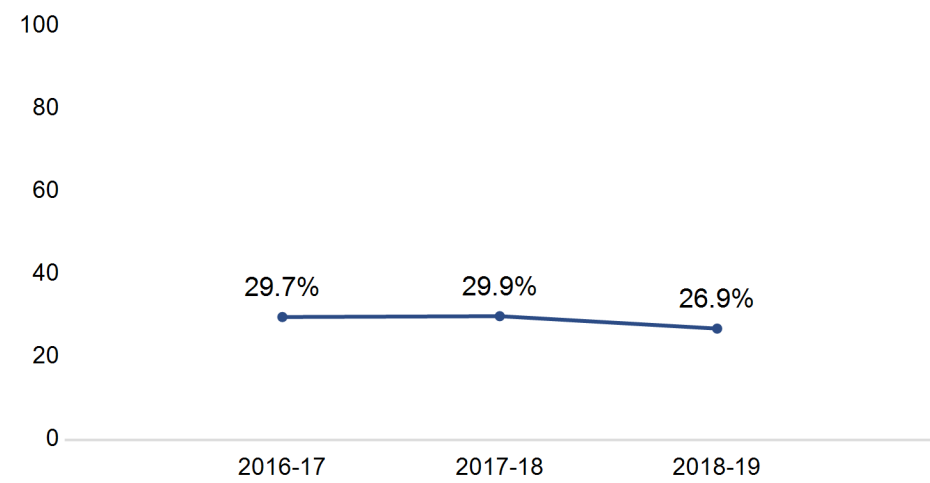
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.7%	99.7%	99.4%	99.7%	99.7%
Proficiency Rate for Federal Accountability	33.9%	33.6%	34.2%	29.7%	29.9%	26.9%
Annual Target	40.3%	42.4%	44.5%	37.3%	39.6%	41.8%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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	310	99.7	34.2	43.0	57.9	34.2	44.5	Not Met
White	11	91.7	45.5	55.8	66.9	43.9	**	**
Hispanic	111	100.0	32.4	42.1	43.9	32.4	41.8	Not Met
Black or African American	153	100.0	30.7	36.5	38.5	30.7	44.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	45.5	64.4	82.9	45.5	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	24	100.0	54.2	56.5	64.4	54.2	49.4	Met Target
Female	150	99.4	40.7	51.1	64.8	40.7		
Male	160	100.0	28.1	35.9	51.3	28.1		
Economically Disadvantaged Students	210	99.5	31.9	38.6	40.0	31.9	39	Not Met
Non-Economically Disadvantaged Students	100	100.0	39.0	48.5	67.9	39.0		
Students with Disabilities	51	100.0	*	13.5	22.7	*	20.2	Not Met
Students without Disabilities	259	99.6	*	49.2	65.1	*		
English Learners	59	100.0	22.0	33.8	29.3	22.0	34.4	Not Met
Non-English Learners	251	99.6	37.1	44.6	60.6	37.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	23.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

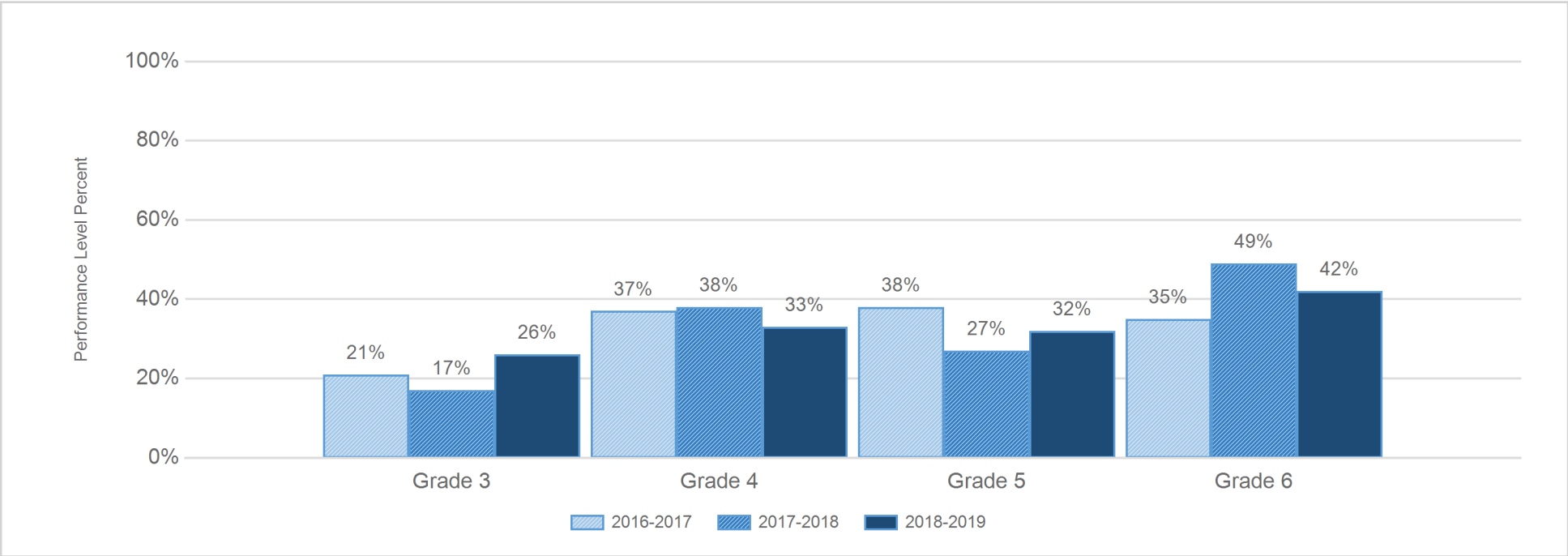


Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

**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.





Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	728	736	748	21%	21%	31%	26%	0%	26%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	35	736	737	734	*	*	34%	31%	0%	31%	36%
Black or African American	25	716	729	731	*	*	*	*	*	12%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	40	730	738	753	*	*	30%	*	*	33%	55%
Male	30	727	733	743	*	*	33%	*	*	17%	46%
Economically Disadvantaged Students	46	720	730	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	24	745	744	759	*	*	*	*	*	38%	61%
Students with Disabilities	*	*	706	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	21	714	721	713	*	*	*	*	*	*	17%
Non-English Learners	49	734	739	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	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	736	743	755	*	28%	28%	*	*	33%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	20	735	742	743	*	*	*	*	*	25%	44%
Black or African American	36	732	736	739	*	36%	*	28%	0%	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	769	762	*	*	*	*	*	*	64%
Female	37	742	749	760	*	*	*	*	*	43%	62%
Male	32	729	738	750	*	*	*	*	*	22%	53%
Economically Disadvantaged Students	45	737	739	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	24	735	749	765	*	*	*	*	*	33%	69%
Students with Disabilities	12	705	*	725	*	*	*	*	*	*	25%
Students without Disabilities	57	743	*	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	734	743	756	11%	32%	25%	*	*	32%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	27	745	744	743	*	*	*	*	*	41%	44%
Black or African American	55	728	738	739	*	35%	*	27%	0%	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	34	733	750	761	*	38%	*	*	*	32%	64%
Male	54	734	738	750	*	28%	*	*	*	31%	52%
Economically Disadvantaged Students	63	734	739	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	25	733	749	766	*	*	*	*	*	40%	69%
Students with Disabilities	12	700	*	724	*	*	*	*	*	*	23%
Students without Disabilities	76	739	*	762	*	*	*	*	*	*	65%
English Learners	*	*	721	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	742	747	754	13%	19%	26%	*	*	42%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	28	738	743	743	*	*	*	*	*	36%	43%
Black or African American	44	740	742	738	*	25%	*	*	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	12	759	762	760	0%	0%	*	*	*	50%	64%
Female	39	753	753	762	*	*	*	*	*	56%	64%
Male	50	733	741	748	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	61	740	742	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	28	747	753	763	*	*	*	*	*	43%	67%
Students with Disabilities	14	702	*	722	*	*	*	*	*	*	19%
Students without Disabilities	75	749	*	761	*	*	*	*	*	*	64%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	748	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Grover Cleveland Elementary School**  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	312	99.7	26.9	25.2	44.5	26.9	41.8	Not Met
White	11	91.7	45.5	38.6	54.1	43.9	**	**
Hispanic	112	100.0	28.6	*	28.8	28.6	44.6	Not Met
Black or African American	153	100.0	21.6	21.4	23.0	21.6	40.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	33.3	*	76.5	33.3	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	24	100.0	41.7	28.2	53.3	41.7	49.4	Met Target†
Female	152	99.4	26.3	24.6	44.9	26.3		
Male	160	100.0	27.5	25.7	44.2	27.5		
Economically Disadvantaged Students	210	99.5	26.2	*	26.3	26.2	38.8	Not Met
Non-Economically Disadvantaged Students	102	100.0	28.4	*	54.9	28.4		
Students with Disabilities	51	100.0	*	*	17.4	*	15.2	Met Target†
Students without Disabilities	261	99.6	*	*	50.0	*		
English Learners	61	100.0	18.0	18.8	25.0	18.0	41.7	Not Met
Non-English Learners	251	99.6	29.1	26.4	46.5	29.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	15.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

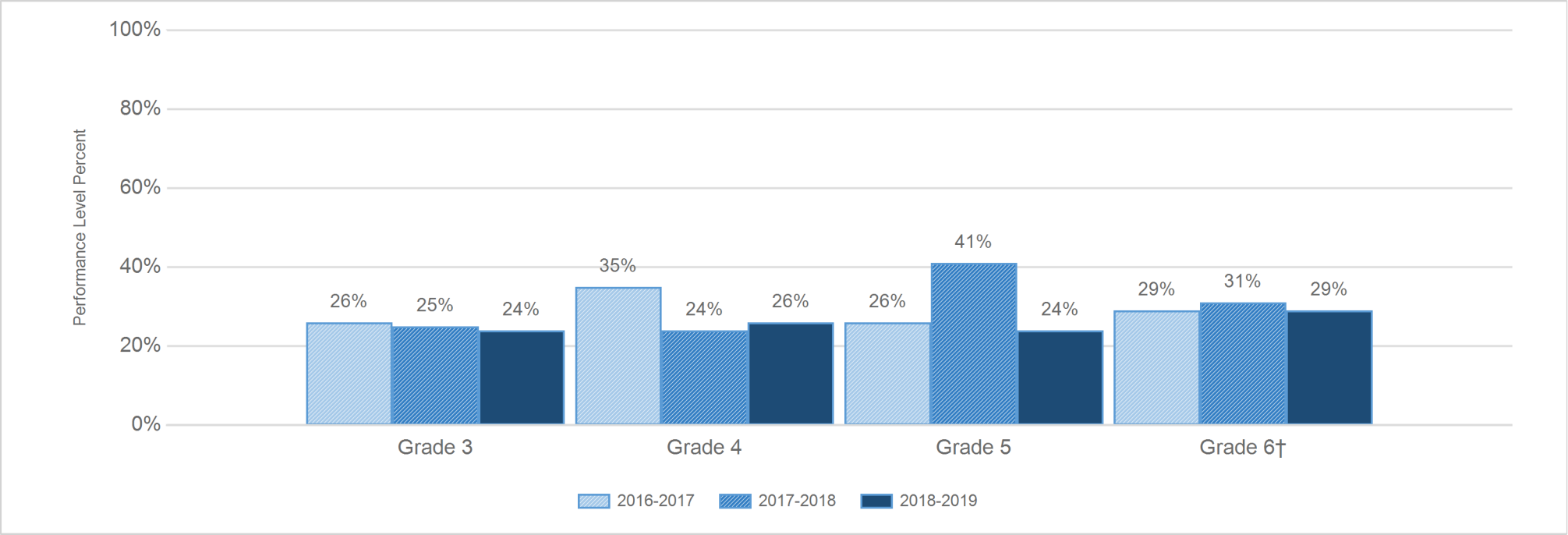


Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



**Grover Cleveland Elementary School**  
 (39-4290-090)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	733	741	752	14%	26%	36%	*	*	24%	55%
White	*	*	758	760	*	*	*	*	*	*	66%
Hispanic	35	734	740	739	*	29%	34%	*	*	26%	40%
Black or African American	25	724	735	735	*	*	40%	*	*	16%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	40	730	738	751	*	*	30%	*	*	25%	54%
Male	30	736	744	752	*	*	43%	*	*	23%	56%
Economically Disadvantaged Students	46	728	735	737	*	*	30%	*	*	22%	37%
Non-Economically Disadvantaged Students	24	742	750	761	*	*	46%	*	*	29%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	21	723	723	728	*	*	*	*	*	*	26%
Non-English Learners	49	737	745	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	729	736	749	17%	27%	30%	26%	0%	26%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	21	728	735	737	*	*	*	*	*	19%	36%
Black or African American	36	722	728	731	*	28%	31%	*	*	17%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	38	729	735	749	*	*	29%	*	*	26%	50%
Male	32	729	736	749	*	*	31%	*	*	25%	52%
Economically Disadvantaged Students	45	729	732	734	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	25	728	740	759	*	*	*	*	*	16%	63%
Students with Disabilities	12	709	*	726	*	*	*	*	*	*	25%
Students without Disabilities	58	733	*	754	*	*	*	*	*	*	56%
English Learners	10	729	726	722	*	*	*	*	*	10%	18%
Non-English Learners	60	729	737	751	*	*	*	*	*	28%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	88	729	733	747	11%	34%	31%	24%	0%	24%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	27	734	732	735	*	*	*	*	*	33%	30%
Black or African American	55	726	729	729	*	42%	27%	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	34	728	735	747	*	44%	*	*	*	24%	47%
Male	54	730	731	747	*	28%	*	*	*	24%	47%
Economically Disadvantaged Students	63	729	731	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	25	731	735	757	*	*	*	*	*	28%	59%
Students with Disabilities	12	711	*	725	*	*	*	*	*	*	19%
Students without Disabilities	76	732	*	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	734	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	90	729	729	741	13%	33%	24%	29%	0%	29%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	28	730	728	729	*	*	*	*	*	32%	24%
Black or African American	44	726	723	722	*	41%	*	27%	0%	27%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	12	736	732	747	*	*	*	*	*	25%	48%
Female	40	731	731	742	*	35%	*	30%	0%	30%	42%
Male	50	727	727	740	*	32%	*	28%	0%	28%	40%
Economically Disadvantaged Students	61	727	724	726	*	31%	*	*	*	28%	21%
Non-Economically Disadvantaged Students	29	733	734	750	*	38%	*	*	*	31%	53%
Students with Disabilities	14	706	*	716	*	*	*	*	*	*	12%
Students without Disabilities	76	733	*	746	*	*	*	*	*	*	46%
English Learners	*	*	697	709	*	*	*	*	*	*	*
Non-English Learners	*	*	730	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	81.8%	18.2%
3-4	22	*	*
5 or more	20	80.0%	20.0%



# Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

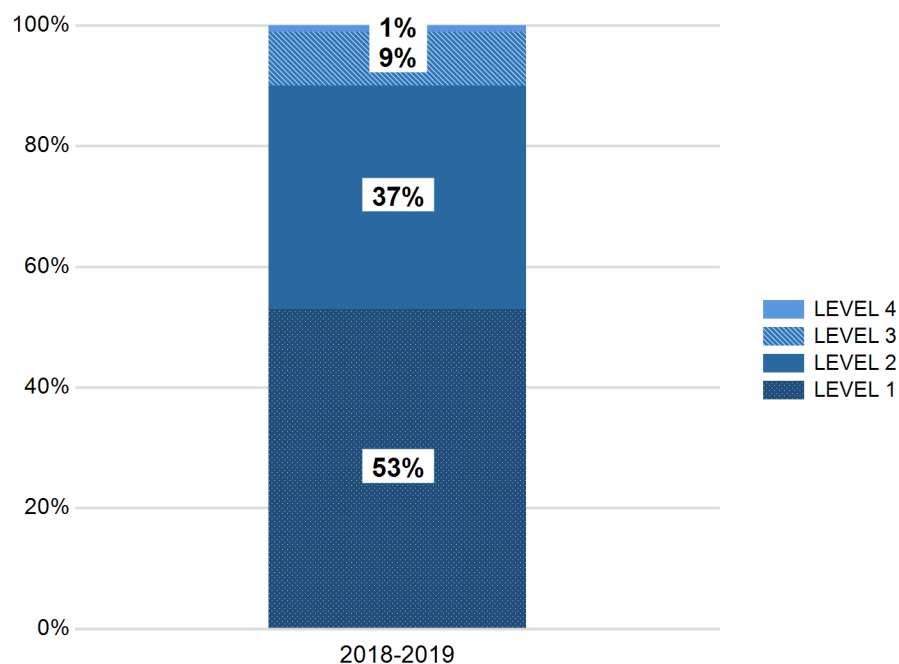
N No Data is available to display

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

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
<b>Schoolwide</b>	53	37	9	1
White	*	*	*	*
Hispanic	39	43	14	4
Black or African American	60	33	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	41	3	0
Male	51	35	13	2
Economically Disadvantaged Students	58	31	9	2
Non-Economically Disadvantaged Students	40	52	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

2018-2019

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

Student 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.

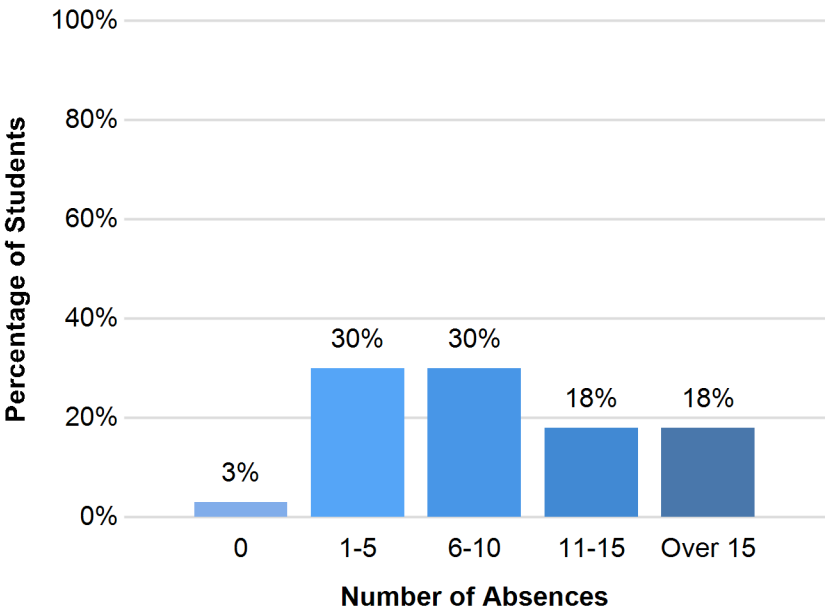
Chronic Absenteeism

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	77	14.3	8.8	Not Met
White	5	27.8	**	**
Hispanic	19	10.4	8.8	Not Met
Black or African American	43	15.4	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	10	25.0	8.8	Not Met
Female	43	16.2		
Male	34	12.5		
Economically Disadvantaged Students	54	15.0	8.8	Not Met
Students with Disabilities	20	26.7	8.8	Not Met
English Learners	11	12.8	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





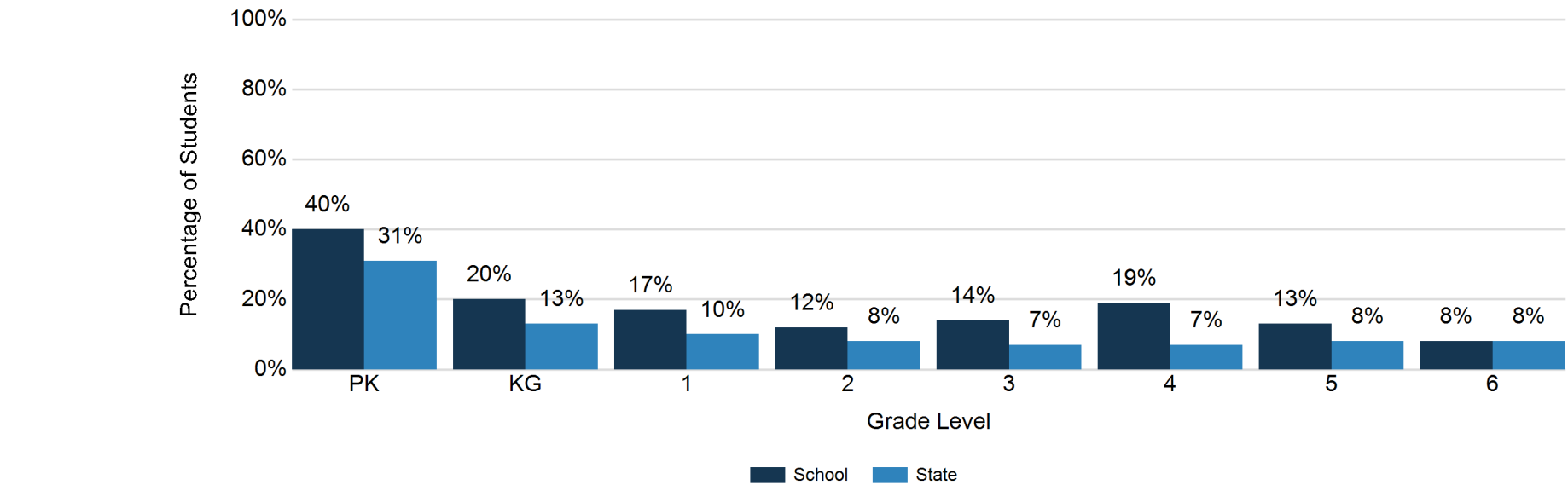
Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

Student 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.





Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.18

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

13



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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 Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 7 Mins
Shared Time - Instructional Time	5 Hrs. 7 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	1.7:1



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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

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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	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	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	275:1	169:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

**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	51.2%	88.6%	50.0%	48.4%	77.1%	54.9%
Male	48.8%	11.4%	50.0%	51.6%	22.9%	45.1%
White	4.2%	84.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	34.4%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	50.5%	6.8%	50.0%	15.0%	6.6%	13.9%
Asian	2.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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

Key terms for staff data:

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

**Teachers:** All classroom teachers

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

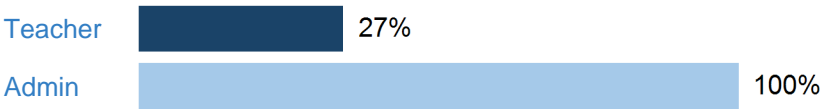
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	96.6%



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

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.



Grover Cleveland Elementary School

(39-4290-090)

Grades Offered: PK-06

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.9%	33.6%	34.2%
Math Proficiency	29.7%	29.9%	26.9%
ELA Growth	38	42	56
Math Growth	42	47	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.3%	50.9%
Chronic Absenteeism	10.5%	15.0%	14.3%

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



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

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.



Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Grover Cleveland School annually celebrates Hispanic Heritage Month and Black History Month, with an emphasis on cultural awareness.</li> <li>The Principal"s Club is an opportunity for students to be recognized each marking period for their achievements.</li> <li>Performing and fine arts are enhanced through a school-based art club, drama club, strings program and Gator band.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Grover Cleveland teachers and support staff offer our students every opportunity to achieve the academic, technological, social, physical and emotional skills necessary to reach their greatest potential. As a Professional Development School in partnership with Kean University. Grover Cleveland provide"s teachers and student intern"s opportunities to advance their teaching skills.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>During the 2018-2019 school year, a Grover Cleveland student was selected for the prestigious Rahway's Finest Award. Several staff members received an award for their dedication and service to our students from a community based organization (Rights of Passage). Our student government program has been recognized several times for their outstanding charitable works (STARS). The upcoming school year will be the first year of a three year grant from NJPAC. Sixty of our third, forth and fifth grade students preformed the Disney production of Jungle Book. For the 2019 2020 school year we are looking forward to "Frozen Kids".</p>





Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Our preschool program uses the High Scope curriculum; grades K - 6 utilize the Math in Focus program along with Writers Workshop and Literacy by Design. Cleveland school features a model classroom, gifted and talented program, and a rigorous technology curriculum. Our science program uses FOSS kits for grade K-6. Homework is assigned every evening in the major subjects and posted on the teacher's web page. Our itinerant classes include the following: physical education, art, music and library.</p>
 <p>Clubs and Activities:</p>	<p>Grover Cleveland offers the following: drama club, art club, chess club, broadcasting club, Gator Girls and chorus. In addition, we have a school band, strings and offer instrumental lessons. During the 2018-2019 school year, our students performed, "Jungle Book". The school has a student government program called STARS (Students Taking Action Result in Success) &amp; a character education program that rewards positive behavior (ROAR). In addition, we have a school safety patrol program. Our school safety program now attends evening events to help translate for the Spanish speaking parents of our school community.</p>





Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>  <div>Before and After School Programs:</div> </div>	<p>The following programs are available before or after school and are located within the community: Union County YMCA, DASH, Pumpkin Patch, Rahway JFK Center, Rahway Day Care, Union County Dance Center and Tiger Martial Arts.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Professional Development covered the following pedagogy: Gang Awareness Training, Math Enrichment, I&amp;RS, Suicide Prevention, Literacy by Design. Several teachers are being trained in the Orton Gillingham methods of instruction. PLCs are designed to support reading strategies, vocabulary, and technology and math enrichment. In addition, PD is shared during the year at faculty meetings. Teachers who attend workshops are encouraged to turnkey strategies. Data driven instruction continues to be a main focus at Grover Cleveland</p>






Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Our English as a Second Language students receive services as determined by the WIDA assessment. There are two ESL teachers to provide support. The school has 4 Special Education teachers that provide resource room support and inclusion support at the various grade levels. Our Basic Skills program targets reading that serves grades K - 4. The school has adopted the Achieve 3000 and Smarty Ants reading programs to help serve these students.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is offered each day. The physical education teacher strengthens and builds endurance during class while promoting good character and sportsmanship. In years past, we have collaborated with the YMCA to target healthy eating and living habits by offering a variety of healthy snacks and beverages. Our school nurse provides the following programs to students and staff: medical minute, puberty workshop, dental hygiene, playground safety, germ awareness, EpiPen and CPR training. Led by our nurse, our crisis response team has been called upon several times to come to the aid of both our students and staff.</p>
 <div>Parent and Community Involvement:</div>	<p>Grover Cleveland has an active PTA. Meetings are held once a month and various activities occur throughout the year such as fundraising events, mother/son dance, father/daughter dance, Dunkin with Dads and a school walk-a-thon that the PTA supports. Parents have access to our Power School system in which they can access student grades, progress reports and report cards.</p>





Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Facilities:</div>	<p>The original structure was built in 1928. Since that time the school has been renovated twice. In 2003, a preschool and kindergarten wing was added to the building. The most recent renovation was completed in 2012. This addition features a state of the art media center, band room, cafeteria expansion and central HVAC units. Each classroom in the original structure is equipped with a window air conditioning unit.</p>
 <div>School Safety:</div>	<p>School safety is one of our top priorities. The school crisis team is led by the school administration. Safety drill procedures are conducted monthly along with various health and wellness workshops. Cleveland School provides a safe and inclusive school setting which addresses the physical, emotional, and intellectual aspects of being a student. Respect, dignity, and responsible citizenship are embraced by the entire staff. This year the district hired a common area paraprofessional to assist with security.</p>





Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	<p>Each classroom is equipped with a SMART board. Chrome books are available for most of our classes to use for instruction. Students are also provided with a technology class bi-weekly. Power School is the technology platform that provides parents with access to student grades, progress reports and report cards. All teachers have a class web page. Cleveland school offers a full range of curricular and extra-curricular STEM options for its students in all grades. In addition to a STEM club that meets weekly for our sixth grade students.</p>
 <div>Early Childhood Education:</div>	<p>We have an early childhood education program that follows the High Scope curriculum for 4 year olds.</p>




Grover Cleveland Elementary School  
(39-4290-090)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div></div> <div>Other Information</div>	<p>Grover Cleveland is a community based school in Rahway, NJ, that serves approximately 500 students. We are a Title 1 school. Our doors open at 8:00 am daily to serve breakfast. We operate on a block school schedule and grades 5 and 6 are departmentalized. We have a diverse student population and approximately 100 staff members on board. We have an early childhood education program that follows the High Scope curriculum for 4 year old students. Each classroom is equipped with a SMART board. Chrome books are available for most of our classes to use for instruction. Students in grades kindergarten through second grade meet weekly with the technology teacher to strengthen their computer skills. Students in grades three through six work cooperatively with their teacher and the technology teacher to work on a special projects. Power School is the technology platform that provides parents with access to student grades, progress reports and report cards. All teachers have a class web page. Homework and class information is posted weekly. The School Improvement Panel team (ScIP) is an important part of mentoring our new teachers and driving the school's professional development. School safety is one of our top priorities. The school crisis team is led by school administration. Safety drill procedures are conducted monthly along with various health and wellness workshops. The Grover Cleveland school community looks forward to our annual celebrations of Hispanic Heritage and African American History. Each October and February the school collaborates with community leaders to make this celebration successful. We further embrace the arts with bi-annual concerts highlighting our student musicians and school chorus. Cleveland school offers a full range of curricular and extra-curricular STEM options for its students in all grades. A “V” lab is offered to all of the science teachers to help supplement instruction, it is something the students look forward too.</p>
--	---



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
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	Union
District	Rahway Public School District
Principal Name	Mrs. Arina Robinson
Address	944 MADISON AVE RAHWAY, NJ 07065-1803
Phone Number	732-396-1070
Email Address	<a href="mailto:arobinson@rahway.net">arobinson@rahway.net</a>
Website	<a href="https://www.rahway.net/madison">https://www.rahway.net/madison</a>



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
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

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	24	30	30
KG	44	41	49
1	34	43	42
2	40	33	48
3	57	45	35
4	54	56	41
5	56	51	58
6	53	55	55
Total	362	354	358

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

Student Group	2016-17	2017-18	2018-19
Female	46.7%	44.8%	46.1%
Male	53.3%	55.2%	53.9%
Economically Disadvantaged Students	39.2%	33.6%	33.8%
Students with Disabilities	10.5%	10.9%	11.5%
English Learners	7.2%	4.5%	4.7%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.3%	0.0%	0.3%
Military-Connected Students	0.3%	1.1%	0.8%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	28.2%	28.3%	24.6%
Hispanic	39.8%	42.0%	44.1%
Black or African American	26.5%	23.5%	24.6%
Asian	2.8%	2.8%	2.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.5%	3.1%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	24	0	0
PK - Full Day	0	30	30
KG - Half Day	0	0	0
KG - Full Day	44	41	49

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	80.7%
Spanish	13.7%
Polish	1.1%
Portuguese	1.1%
Other Languages	3.4%



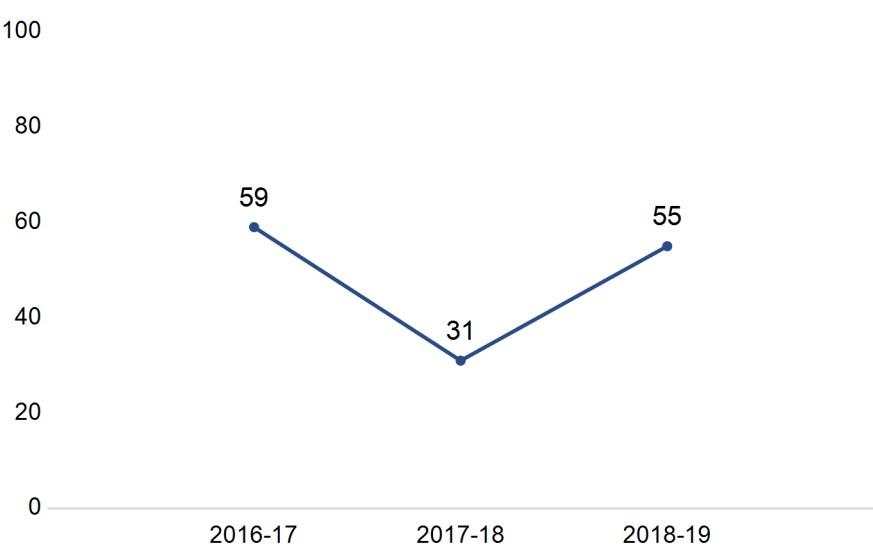
**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

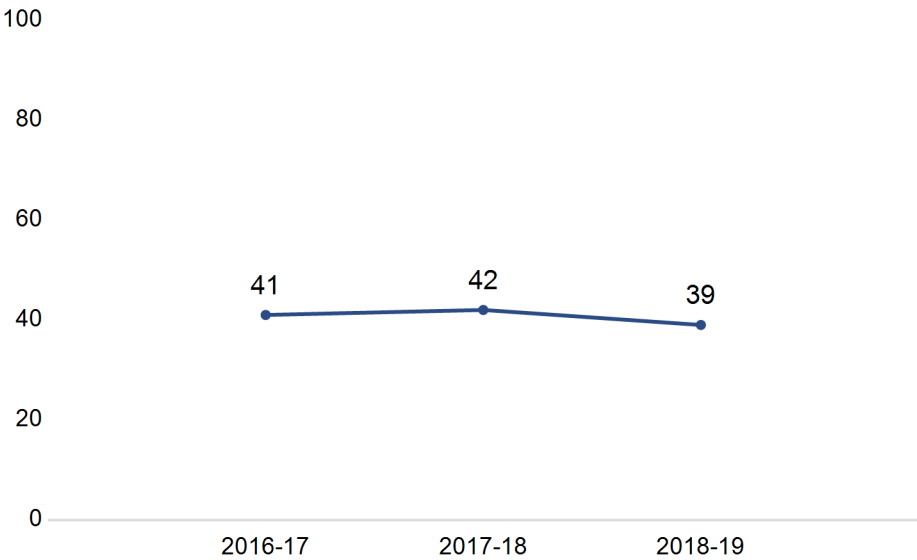
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	31	55	41	42	39
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	50	50	Met Standard	39	43	50	Not Met
White	69.5	57	50	Exceeds Standard	50	49	52	Met Standard
Hispanic	50	49	49	Met Standard	46.5	43	47	Met Standard
Black or African American	55	47	45	Met Standard	29	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	51.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	60	49	**	*	39	52	**
Female	52.5	52	53	N	39	43	50	N
Male	58	47	47	N	40	44	51	N
Economically Disadvantaged Students	54	50	48	Met Standard	39	43	46	Not Met
Students with Disabilities	37	40	43	**	39.5	39	45	**
English Learners	61	60	52	Exceeds Standard	53	45	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

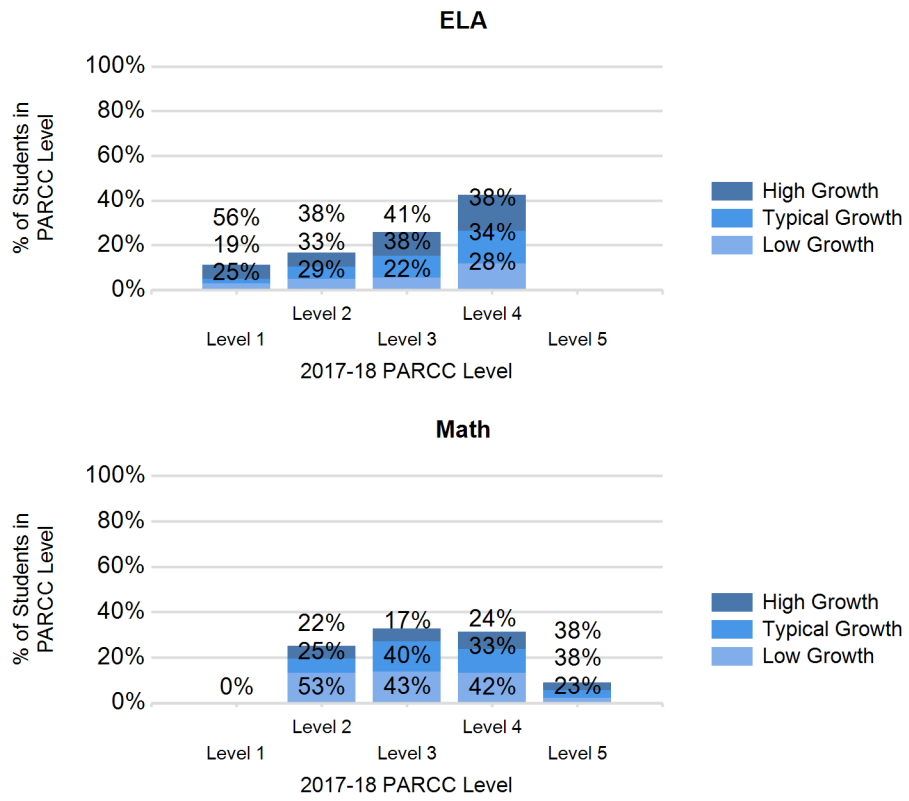
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

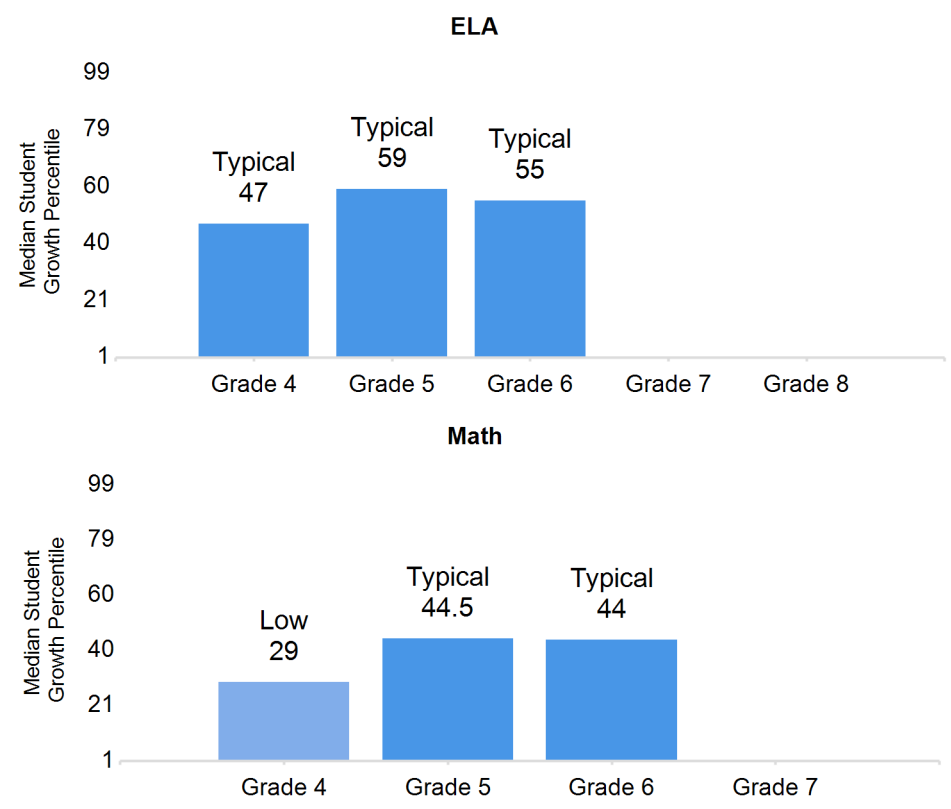
Student Growth by Performance Level

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.



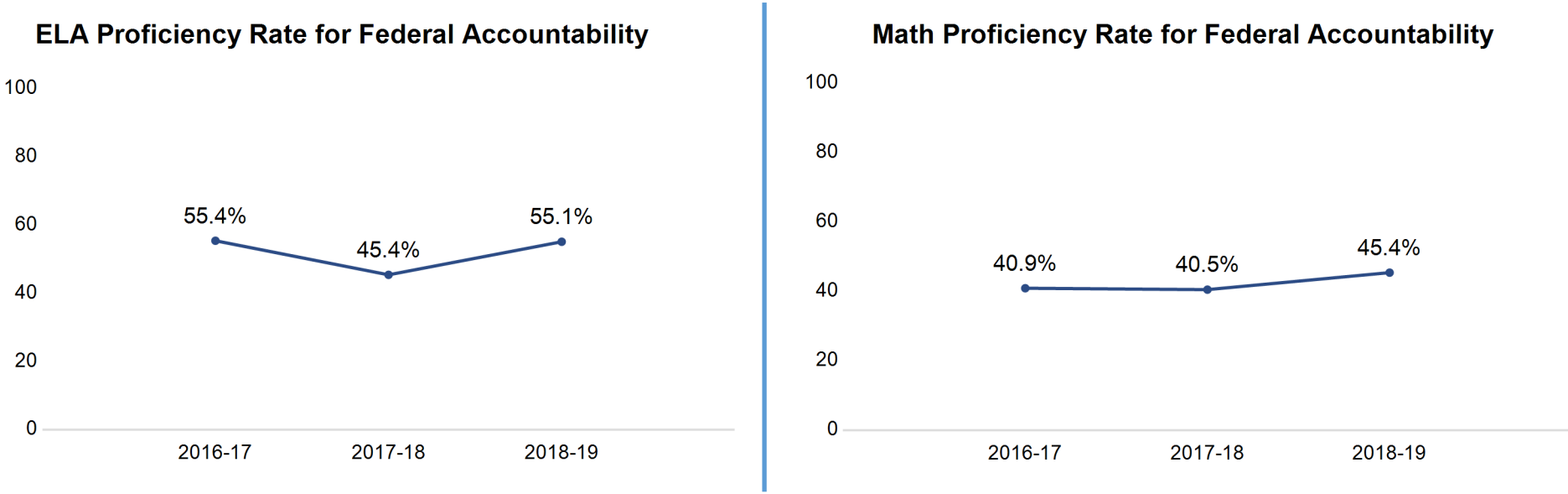


**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

**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 and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	100.0%	100.0%	99.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	55.4%	45.4%	55.1%	40.9%	40.5%	45.4%
Annual Target	54.0%	55.3%	56.7%	39.5%	41.7%	43.8%
Met Annual Target?	Met Target	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.



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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	185	100.0	55.1	43.0	57.9	55.1	56.7	Met Target†
White	40	100.0	72.5	55.8	66.9	72.5	65	Met Target
Hispanic	79	100.0	53.2	42.1	43.9	53.2	51.2	Met Target
Black or African American	53	100.0	41.5	36.5	38.5	41.5	47	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	56.5	64.4	*	**	**
Female	85	100.0	58.8	51.1	64.8	58.8		
Male	100	100.0	52.0	35.9	51.3	52.0		
Economically Disadvantaged Students	77	100.0	51.9	38.6	40.0	51.9	49.7	Met Target
Non-Economically Disadvantaged Students	108	100.0	57.4	48.5	67.9	57.4		
Students with Disabilities	21	100.0	23.8	13.5	22.7	23.8	30.5	Met Target†
Students without Disabilities	164	100.0	59.1	49.2	65.1	59.1		
English Learners	32	100.0	59.4	33.8	29.3	59.4	48.7	Met Target
Non-English Learners	153	100.0	54.2	44.6	60.6	54.2		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	23.1	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

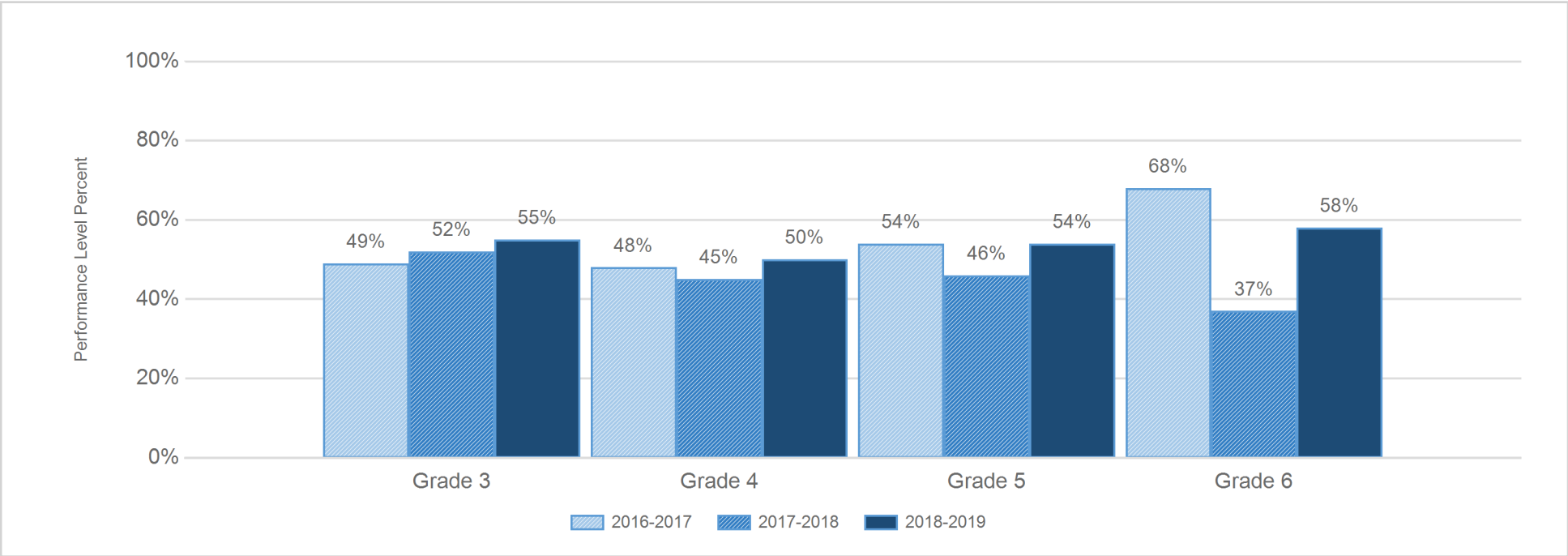


**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

**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.





**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 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	749	736	748	*	*	25%	*	*	55%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	21	745	737	734	*	*	*	52%	0%	52%	36%
Black or African American	10	748	729	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	17	740	738	753	*	*	*	*	*	41%	55%
Male	23	755	733	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	17	746	730	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	23	751	744	759	*	*	*	*	*	57%	61%
Students with Disabilities	*	*	706	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	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	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	754	743	755	*	*	33%	*	*	50%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	23	755	742	743	*	*	*	*	*	48%	44%
Black or African American	10	740	736	739	0%	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	769	762	N	N	N	N	N	N	64%
Female	17	751	749	760	*	*	*	*	*	53%	62%
Male	25	756	738	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	15	748	739	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	27	758	749	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	753	743	756	*	20%	21%	*	*	54%	58%
White	11	774	*	764	0%	*	*	*	*	82%	68%
Hispanic	25	743	744	743	*	*	*	48%	0%	48%	44%
Black or African American	16	751	738	739	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	757	750	761	*	*	*	*	*	59%	64%
Male	27	749	738	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	26	750	739	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	30	756	749	766	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	721	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	750	747	754	*	*	23%	*	*	58%	56%
White	15	754	*	762	0%	*	*	*	*	67%	65%
Hispanic	13	744	743	743	*	*	*	*	*	54%	43%
Black or African American	16	747	742	738	*	*	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	762	760	*	*	*	*	*	*	64%
Female	23	764	753	762	*	*	*	*	*	78%	64%
Male	25	738	741	748	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	20	751	742	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	28	749	753	763	*	*	*	*	*	61%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	748	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	185	100.0	45.4	25.2	44.5	45.4	43.8	Met Target
White	40	100.0	62.5	38.6	54.1	62.5	55.3	Met Target
Hispanic	79	100.0	46.8	*	28.8	46.8	38.9	Met Target
Black or African American	53	100.0	26.4	21.4	23.0	26.4	34.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	28.2	53.3	*	**	**
Female	85	100.0	43.5	24.6	44.9	43.5		
Male	100	100.0	47.0	25.7	44.2	47.0		
Economically Disadvantaged Students	77	100.0	45.5	*	26.3	45.5	37.2	Met Target
Non-Economically Disadvantaged Students	108	100.0	45.4	*	54.9	45.4		
Students with Disabilities	21	100.0	*	*	17.4	*	26.7	Not Met
Students without Disabilities	164	100.0	*	*	50.0	*		
English Learners	32	100.0	53.1	18.8	25.0	53.1	37	Met Target
Non-English Learners	153	100.0	43.8	26.4	46.5	43.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	15.4	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

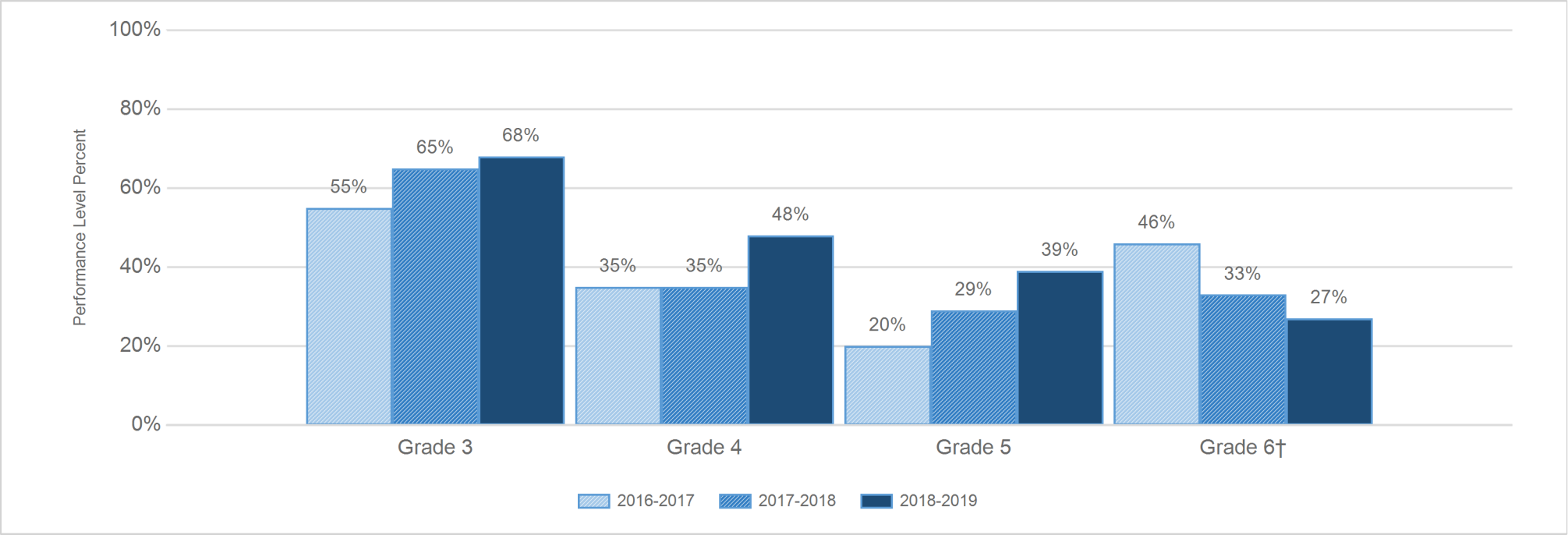


Madison Elementary  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	758	741	752	*	*	*	*	*	68%	55%
White	*	*	758	760	*	*	*	*	*	*	66%
Hispanic	22	756	740	739	*	*	*	*	*	64%	40%
Black or African American	10	756	735	735	0%	*	*	*	*	70%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	18	750	738	751	*	*	*	*	*	56%	54%
Male	23	765	744	752	*	*	*	*	*	78%	56%
Economically Disadvantaged Students	18	755	735	737	*	*	*	*	*	67%	37%
Non-Economically Disadvantaged Students	23	761	750	761	*	*	*	*	*	70%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	723	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	745	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	748	736	749	*	*	33%	*	*	48%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	23	749	735	737	0%	*	*	*	*	48%	36%
Black or African American	10	725	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	753	754	N	N	N	N	N	N	58%
Female	17	740	735	749	*	*	*	*	*	47%	50%
Male	25	753	736	749	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	15	743	732	734	*	*	*	*	*	47%	32%
Non-Economically Disadvantaged Students	27	750	740	759	*	*	*	*	*	48%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	56	739	733	747	*	32%	25%	*	*	39%	47%
White	11	756	*	755	0%	*	*	*	*	64%	58%
Hispanic	25	734	732	735	0%	40%	*	*	*	28%	30%
Black or African American	16	734	729	729	*	*	*	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	740	735	747	*	*	*	*	*	41%	47%
Male	27	738	731	747	*	*	*	*	*	37%	47%
Economically Disadvantaged Students	26	739	731	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	30	740	735	757	*	*	*	*	*	37%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	734	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	48	729	729	741	*	40%	25%	*	*	27%	41%
White	15	736	*	749	*	*	*	*	*	40%	51%
Hispanic	13	724	728	729	*	*	*	*	*	31%	24%
Black or African American	16	724	723	722	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	732	747	*	*	*	*	*	*	48%
Female	23	734	731	742	*	*	*	*	*	30%	42%
Male	25	724	727	740	*	*	*	*	*	24%	40%
Economically Disadvantaged Students	20	726	724	726	*	*	*	*	*	25%	21%
Non-Economically Disadvantaged Students	28	731	734	750	*	*	*	*	*	29%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	697	709	*	*	*	*	*	*	*
Non-English Learners	*	*	730	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	81.8%	**	**

† 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	*	*	*



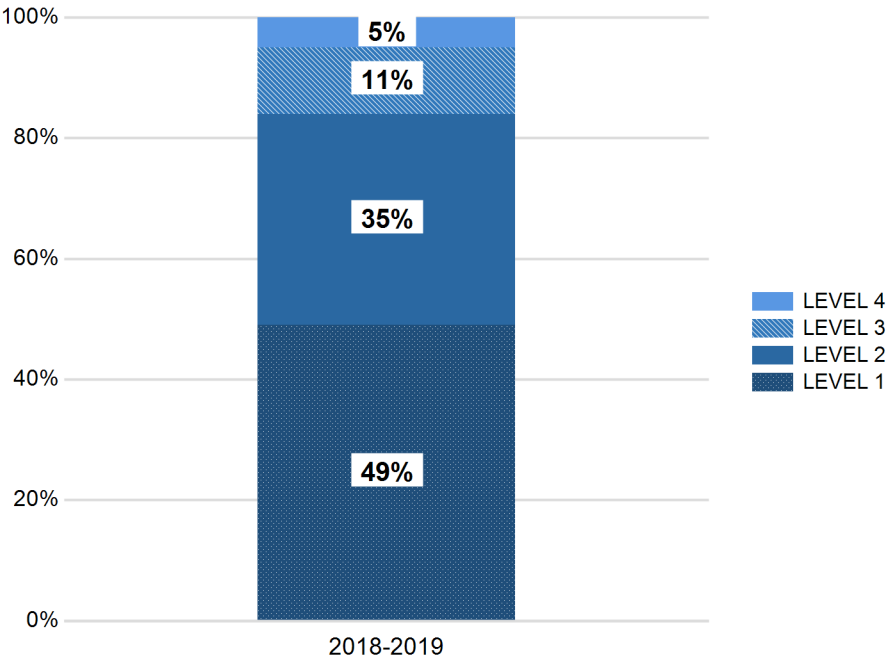
**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

**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

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	35	11	5
White	27	36	27	9
Hispanic	58	33	4	4
Black or African American	56	31	6	6
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	45	41	10	3
Male	54	27	12	8
Economically Disadvantaged Students	48	36	12	4
Non-Economically Disadvantaged Students	50	33	10	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	*	*	*	*
Migrant Students	N	N	N	N



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

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

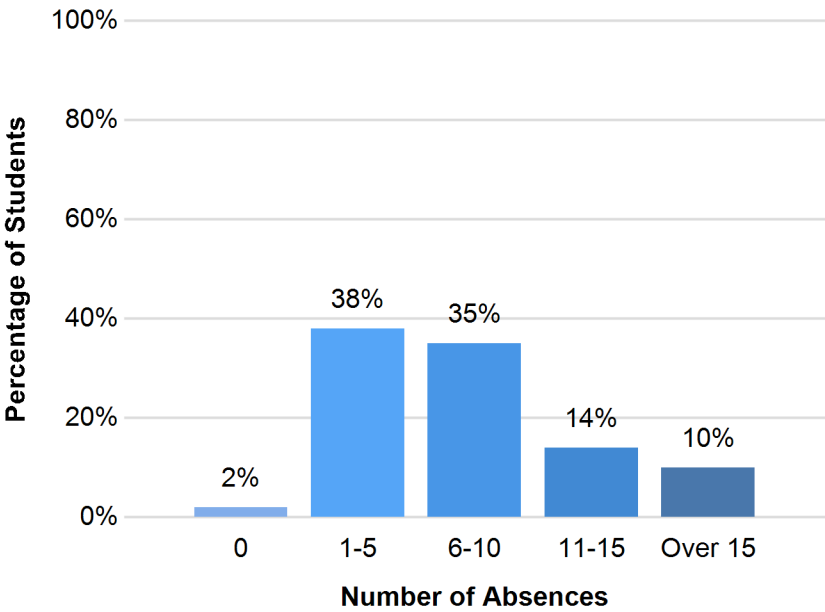
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	6.1	8.8	Met
White	3	3.5	8.8	Met
Hispanic	9	5.8	8.8	Met
Black or African American	6	7.2	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	5.6		
Male	12	6.5		
Economically Disadvantaged Students	9	7.6	8.8	Met
Students with Disabilities	6	12.0	8.8	Not Met
English Learners	1	3.8	8.8	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





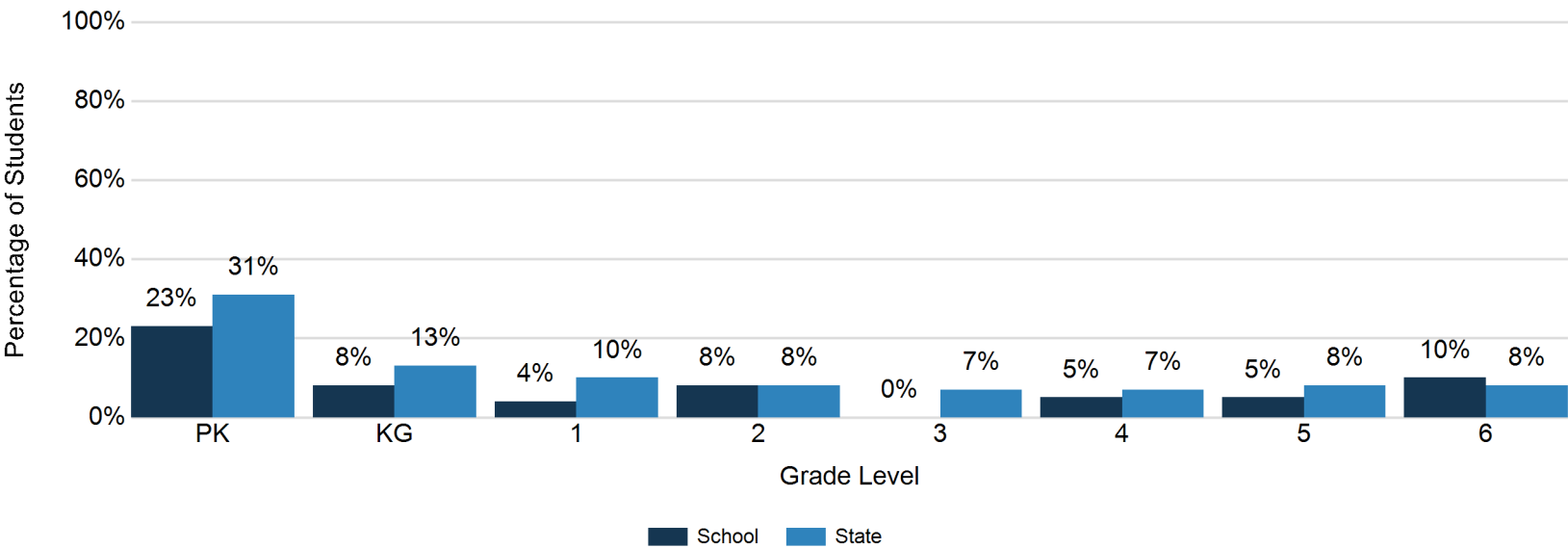
Madison Elementary  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

Student 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.





**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.28

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

\*



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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 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	8:36 AM
Typical End Time	2:53 PM
Length of School Day	6 Hrs 17 Mins
Full Time - Instructional Time	5 Hrs 7 Mins
Shared Time - Instructional Time	5 Hrs. 7 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 Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

**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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	80.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	358:1	169:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

**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	46.1%	88.5%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	11.5%	0.0%	51.6%	22.9%	45.1%
White	24.6%	80.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	44.1%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.6%	11.5%	100.0%	15.0%	6.6%	13.9%
Asian	2.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

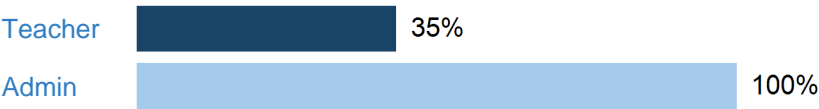
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	96.2%



**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

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 Elementary  
(39-4290-110)  
Grades Offered: PK-06  
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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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 Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.4%	45.4%	55.1%
Math Proficiency	40.9%	40.5%	45.4%
ELA Growth	59	31	55
Math Growth	41	42	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	81.8%
Chronic Absenteeism	10.6%	7.0%	6.1%

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



Madison Elementary  
(39-4290-110)  
Grades Offered: PK-06  
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

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 Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 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

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	Not Met	**	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	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).






**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>We offer annual grade level showcases, an annual student talent show, annual Band and Vocal Music Concerts and our End of the Year Fun Day activities.</li></ul>
 <div>Mission, Vision, Theme:</div>	Madison School will be recognized as a leading educational community for academic excellence where vested educators inspire students to reach their full potential, while enabling them to discover, their interests and talents, pursue their goals and dreams, and inspire to be engaged citizens in a global society.
 <div>Awards, Recognition, Accomplishments:</div>	Kaboom Grant Recipient for New Jungle Gym





**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Courses, Curriculum, Instruction:</div>	Curriculum includes Math in Focus, Writer's Workshop and Literacy By Design, Guided Reading, Foss Science Kits, K-5 Impact S.S. and 6th Grade Networks McGraw-Hill S.S.
 <div>Clubs and Activities:</div>	We offer the following extra-curricular activites for our students: STEM club, Art club, Broadcasting club, Community Service club, Anti-Bullying club, Select Chorus, Safety Patrols, Jogging club, Drama club and Chess club.





**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Before and After School Programs:</div>	The YMCA uses our building in the AM and PM for care services. We have students bussed to other outside agencies after school including the JFK Center, DASH, Precious Pumpkin Learning Academy, & Tiger Martial Arts Academy.
 <div>Staff and Professional Learning:</div>	PLCs, Horizontal Meetings, On-Line PD trainings and Faculty Meetings are held monthly, distict in-service PD days are held quarterly.






**Madison Elementary**  
 (39-4290-110)  
 Grades Offered: PK-06  
 2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Madison School provides support services such as ESL, ICS, Resource Room, Early Literacy, Orton Gillingham, Speech, Counseling, and other Special Ed. services if eligible such as OT and PT.</p>
 <div>Student Health and Wellness:</div>	<p>Madison School offers a breakfast program for all students. Students have physical education at least once per week and recess daily.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTO is active and organizes many fundraisers and school events including school dances, roller skating and craft nights. We also hold Family Math, Science, Writing, and Reading Nights.</p>



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Madison School has a library, computer lab, art room, music room, gymnasium, cafeteria, and classrooms.
--	---



**Madison Elementary**  
(39-4290-110)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>Technology and STEM:</div>	<p>We currently have iPads in K-2nd grade, Chromebook carts in 3rd-6th grade, and various grades have SmartBoards, Document Cameras, and Epson Projectors. We use Razz Kids and Achieve 3000 as supplemental tools. Goggle Classroom utilized as well as Class DoJo and Remind App.</p>
<div>Early Childhood Education:</div>	<p>We have a full day PreK-4 program and Kindergarten program based on Gold Teaching Strategies and assessment tools. Our PreK-4 program follows the High Scope curriculum.</p>



## Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

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	Union
District	Rahway Public School District
Principal Name	Mr. Alan Johnson
Address	KLINE PLACE RAHWAY, NJ 07065
Phone Number	732-396-1025
Email Address	<a href="mailto:ajohnson@rahway.net">ajohnson@rahway.net</a>
Website	<a href="https://www.rahway.net">https://www.rahway.net</a>



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	54	94
7	254	302	311
8	292	249	296
Total	546	605	701

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	51.3%	50.4%	46.8%
Male	48.7%	49.6%	53.2%
Economically Disadvantaged Students	59.5%	57.7%	55.5%
Students with Disabilities	15.8%	15.9%	16.1%
English Learners	7.3%	4.0%	4.1%
Homeless Students	0.2%	0.2%	1.0%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.3%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.0%	14.7%	14.7%
Hispanic	41.9%	43.5%	47.5%
Black or African American	39.2%	37.2%	33.4%
Asian	2.0%	2.3%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	2.1%	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
PK - Half Day	N	0	0
PK - Full Day	N	54	94

Enrollment by Home Language

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

Home Language	% of Students
English	70.0%
Spanish	22.4%
Polish	1.6%
Portuguese	1.0%
Other Languages	5.0%



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

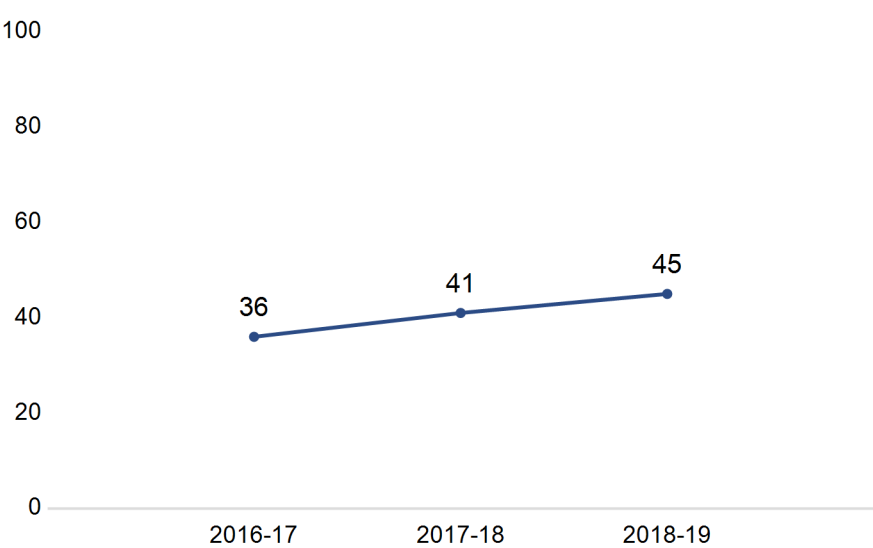
2018-2019

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

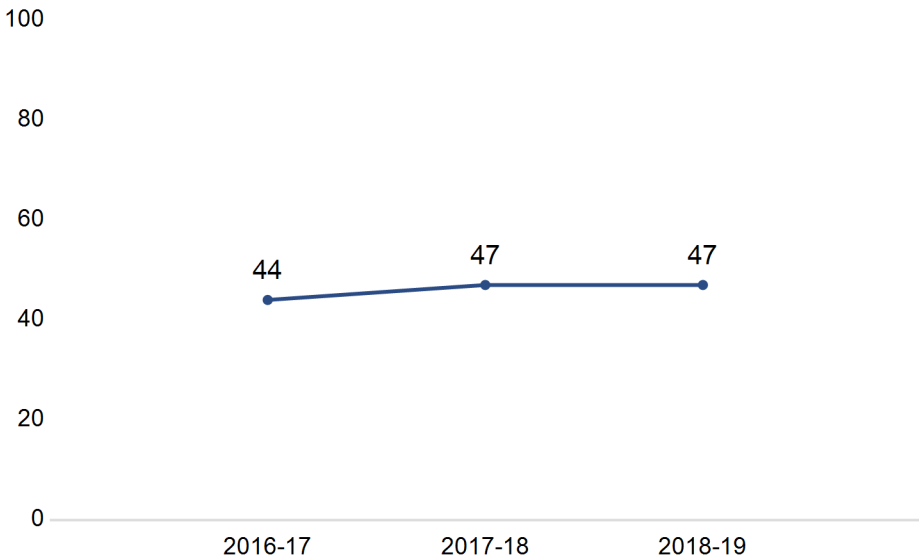
Student Growth Trends and Progress

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	36	41	45	44	47	47
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	50	50	Met Standard	47	43	50	Met Standard
White	50	57	50	Met Standard	56.5	49	52	Met Standard
Hispanic	48	49	49	Met Standard	43	43	47	Met Standard
Black or African American	39	47	45	Not Met	40	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45	51.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	51	60	49	**	*	39	52	**
Female	45	52	53	N	46	43	50	N
Male	44	47	47	N	49	44	51	N
Economically Disadvantaged Students	45	50	48	Met Standard	38	43	46	Not Met
Students with Disabilities	42	40	43	Met Standard	34.5	39	45	Not Met
English Learners	51	60	52	Met Standard	42.5	45	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

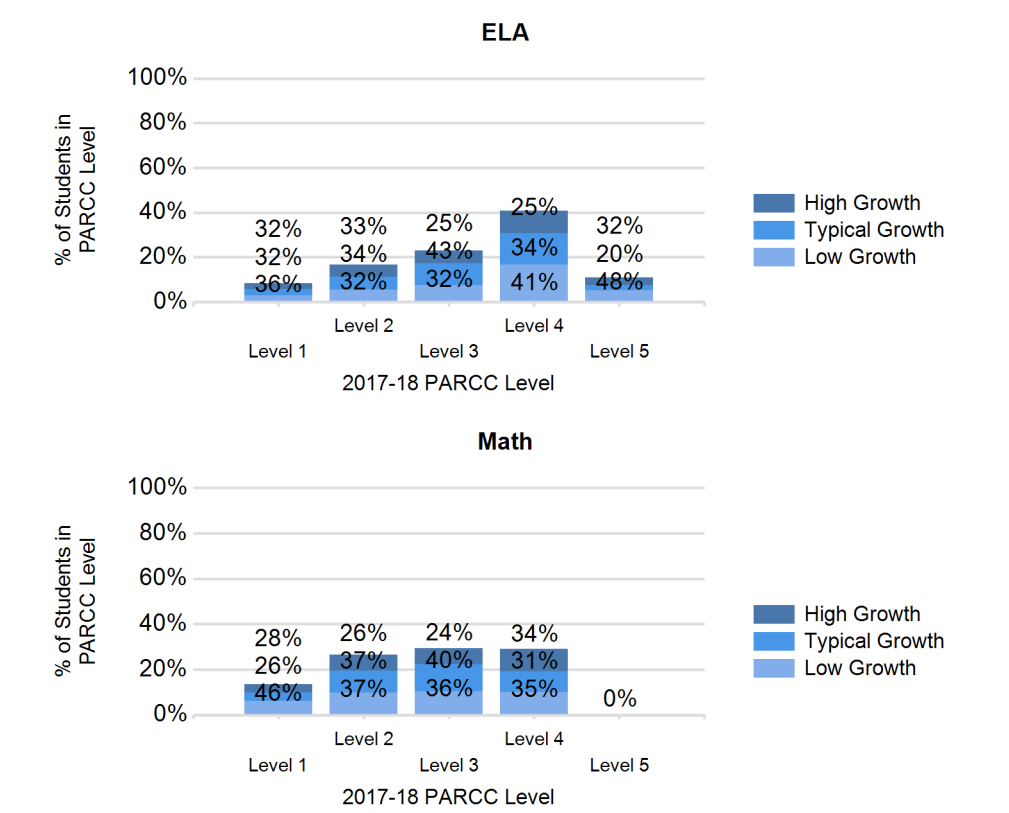
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

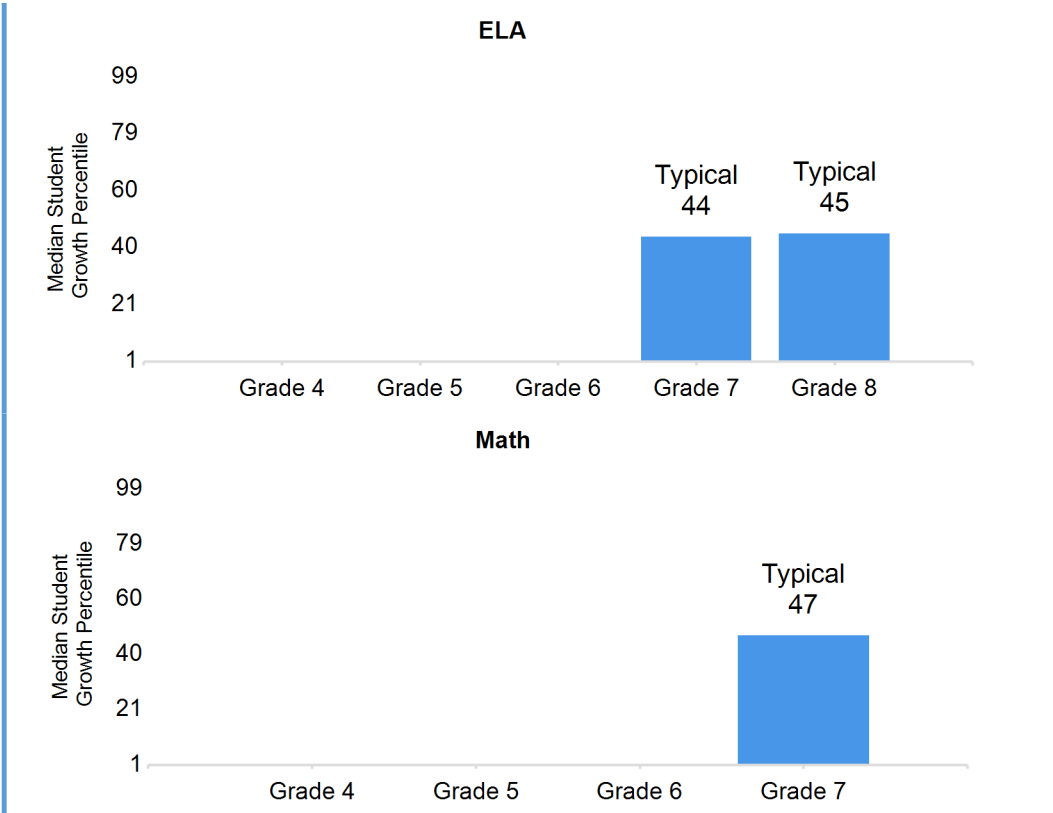
Student Growth by Performance Level

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.



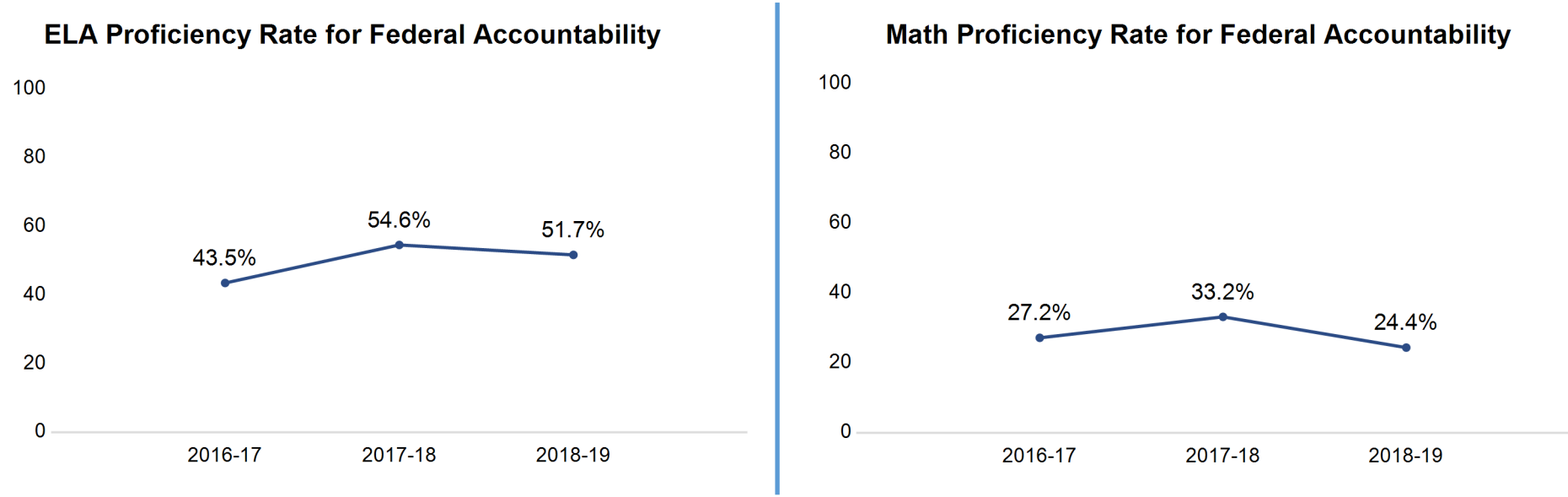


Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	99.1%	99.5%	97.1%	98.9%	99.2%
Proficiency Rate for Federal Accountability	43.5%	54.6%	51.7%	27.2%	33.2%	24.4%
Annual Target	45.3%	47.2%	49.0%	28.5%	31.2%	33.9%
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.



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

English Language Arts Assessment - 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	596	99.5	51.7	43.0	57.9	51.7	49	Met Target
White	89	98.9	68.5	55.8	66.9	68.5	62.3	Met Target
Hispanic	273	99.3	53.1	42.1	43.9	53.1	46.1	Met Target
Black or African American	206	100.0	41.3	36.5	38.5	41.3	43.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.6	64.4	82.9	84.6	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	15	100.0	40.0	56.5	64.4	40.0	**	**
Female	281	99.6	61.9	51.1	64.8	61.9		
Male	315	99.4	42.5	35.9	51.3	42.5		
Economically Disadvantaged Students	327	99.4	47.7	38.6	40.0	47.7	44.9	Met Target
Non-Economically Disadvantaged Students	269	99.6	56.5	48.5	67.9	56.5		
Students with Disabilities	117	99.2	15.4	13.5	22.7	15.4	21.3	Not Met
Students without Disabilities	479	99.6	60.5	49.2	65.1	60.5		
English Learners	72	100.0	44.4	33.8	29.3	44.4	24.2	Met Target
Non-English Learners	524	99.4	52.7	44.6	60.6	52.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	23.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

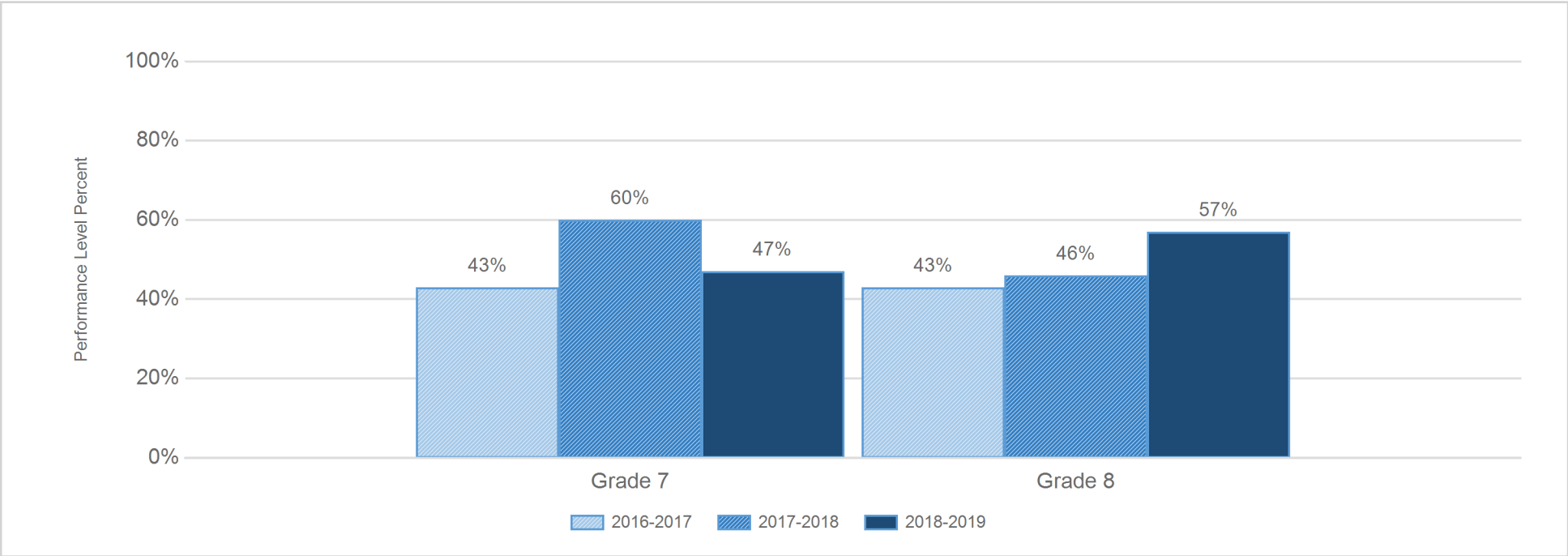


Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

English Language Arts Assessment - Performance Trends

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





Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	744	744	761	12%	18%	23%	31%	15%	47%	63%
White	49	753	753	769	*	*	20%	*	*	55%	72%
Hispanic	137	743	743	747	12%	19%	24%	32%	13%	45%	50%
Black or African American	104	740	740	741	16%	18%	23%	27%	15%	42%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	148	755	755	769	*	*	22%	41%	19%	59%	71%
Male	157	734	734	753	*	*	24%	22%	12%	34%	55%
Economically Disadvantaged Students	166	741	741	743	14%	20%	20%	31%	14%	45%	45%
Non-Economically Disadvantaged Students	139	749	749	771	9%	16%	27%	31%	17%	48%	73%
Students with Disabilities	56	708	708	720	*	*	*	*	*	*	22%
Students without Disabilities	249	753	753	769	*	*	*	*	*	*	71%
English Learners	12	700	700	706	*	*	*	*	*	*	12%
Non-English Learners	293	746	746	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	753	753	762	9%	12%	23%	43%	13%	57%	63%
White	41	769	769	770	*	*	*	*	*	83%	72%
Hispanic	132	756	756	747	9%	8%	23%	44%	15%	59%	49%
Black or African American	97	743	743	741	10%	20%	28%	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	131	763	763	771	*	*	24%	45%	19%	64%	71%
Male	152	745	745	753	*	*	22%	42%	9%	51%	55%
Economically Disadvantaged Students	158	747	747	743	*	*	27%	40%	9%	49%	45%
Non-Economically Disadvantaged Students	125	761	761	772	*	*	17%	48%	19%	67%	72%
Students with Disabilities	44	715	715	721	*	*	*	*	*	18%	22%
Students without Disabilities	239	761	761	770	*	*	*	*	*	64%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Rahway 7th & 8th Grade Academy**  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

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

## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	602	99.2	24.4	25.2	44.5	24.4	33.9	Not Met
White	89	98.9	39.3	38.6	54.1	39.3	43.3	Met Target†
Hispanic	278	99.3	21.2	*	28.8	21.2	33.5	Not Met
Black or African American	207	99.1	21.7	21.4	23.0	21.7	28.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	46.2	*	76.5	46.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	100.0	13.3	28.2	53.3	13.3	**	**
Female	285	99.3	24.9	24.6	44.9	24.9		
Male	317	99.1	24.0	25.7	44.2	24.0		
Economically Disadvantaged Students	330	98.8	20.0	*	26.3	20.0	31.7	Not Met
Non-Economically Disadvantaged Students	272	99.6	29.8	*	54.9	29.8		
Students with Disabilities	116	98.3	*	*	17.4	*	20.5	Not Met
Students without Disabilities	486	99.4	*	*	50.0	*		
English Learners	80	100.0	*	18.8	25.0	*	17.4	Not Met
Non-English Learners	522	99.1	*	26.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	15.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

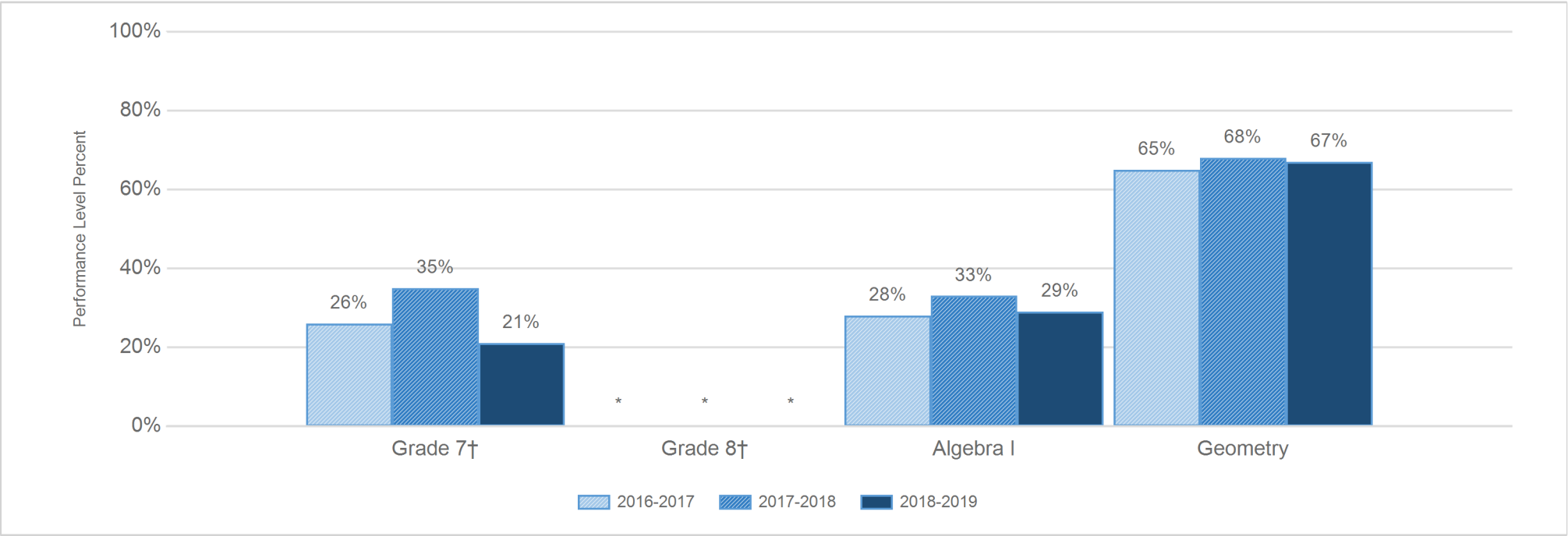


Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



**Rahway 7th & 8th Grade Academy**  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

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

## Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	284	728	728	744	12%	32%	35%	*	*	21%	42%
White	45	742	742	751	*	*	36%	44%	0%	44%	53%
Hispanic	131	724	724	733	14%	34%	37%	15%	0%	15%	26%
Black or African American	96	727	727	727	16%	33%	31%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	139	731	731	744	9%	35%	35%	*	*	22%	42%
Male	145	726	726	743	16%	29%	34%	*	*	21%	42%
Economically Disadvantaged Students	156	724	724	731	*	29%	37%	*	*	17%	24%
Non-Economically Disadvantaged Students	128	733	733	751	*	34%	32%	*	*	27%	53%
Students with Disabilities	56	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	228	735	735	749	*	*	*	*	*	*	48%
English Learners	16	708	708	716	*	*	*	*	*	*	10%
Non-English Learners	268	730	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Rahway 7th & 8th Grade Academy**  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

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

## Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	29	680	680	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	12	676	676	722	*	*	*	*	*	*	22%
Black or African American	13	684	684	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	17	680	680	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	12	679	679	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	269	733	727	744	8%	39%	23%	*	*	29%	42%
White	40	740	736	752	0%	38%	25%	38%	0%	38%	53%
Hispanic	125	731	726	728	10%	37%	26%	28%	0%	28%	24%
Black or African American	89	729	725	725	*	45%	19%	*	*	26%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	133	731	727	745	8%	41%	25%	*	*	27%	44%
Male	136	734	727	743	9%	38%	22%	*	*	32%	41%
Economically Disadvantaged Students	147	728	724	727	*	43%	22%	*	*	24%	23%
Non-Economically Disadvantaged Students	122	738	731	752	*	34%	25%	*	*	36%	52%
Students with Disabilities	23	707	709	717	*	*	*	*	*	*	12%
Students without Disabilities	246	735	729	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Mathematics Assessment - Performance by 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	12	754	727	737	0%	0%	*	*	*	67%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	704	712	N	N	N	N	N	N	*
Students without Disabilities	12	754	736	741	0%	0%	*	*	*	67%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	12	754	*	738	0%	0%	*	*	*	67%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## 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
7	*	*
8	11	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	43.8%	**	**

† 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	18	*	*
3-4	*	*	*
5 or more	*	*	*



# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

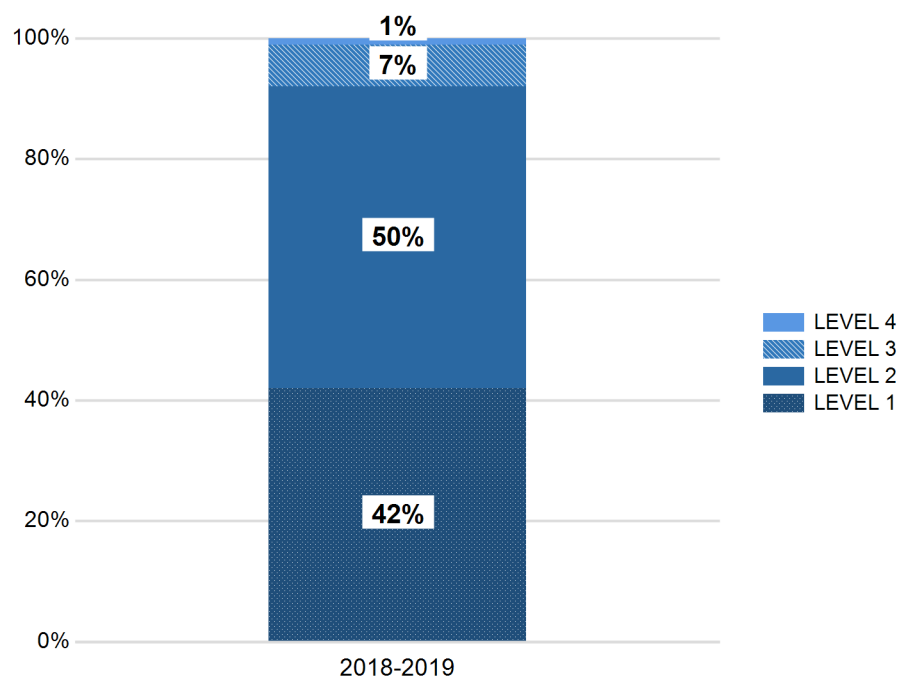
N No Data is available to display

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

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
<b>Schoolwide</b>	42	50	7	1
White	12	72	14	2
Hispanic	43	49	7	1
Black or African American	57	40	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	53	5	1
Male	42	48	9	1
Economically Disadvantaged Students	49	46	4	0
Non-Economically Disadvantaged Students	31	56	11	2
Students with Disabilities	77	21	2	0
Students without Disabilities	36	56	8	1
English Learners	75	25	0	0
Non-English Learners	40	51	8	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	25	0	312
8	246	13	292
Total	271	13	604

## World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	303	286	279	0	0	0	0
8	285	273	279	0	0	0	0
Total	588	559	558	0	0	0	0



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

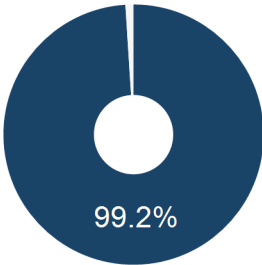
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

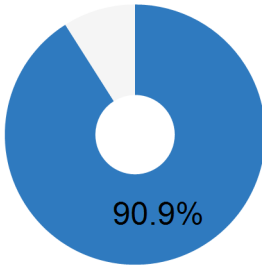
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

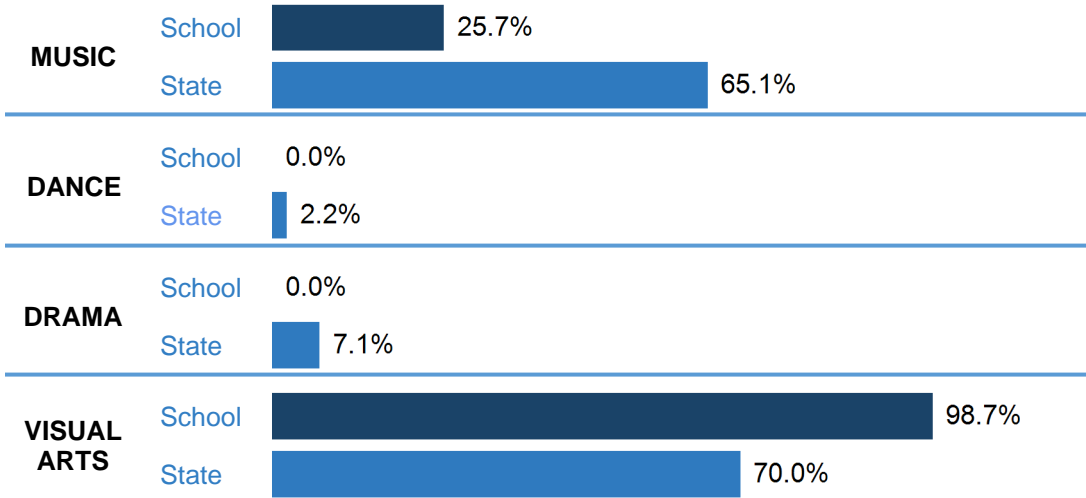


School



State

Students enrolled in one or more classes by discipline:





# Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

Student 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.

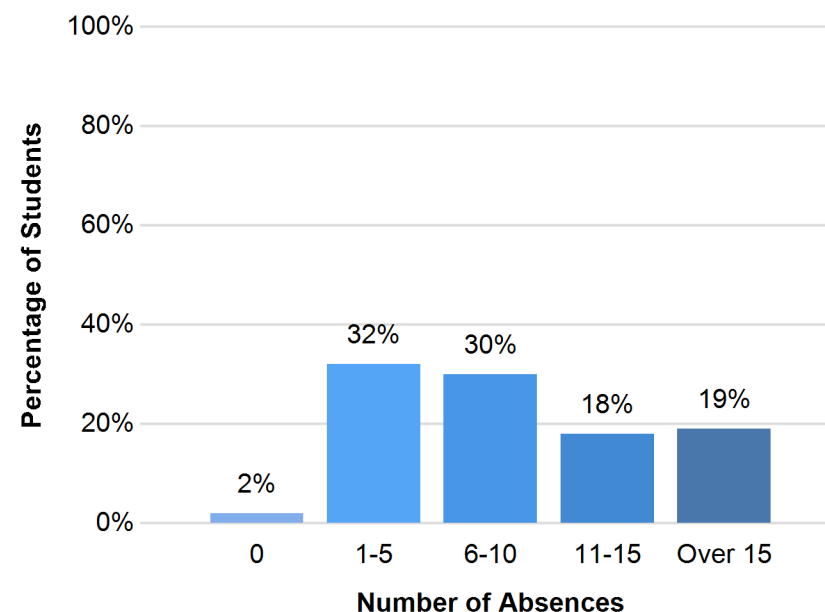
## Chronic Absenteeism

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	77	12.5	9.5	Not Met
White	14	15.2	9.5	Not Met
Hispanic	35	12.3	9.5	Not Met
Black or African American	25	11.8	9.5	Not Met
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	13.3	**	**
Female	34	11.8		
Male	43	13.1		
Economically Disadvantaged Students	43	12.6	9.5	Not Met
Students with Disabilities	26	21.7	9.5	Not Met
English Learners	3	10.7	9.5	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





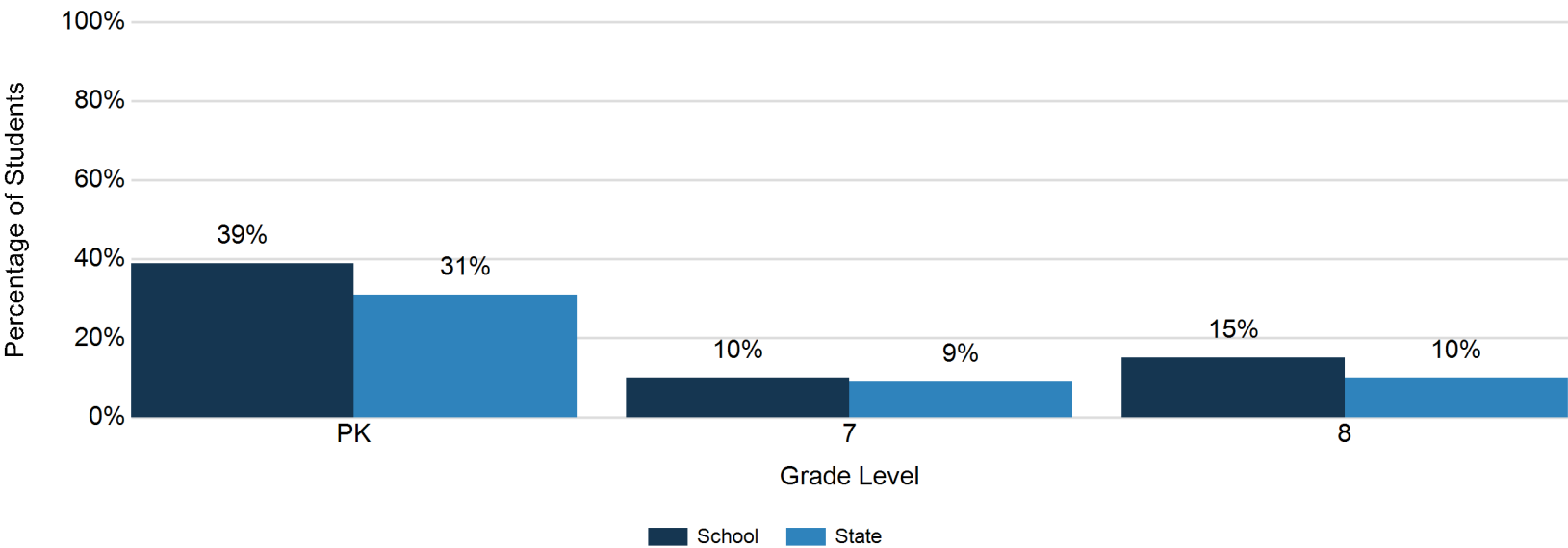
Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

Student 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.





## Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

### Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	4
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.85

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	9	0	9
No Identified Nature	3		3

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	3
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	74	10.6%
Any Suspension	74	10.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
326



## Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.4:1



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	69.5%	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	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	351:1	169:1
Teachers to Administrators	30:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

**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	46.8%	69.5%	50.0%	48.4%	77.1%	54.9%
Male	53.2%	30.5%	50.0%	51.6%	22.9%	45.1%
White	14.7%	74.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	47.5%	11.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.4%	13.6%	50.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	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%



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	96.7%



**Rahway 7th & 8th Grade Academy**  
 (39-4290-060)  
 Grades Offered: PK-08  
 2018-2019

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

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.



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	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.



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.5%	54.6%	51.7%
Math Proficiency	27.2%	33.2%	24.4%
ELA Growth	36	41	45
Math Growth	44	47	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.1%	43.8%
Chronic Absenteeism	14.4%	13.4%	12.5%

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



Rahway 7th & 8th Grade Academy

(39-4290-060)

Grades Offered: PK-08

2018-2019

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

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.



Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





Rahway 7th & 8th Grade Academy  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Expansion of World Language Program for our 7th &amp; 8th Grade Students. Our school offers the following courses: French, Italian, Mandarin and Spanish.</li> <li>Responsive Classroom is being piloted in our building in several classrooms and we are seeing results with classroom management. Technology Prof. Development has also improved teaching strategies.</li> <li>School trip to see HARRIET in the movies in connection to our 8th Grade U.S. History Curriculum and our Amistad Curriculum.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Rahway 7th &amp; 8th Grade Academy recognizes, respects, and celebrates the diverse backgrounds of our students. Our challenging curriculum and extra-curricular programs promote creativity, critical thinking, social development, and teamwork. With the support of parents, and all stakeholders, our students will take personal pride in their accomplishments within a safe and nurturing environment.</p>






**Rahway 7th & 8th Grade Academy**  
 (39-4290-060)  
 Grades Offered: PK-08  
 2018-2019

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

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>ELA, Mathematics, Pre-Algebra, Algebra I, Geometry, Science, Social Studies, Physical Education &amp; Health, Computers, Argumentative Writing &amp; Debate, Amistad, Social Justice &amp; Current Events, STEM, Art, Spanish, French, Italian, Band, Orchestra, Chorus, Mandarin</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys &amp; Girls)</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Band, Orchestra, Jazz Band, Chorus Chess Club, Debate Team, Drama Club/School Play, Gospel Chorus, Health &amp; Fitness Club, Math Counts, Math Challenge 24, National Jujnior Honor Society, Newspaper, Robotics Club, Science Club, Student Government, Student Mentors, Yearbook, French Club, Italian Club,</p>






**Rahway 7th & 8th Grade Academy**  
 (39-4290-060)  
 Grades Offered: PK-08  
 2018-2019

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

School Narrative

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

 <p>Before and After School Programs:</p>	DASH, YMCA, Precious Pumpkins, JFK Community Center
 <p>Staff and Professional Learning:</p>	PLCs, Department Meetings, Faculty Meetings,
 <p>Postsecondary Information:</p>	Rutgers Future Scholars, PSAT 8/9



**Rahway 7th & 8th Grade Academy**  
(39-4290-060)  
Grades Offered: PK-08  
2018-2019

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

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.

An icon depicting a blue silhouette of a person with a sunburst above their head, and two blue arrows pointing upwards from the person's feet, symbolizing growth and support.	Student Supports and Services: Guidance Counselors, School Psychologist, Social Worker, Learning Disability Consultant, ESL Personnel, Tutoring
An icon showing a blue outline of an apple with a single green leaf, and a solid blue heart positioned to the right of the apple, representing health and wellness.	Student Health and Wellness: Health & Fitness Club, Physical Education & Health Instruction, Medical Screenings, Crisis Team, AED Team, PBSIS Committee
An icon of two blue hands shaking, symbolizing partnership and community involvement.	Parent and Community Involvement: PTO, Family Math & Science Nights, Literacy Nights, Pre-K Family Nights, PowerSchool Parent Portal, Collaboration with Community Organizations






**Rahway 7th & 8th Grade Academy**  
 (39-4290-060)  
 Grades Offered: PK-08  
 2018-2019

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

School Narrative

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

<div>  <div>Climate Surveys:</div> </div>	Who is surveyed: Teachers Students take an online survey
<div>  <div>Facilities:</div> </div>	Central Air Conditioning, Gymnasium, Auditorium, Wrestling Room, Computer Labs, Science Labs, Art Room
<div>  <div>School Safety:</div> </div>	Coordinator of Student Management, 3 Safety Officers, PBSIS





**Rahway 7th & 8th Grade Academy**  
 (39-4290-060)  
 Grades Offered: PK-08  
 2018-2019

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

School Narrative

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

 <p>Technology and STEM:</p>	<p>Chrome Carts, Smartboards, Technology Lab, Gizimos, Google Classroom, Student PowerSchool Portal, Technology Facilitator, Electronic Tablets</p>
 <p>Early Childhood Education:</p>	<p>4 Year-old Pre-K, 4 Classes, Maximum of 15 students, 9:00 am - 3:15 pm, High Scope Curriculum, State Funded</p>



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† 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	Union
District	Rahway Public School District
Principal Name	Mr. John Farinella
Address	1012 MADISON AVE RAHWAY, NJ 07065-2003
Phone Number	732-396-1090
Email Address	<a href="mailto:jfarinella@rahway.net">jfarinella@rahway.net</a>
Website	<a href="https://www.rahway.net">https://www.rahway.net</a>
Facebook	<a href="https://www.facebook.com/rahwaypublicschools">https://www.facebook.com/rahwaypublicschools</a>
Twitter	<a href="https://twitter.com/Rahway_Schools">https://twitter.com/Rahway_Schools</a>



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † 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
9	308	298	287
10	248	279	267
11	251	219	204
12	260	268	259
Total	1,067	1,064	1,017

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.7%	46.0%	47.7%
Male	53.3%	54.0%	52.3%
Economically Disadvantaged Students	53.8%	54.3%	52.8%
Students with Disabilities	19.2%	18.4%	17.7%
English Learners	5.3%	6.2%	5.4%
Homeless Students	0.4%	0.4%	0.2%
Students in Foster Care	0.3%	0.5%	0.4%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.1%	12.8%	12.2%
Hispanic	38.8%	42.2%	42.2%
Black or African American	42.2%	39.8%	40.9%
Asian	2.8%	3.1%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	1.8%	1.8%	2.3%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,034	1,042	989
Shared Time Students	64	44	54
Full Time Equivalent	1,066	1,064	1,016

### 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	69.6%
Spanish	25.0%
Creoles and pidgins	1.2%
Other Languages	4.2%



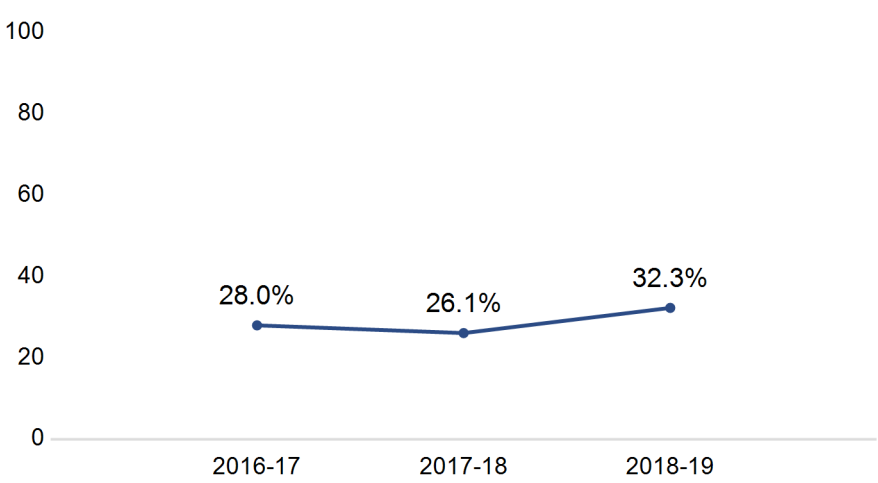
Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

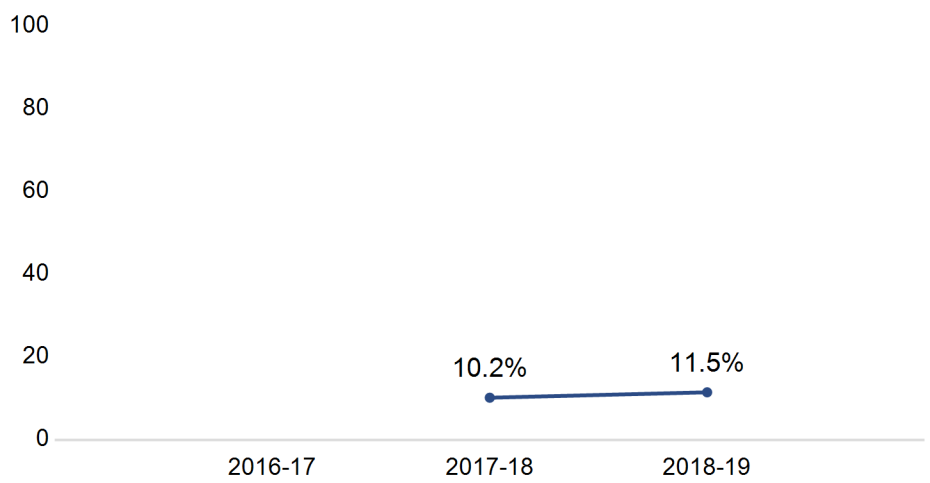
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.3%	99.8%	98.7%	99.6%	99.0%
Proficiency Rate for Federal Accountability	28.0%	26.1%	32.3%	*	10.2%	11.5%
Annual Target	28.8%	31.5%	34.2%	14.5%	17.9%	21.3%
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.



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † 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	495	99.8	32.3	43.0	57.9	32.3	34.2	Met Target†
White	61	100.0	39.3	55.8	66.9	39.3	40.7	Met Target†
Hispanic	221	100.0	29.4	42.1	43.9	29.4	34.6	Not Met
Black or African American	197	99.5	33.0	36.5	38.5	33.0	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	56.5	64.4	*	**	**
Female	246	100.0	39.0	51.1	64.8	39.0		
Male	249	99.6	25.7	35.9	51.3	25.7		
Economically Disadvantaged Students	263	100.0	29.7	38.6	40.0	29.7	30.4	Met Target†
Non-Economically Disadvantaged Students	232	99.6	35.3	48.5	67.9	35.3		
Students with Disabilities	84	98.9	*	13.5	22.7	*	13.6	Not Met
Students without Disabilities	411	100.0	*	49.2	65.1	*		
English Learners	54	100.0	13.0	33.8	29.3	13.0	21.4	Not Met
Non-English Learners	441	99.8	34.7	44.6	60.6	34.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	23.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

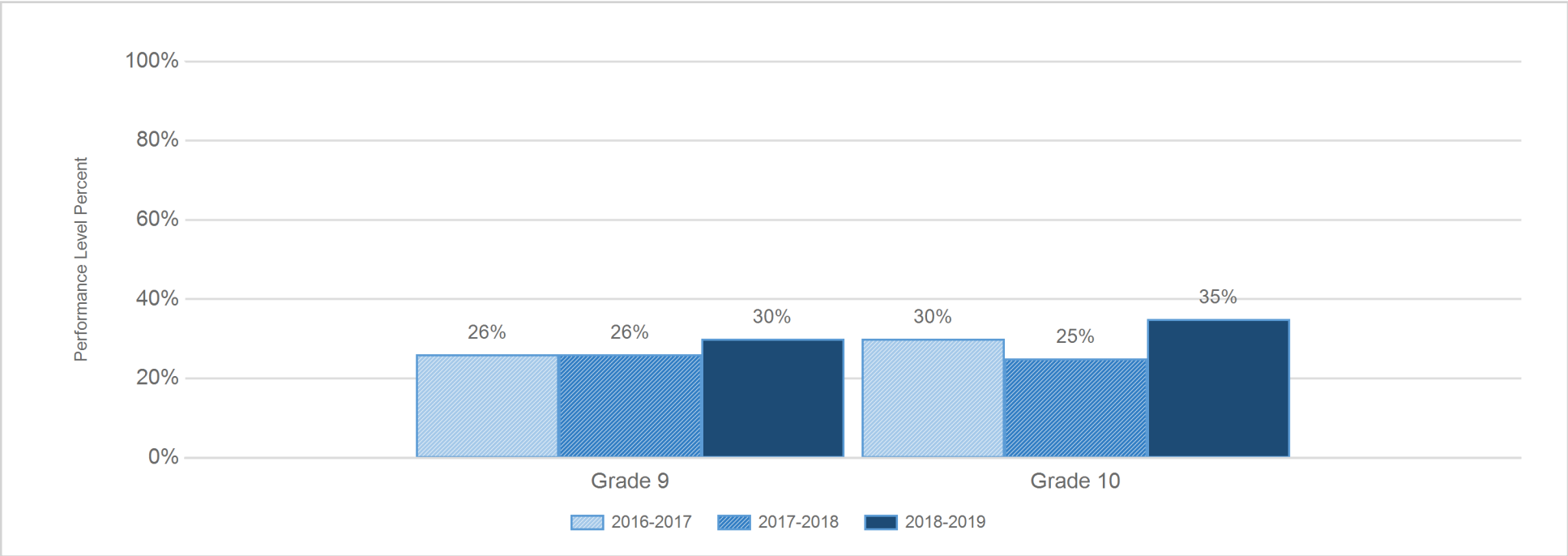


Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† 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.





**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

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	257	731	731	753	16%	22%	32%	*	*	30%	56%
White	32	738	738	762	*	*	38%	*	*	34%	65%
Hispanic	102	728	728	737	18%	22%	35%	*	*	25%	40%
Black or African American	115	732	732	732	14%	24%	28%	*	*	34%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	133	735	735	760	13%	19%	35%	*	*	34%	63%
Male	124	726	726	746	20%	25%	28%	*	*	27%	49%
Economically Disadvantaged Students	129	728	728	734	19%	20%	33%	*	*	28%	36%
Non-Economically Disadvantaged Students	128	734	734	762	13%	23%	30%	*	*	33%	65%
Students with Disabilities	47	705	705	717	*	*	*	*	*	*	17%
Students without Disabilities	210	737	737	760	*	*	*	*	*	*	63%
English Learners	13	689	689	693	*	*	*	*	*	*	*
Non-English Learners	244	733	733	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

## 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	243	731	731	757	25%	15%	24%	30%	5%	35%	58%
White	28	746	746	767	*	0%	*	*	*	46%	67%
Hispanic	119	724	724	738	29%	19%	18%	*	*	34%	43%
Black or African American	88	734	734	733	19%	16%	32%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	116	741	741	766	16%	12%	26%	*	*	46%	66%
Male	127	721	721	749	33%	18%	23%	*	*	26%	51%
Economically Disadvantaged Students	140	728	728	735	24%	17%	28%	*	*	31%	40%
Non-Economically Disadvantaged Students	103	734	734	767	27%	13%	19%	*	*	41%	67%
Students with Disabilities	36	690	690	711	*	*	*	*	*	*	19%
Students without Disabilities	207	738	738	765	*	*	*	*	*	*	65%
English Learners	16	679	679	687	*	*	*	*	*	*	*
Non-English Learners	227	734	734	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	505	99.0	11.5	25.2	44.5	11.5	21.3	Not Met
White	60	100.0	20.0	38.6	54.1	20.0	24.7	Met Target†
Hispanic	225	99.1	*	*	28.8	*	20.2	Not Met
Black or African American	200	99.0	13.0	21.4	23.0	13.0	18.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	10	90.9	10.0	28.2	53.3	*	**	**
Female	249	100.0	10.0	24.6	44.9	10.0		
Male	256	98.1	12.9	25.7	44.2	12.9		
Economically Disadvantaged Students	267	100.0	*	*	26.3	*	20.2	Not Met
Non-Economically Disadvantaged Students	238	98.0	*	*	54.9	*		
Students with Disabilities	73	97.4	*	*	17.4	*	10	Not Met
Students without Disabilities	432	99.3	*	*	50.0	*		
English Learners	52	100.0	*	18.8	25.0	*	13.9	Not Met
Non-English Learners	453	98.9	*	26.4	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	15.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

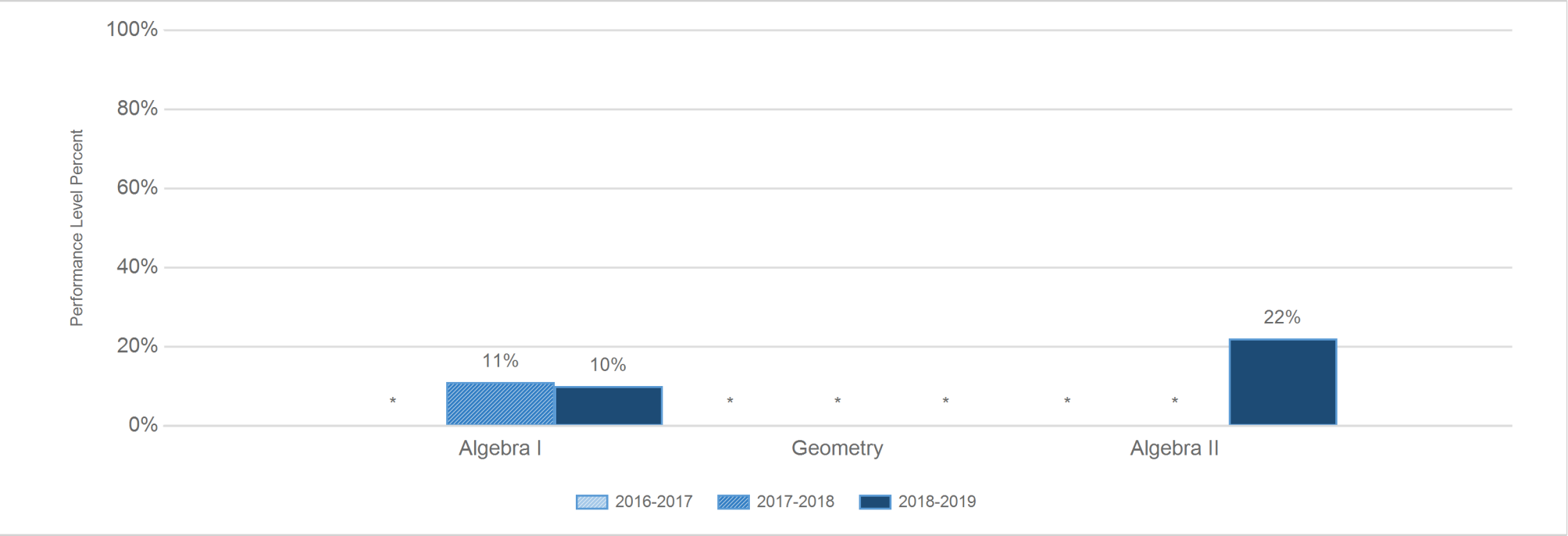


Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † 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	345	723	727	744	14%	40%	36%	10%	0%	10%	42%
White	33	731	736	752	*	39%	36%	*	*	18%	53%
Hispanic	151	722	726	728	*	*	*	*	*	*	24%
Black or African American	145	722	725	725	19%	34%	34%	12%	0%	12%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	171	724	727	745	*	*	*	*	*	*	44%
Male	174	722	727	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	179	720	724	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	166	725	731	752	*	*	*	*	*	*	52%
Students with Disabilities	42	711	709	717	*	*	*	*	*	*	12%
Students without Disabilities	303	724	729	748	*	*	*	*	*	*	47%
English Learners	28	716	*	710	*	*	*	*	*	*	*
Non-English Learners	317	723	*	745	*	*	*	*	*	*	*
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	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

## 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
<b>Schoolwide</b>	92	723	727	737	*	*	*	*	*	*	35%
White	12	728	*	743	*	*	*	*	*	*	43%
Hispanic	40	725	*	724	*	30%	48%	*	*	10%	17%
Black or African American	38	719	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	42	729	*	738	*	*	*	*	*	*	36%
Male	50	719	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	55	722	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	37	725	*	743	*	*	*	*	*	*	43%
Students with Disabilities	29	704	704	712	*	*	*	*	*	*	*
Students without Disabilities	63	732	736	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

## 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
<b>Schoolwide</b>	73	727	727	755	19%	23%	36%	22%	0%	22%	58%
White	14	743	743	758	0%	*	*	*	*	36%	62%
Hispanic	34	721	721	731	*	*	32%	*	*	15%	34%
Black or African American	23	726	726	725	*	*	*	*	*	26%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	39	721	721	752	*	*	33%	*	*	15%	55%
Male	34	734	734	758	*	*	38%	*	*	29%	62%
Economically Disadvantaged Students	39	723	723	729	*	*	31%	*	*	15%	32%
Non-Economically Disadvantaged Students	34	733	733	761	*	*	41%	*	*	29%	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	73	727	727	755	19%	23%	36%	22%	0%	22%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † 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
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	45.2%	40.9%	Met Target

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	*	*
3-4	24	*	*
5 or more	*	*	*



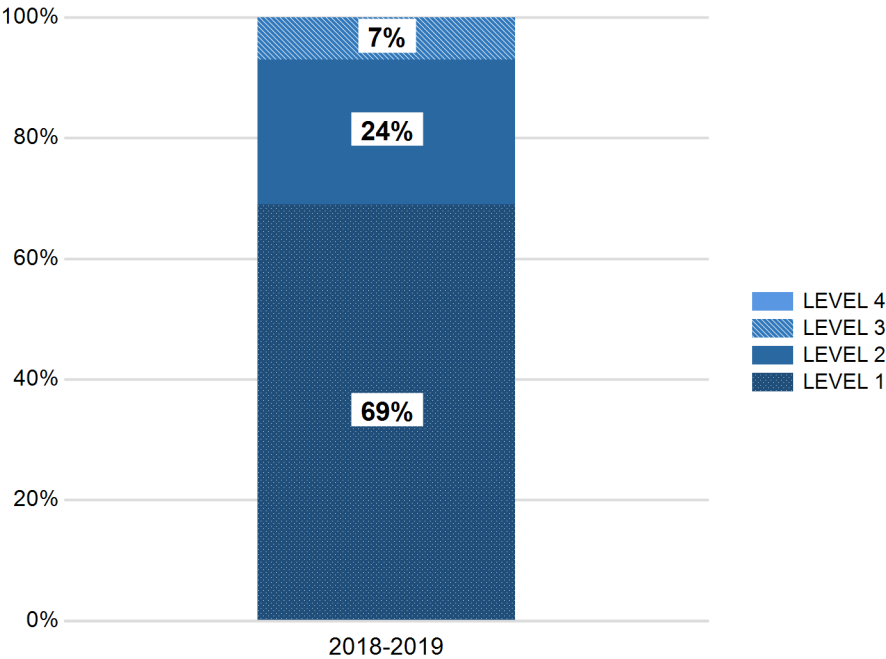
Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	69	24	7	0
White	54	35	12	0
Hispanic	70	22	8	0
Black or African American	74	22	3	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	66	27	8	0
Male	72	21	7	1
Economically Disadvantaged Students	61	31	8	1
Non-Economically Disadvantaged Students	78	15	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	58.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.4%	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	405	476	Grade 10: 430 Grade 11: 460	38%	61%
PSAT 10/NMSQT - Math	400	477	Grade 10: 480 Grade 11: 510	12%	43%
SAT - Reading and Writing	488	539	480	55%	70%
SAT - Math	472	541	530	24%	53%
ACT - Reading	18	25	22	21%	66%
ACT - English	17	24	18	43%	81%
ACT - Math	17	24	22	17%	65%
ACT - Science	17	24	23	14%	57%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

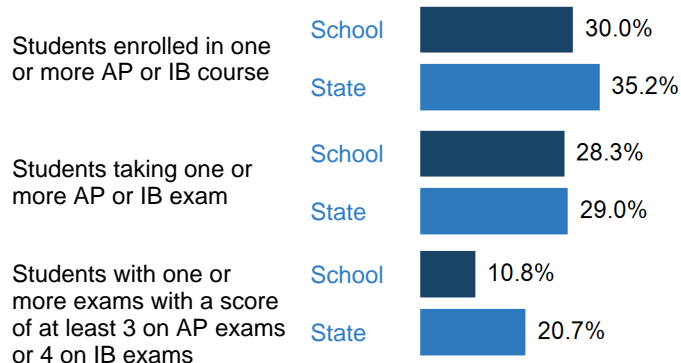
**Report Key:**

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

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

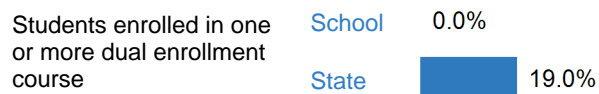
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	16
AP Calculus AB	0	13
AP Chemistry	18	18
AP Comparative Government and Politics	11	11
AP English Language and Composition	69	69
AP English Literature and Composition	19	19
AP Environmental Science	5	5
AP French Language and Culture	5	5
AP Microeconomics	13	11
AP Music Theory	4	4
AP Physics 1	0	16
AP Physics C	16	0
AP Spanish Language	17	17
AP Statistics	9	9
AP Studio Art—Drawing Portfolio	7	5
AP Studio Art—Two-Dimensional	0	2



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	55	54
AP World History	50	50
Total Exams taken		324
Exams with scores of at least 3 on AP exams or 4 on IB exams		87



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

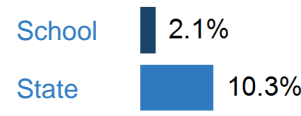
Career and Technical Education Participation

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

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



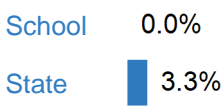
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

**Structured Learning Experiences**





**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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

### Career and Technical Education Participation 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	*	2.1%	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	5.8%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	15	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	10	*	*
Total (All Clusters)	54	14	14



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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	172	100	10	0	0	0	29
10	29	104	127	8	0	1	22
11	8	24	74	68	2	28	12
12	12	28	47	28	19	60	36
Total	221	256	258	104	21	89	99
Enrolled in AP/IB Course					0	9	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	84	3	0	189	0	6
10	172	66	0	7	0	17
11	50	117	0	5	22	4
12	98	19	0	5	33	32
Total	404	205	0	206	55	59
Enrolled in AP/IB Course	16	18		5	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	239	46	3	0	0	3
10	31	237	1	0	0	22
11	163	37	5	0	0	11
12	49	30	26	0	0	28
Total	482	350	35	0	0	64
Enrolled in AP/IB Course	50	55	13	0		11
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	142	6	32	0	0	0	0
10	184	13	7	0	0	0	0
11	80	8	3	0	0	0	0
12	51	5	1	0	0	0	0
Total	457	32	43	0	0	0	0
Enrolled in AP/IB Course	17	5	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	52	4	0	0	0	0	0



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

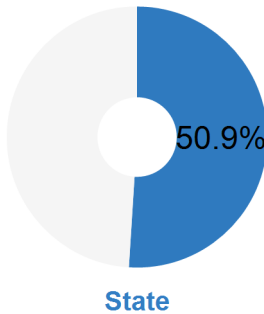
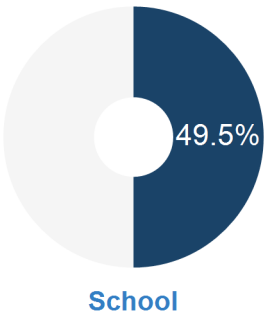
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

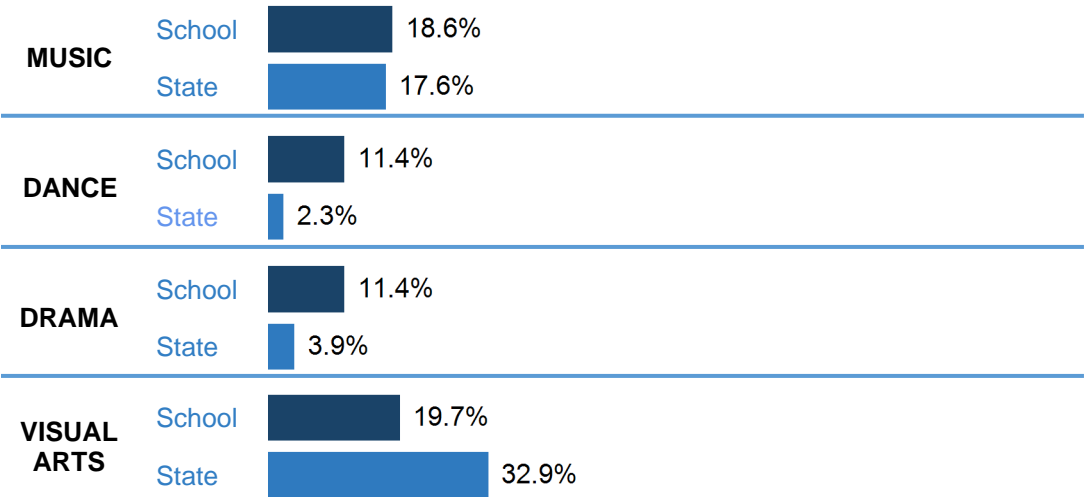
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

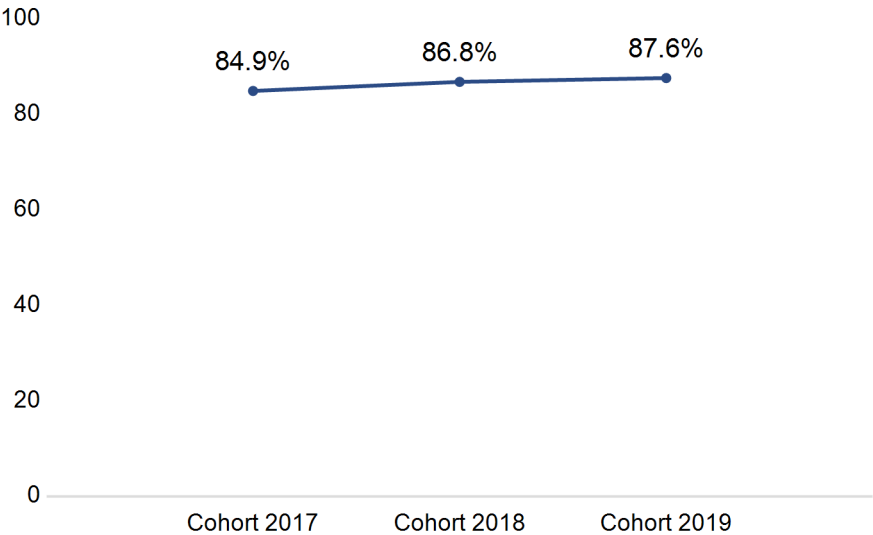
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

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

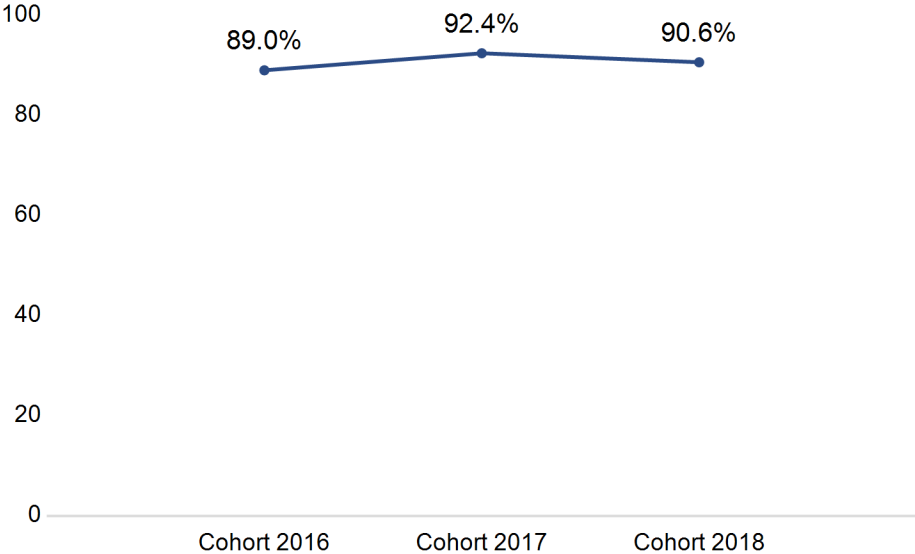
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	84.9%	86.8%	87.6%	89.0%	92.4%	90.6%
Annual Target	89.6%	89.9%		87.6%	88.1%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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

## Graduation Rates

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	87.6%	90.6%	90.6%	92.5%	86.8%	89.9%	Not Met	92.4%	88.1%	Met Target
White	87.8%	94.9%	90.0%	95.9%	88.0%	95.0%	Not Met	90.7%	90.3%	Met Target
Hispanic	87.6%	84.5%	87.5%	87.3%	84.2%	82.4%	Met Target	92.9%	89.6%	Met Target
Black or African American	89.2%	83.3%	92.7%	87.1%	88.7%	92.4%	Not Met	92.1%	86.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	89.0%	92.8%	90.8%	94.4%	88.7%			92.0%		
Male	86.5%	88.5%	90.5%	90.8%	85.2%			92.7%		
Economically Disadvantaged Students	86.1%	84.0%	87.6%	87.3%	82.8%	87.6%	Not Met	92.8%	88.0%	Met Target
Students with Disabilities	71.2%	79.2%	83.1%	83.8%	79.7%	78.5%	Met Target	85.5%	66.5%	Met Target
English Learners	68.8%	75.4%	76.5%	80.1%	58.8%	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	*	85.0%	*			N		



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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	46.4%	34.1%
Substitute Competency Test	31.8%	38.3%
Portfolio Appeals Process	5.4%	10.3%
Alternate Requirements specified in IEP	16.1%	16.9%
Unknown	0.4%	0.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.5%	1.2%
2017-2018	2.3%	1.2%
2016-2017	2.9%	1.1%



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

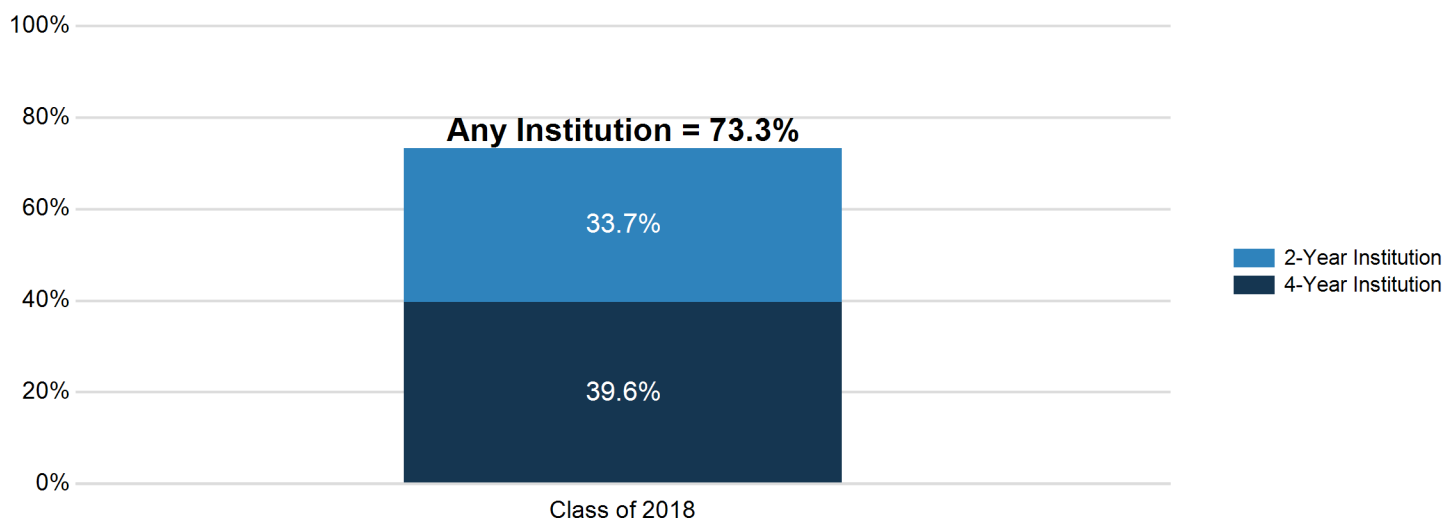
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.7%
% Enrolled in 4-Year Institution	39.6%
% Enrolled in Any Postsecondary Institution	73.3%



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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	56.1%	38.8%	61.2%
White	56.4%	36.4%	63.6%
Hispanic	51.9%	48.1%	51.9%
Black or African American	59.1%	30.9%	69.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.5%	36.5%	63.5%
Students with Disabilities	40%	55%	45%
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	73.3%	46%	54%	70.1%	29.9%	81.5%	18.5%
White	57.8%	38.5%	61.5%	73.1%	26.9%	76.9%	23.1%
Hispanic	76.2%	52.5%	47.5%	72.5%	27.5%	91.3%	8.8%
Black or African American	73.4%	44%	56%	65.9%	34.1%	74.7%	25.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74%	50.5%	49.5%	66%	34%	83.5%	16.5%
Students with Disabilities	54.5%	73.3%	26.7%	83.3%	16.7%	76.7%	23.3%
English Learners	*	*	*	*	*	*	*



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

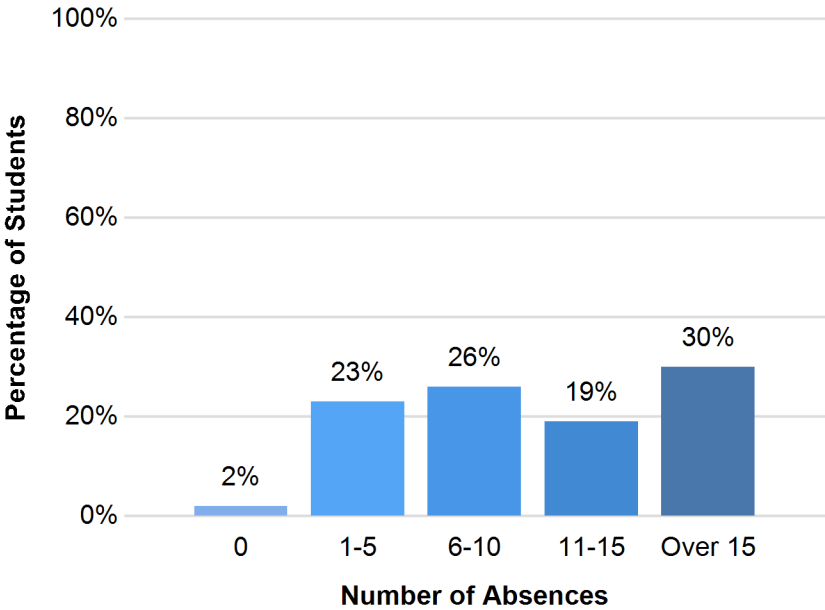
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	284	26.2	14.2	Not Met
White	30	21.6	14.2	Not Met
Hispanic	125	27.9	14.2	Not Met
Black or African American	111	25.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	14	51.9	14.2	Not Met
Female	126	25.0		
Male	158	27.3		
Economically Disadvantaged Students	156	28.0	14.2	Not Met
Students with Disabilities	83	35.0	14.2	Not Met
English Learners	8	14.5	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





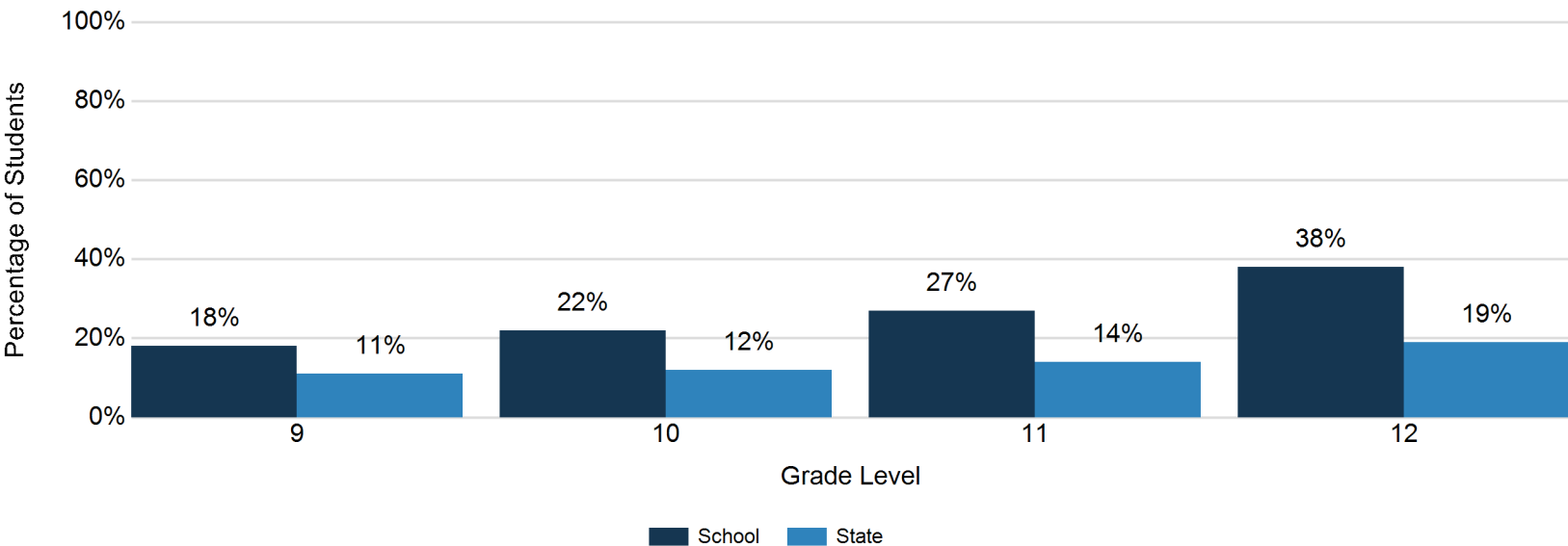
Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

### Chronic Absenteeism by Grade

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





Rahway High School

(39-4290-050)

Grades Offered: 09-12

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † 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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	13
Weapons	0
Vandalism	4
Substances	29
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	5.61

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	8	12	20
No Identified Nature	3		3

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	2
Substances	21
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	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	203	20.0%
Any Suspension	203	20.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	12	1.2%

School Days Missed due to Out-of-School Suspensions
953



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

### School Day

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

Category	School
Typical Start Time	7:15 AM
Typical End Time	3:25 PM
Length of School Day	8 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 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



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.1%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	169:1	169:1
Teachers to Administrators	18:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	56.5%	50.0%	48.4%	77.1%	54.9%
Male	52.3%	43.5%	50.0%	51.6%	22.9%	45.1%
White	12.2%	79.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.2%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	40.9%	9.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

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

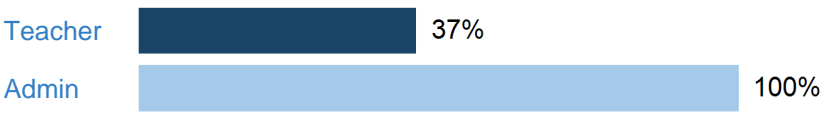
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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%



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

### Per-Pupil Expenditures by Source

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

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

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

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

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



Rahway High School

(39-4290-050)

Grades Offered: 09-12

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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

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

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

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

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

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

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

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

## 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	28.0%	26.1%	32.3%
Math Proficiency	*	10.2%	11.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	84.9%	86.8%	87.6%
5-Year Graduation Rate†	89.0%	92.4%	90.6%
Progress toward English Language Proficiency		66.1%	45.2%
Chronic Absenteeism	28.8%	31.1%	26.2%

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



**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

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

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

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

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

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



**Rahway High School**  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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

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

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

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

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

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






**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Outstanding Academic Offerings- 15 Advanced Placement Courses</li> <li>Outstanding Opportunities in the Fine, Visual, and Performing Arts, including Dance, Orchestra, Concert Band, Marching Band, Winter Guard, Jazz Ensemble, Select Choir, Musical Theater, and Drama.</li> <li>Outstanding Athletic Opportunities-13 Varsity Sports</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Rahway High School, a culturally-diverse, comprehensive high school in Union County, offers challenging and rigorous opportunities for all students in a healthy and safe environment led by caring and competent adults who nurture strong intellectual growth and good citizenship. Overall, Rahway High School's curricular and extra-curricular programs are carefully designed to respond to the needs of all students, preparing them for success in an ever-changing global community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>An award-winning marching band, an excellent choir, an enthusiastic group of thespians, a successful robotics program, an extensive dance program, and a national-championship JROTC program are among the outstanding choices which actively involve students outside of the classroom.</p>






**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † 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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Students at Rahway High School benefit from a robust honors and Advanced Placement program. Courses in the visual, performing, and practical arts complement Rahway High school's other academic offerings.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Rahway High School offers an athletic program with a tradition of excellence. Opportunities for men and women bolster student confidence and enable students to realize their athletic potential.</p>
 <p>Clubs and Activities:</p>	<p>A variety of co-curricular clubs, honor societies, and activities enhance the experience of all students who participate in them at Rahway High School. These include the following: Drama Club, Musical Theatre Productions, DECA, Math Club, Yearbook, School Newspaper, Robotics, Winter Guard, National Honor Society, and Marching Band.</p>






**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † 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.

 <p>Before and After School Programs:</p>	<p>(1) SAT preparation as an after-school program is available for students seeking support. (2) Kean University and Rutgers University teaching interns offer after-school tutoring to all students. (3) Personalized financial aid workshops are facilitated for parents and students in order for them to complete FAFSA applications. (4) Rahway High School is a partner with Fairleigh Dickinson University in offering dual credit. (5) School-sponsored, academic tutoring is offered to all students.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff and Professional learning opportunities at Rahway High School are based upon curricular and school-based needs. Types of training have included the following: CPR training, AED training, and Epi-pen training, differentiated instruction, process writing, In-class-support for students with learning disabilities, Next-Generation Science Standards, and Advanced Placement course training.</p>
 <p>Postsecondary Information:</p>	<p>Post-secondary plans for the Class of 2019 yielded approximately 87 percent of the class choosing to pursue the following options: four-year college, two-year college, military service, or technical schools. Recent graduates currently attend Rutgers University, The University of North Carolina at Chapel Hill, The New Jersey Institute of Technology, Hampton University, Howard University, Harvard University, Cornell University, Case Western Reserve University, Wesleyan University, and Lehigh University</p>






**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Rahway High School offers one of the best research-based, freshman transition and college and career readiness experiences available to high school students in the United States. In addition, Rahway High School offers a Sheltered Instruction Observation Protocol (SIOP) model for its English Language Learners. Furthermore, students with learning disabilities are offered comprehensive special education and related services.</p>
 <div>Student Health and Wellness:</div>	<p>Rahway High School offers a breakfast program on a daily basis. In addition, a comprehensive health and physical education program exists. Nursing services include first aid, health screenings, and related community-based nursing support.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent groups involved at Rahway High School include a PTO, a Band Parent Organization, and an Athletic Booster Organization.</p>






**Rahway High School**  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † 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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Rahway High School recently completed in 2013 a comprehensive renovation of its entire science wing, bringing state-of-the-art lab facilities to all students enrolled in our science program which offers honors and Advanced Placement offerings in Biology, Environmental Science, Chemistry, and Physics. In addition, the fine and performing arts wing of Rahway High School was fully renovated to provide students with state-of-the-art dance, piano, band, orchestra, and vocal music facilities.</p>
 <p>School Safety:</p>	<p>Rahway High School provides a safe and inclusive school setting which addresses the physical, emotional, and intellectual aspects of being a student. Respect, dignity, and responsible citizenship are embraced by all members of the Rahway High School Community.</p>





Rahway High School  
(39-4290-050)  
Grades Offered: 09-12  
2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	<p>Rahway High School offers a full range of curricular and extra-curricular STEM options for its students. AP Physics, AP Chemistry, AP Biology, AP Environmental Science, AP Calculus AB, AP Economics, and AP Statistics are among the 15 AP offerings that currently exist for all Rahway High School students. In addition, our high school has been a First Robotics participant for many years.</p>
 <div>Early Childhood Education:</div>	<p>N/A</p>




Rahway High School  
 (39-4290-050)  
 Grades Offered: 09-12  
 2018-2019

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

### School Narrative

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

 <div>Other Information</div>	<p>At Rahway High School we have a shared vision that embraces the goal of preparing our students to become independent and self-sufficient adults who will succeed and contribute responsibly in the global community - a vision shared by students, parents, teachers, administrators, and our many stakeholders. It is a mission carried forward with the following beliefs: (1) Diversity is a strength of our school community and, as such, we seek to provide inclusive programs to accommodate the needs of all learners; (2) Responsible citizenship is an expectation that is required of students in order for them to be independent and self-sufficient adults; (3) Ethical conduct by all members of the school community is an unwavering tenet that must guide the actions of all stakeholders in our school community; (4) Academic success is an essential outcome for all learners that must guide all students throughout their high school careers; (5) Marketable skills are an essential series of components that must be understood and mastered by all graduates in order for them to lead successful and productive lives in the 21st century. In summary, we believe that Diversity, Responsibility, Ethics, Academics, and Marketability reflect our bold D.R.E.A.M. upon which the successes of our graduates will be realized throughout their lives.</p>
---	--



**Roosevelt Elementary School**  
(39-4290-120)  
Grades Offered: PK-06  
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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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	Union
District	Rahway Public School District
Principal Name	Dr. Cary Fields
Address	811 ST GEORGE AVE RAHWAY, NJ 07065-2626
Phone Number	732-396-1060
Email Address	<a href="mailto:cfields@rahway.net">cfields@rahway.net</a>
Website	<a href="https://www.rahway.net/Domain/11">https://www.rahway.net/Domain/11</a>



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	62	57	50
KG	71	60	82
1	61	78	62
2	88	65	82
3	75	97	73
4	78	85	97
5	92	81	88
6	104	92	83
Total	631	615	617

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

Student Group	2016-17	2017-18	2018-19
Female	42.6%	43.0%	42.7%
Male	57.4%	57.0%	57.3%
Economically Disadvantaged Students	48.3%	47.7%	44.0%
Students with Disabilities	24.1%	25.0%	26.7%
English Learners	10.0%	8.1%	8.5%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.6%	0.3%	0.3%
Military-Connected Students	0.0%	0.5%	1.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	23.9%	21.4%	21.6%
Hispanic	41.2%	43.2%	42.2%
Black or African American	28.4%	28.5%	30.0%
Asian	3.8%	2.9%	2.7%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.5%	3.9%	3.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	43	16	0
PK - Full Day	19	41	50
KG - Half Day	0	0	0
KG - Full Day	71	60	82

Enrollment by Home Language

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

Home Language	% of Students
English	78.7%
Spanish	14.2%
Portuguese	1.4%
Cree	1.4%
Polish	1.1%
Other Languages	3.1%



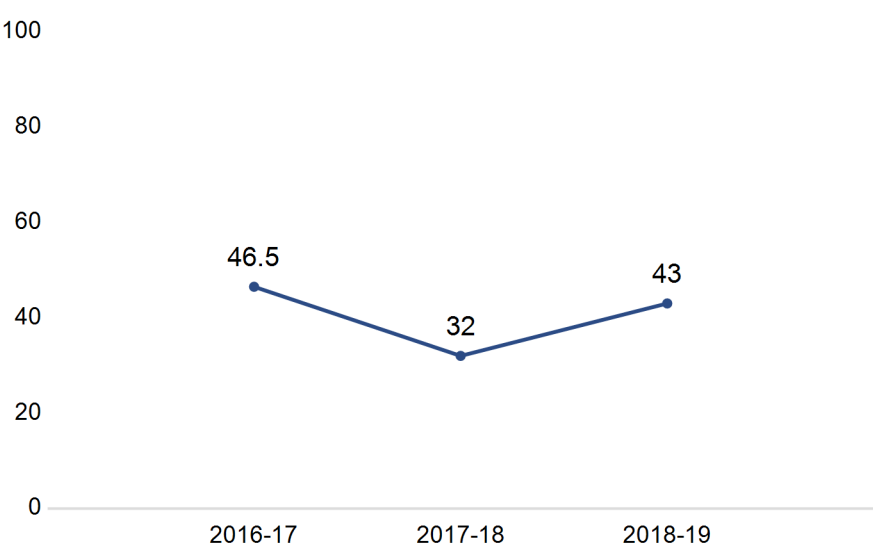
Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

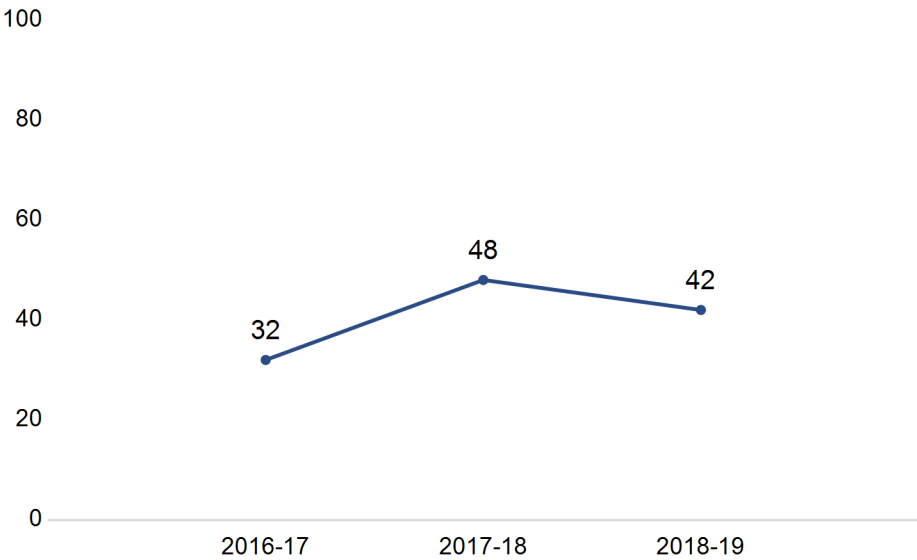
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46.5	32	43	32	48	42
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	50	50	Met Standard	42	43	50	Met Standard
White	47	57	50	Met Standard	40	49	52	Met Standard
Hispanic	41.5	49	49	Met Standard	39.5	43	47	Not Met
Black or African American	45	47	45	Met Standard	47	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	60	49	**	*	39	52	**
Female	43.5	52	53	N	38	43	50	N
Male	43	47	47	N	45	44	51	N
Economically Disadvantaged Students	42	50	48	Met Standard	40	43	46	Met Standard
Students with Disabilities	32	40	43	Not Met	39	39	45	Not Met
English Learners	62	60	52	Exceeds Standard	38	45	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

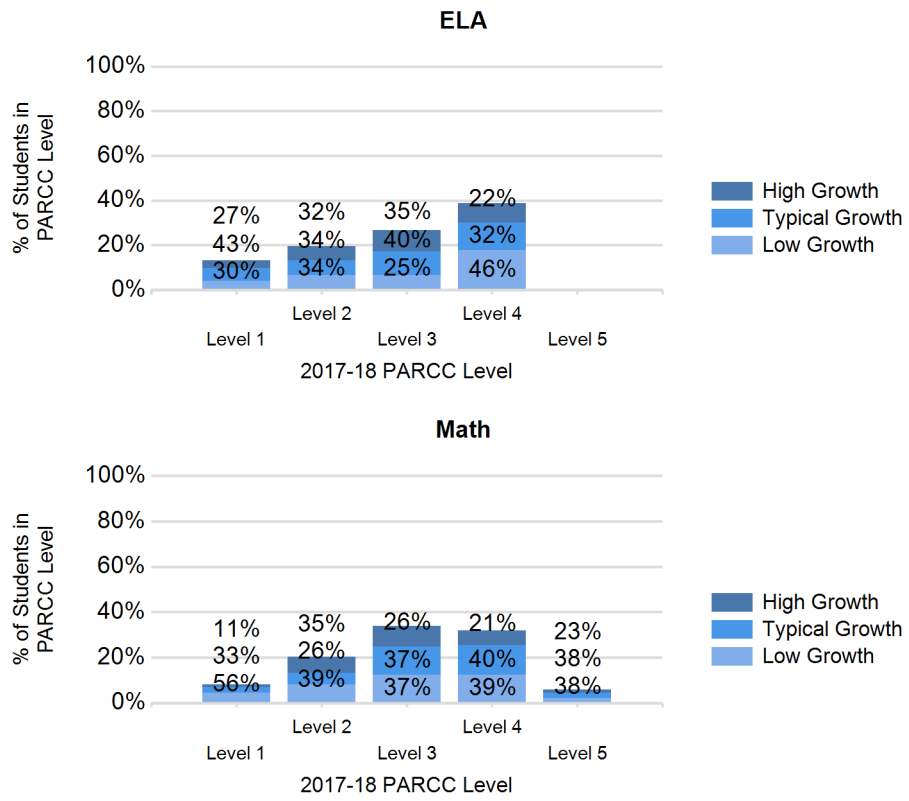
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

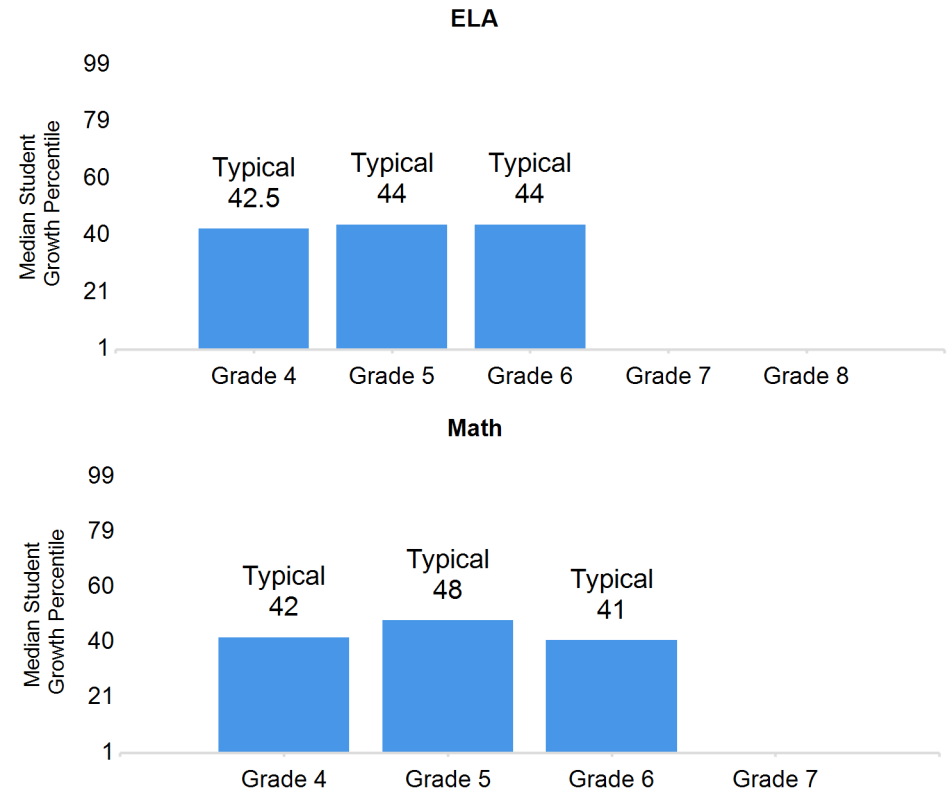
Student Growth by Performance Level

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.





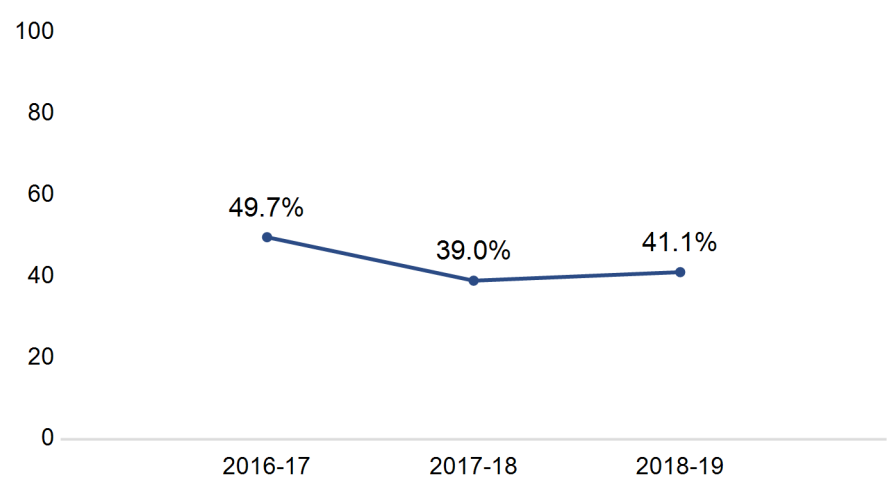
Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

**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

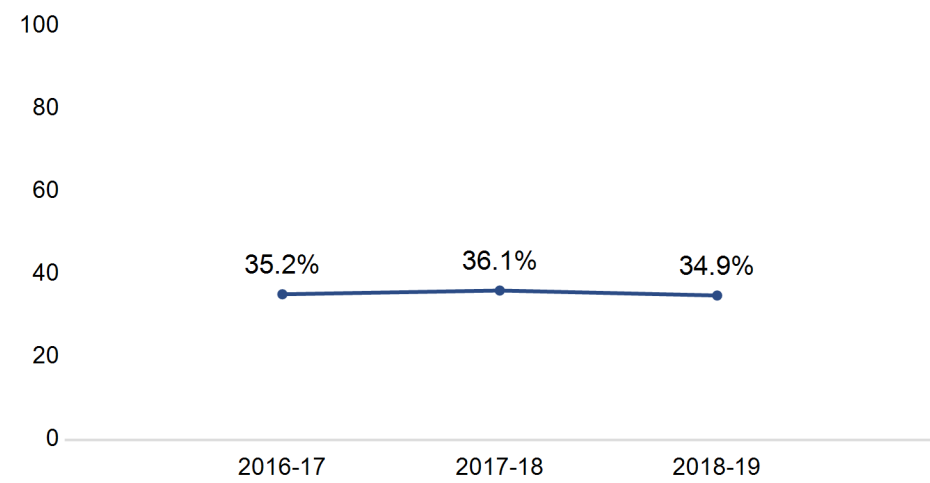
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
Proficiency Rate for Federal Accountability	49.7%	39.0%	41.1%	35.2%	36.1%	34.9%
Annual Target	54.5%	55.9%	57.2%	50.1%	51.6%	53.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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	292	99.0	41.1	43.0	57.9	41.1	57.2	Not Met
White	64	100.0	45.3	55.8	66.9	45.3	57	Not Met
Hispanic	132	98.6	37.9	42.1	43.9	37.9	56.3	Not Met
Black or African American	80	98.8	37.5	36.5	38.5	37.5	55	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	56.5	64.4	*	**	**
Female	122	97.6	55.7	51.1	64.8	55.7		
Male	170	100.0	30.6	35.9	51.3	30.6		
Economically Disadvantaged Students	129	100.0	31.0	38.6	40.0	31.0	49.8	Not Met
Non-Economically Disadvantaged Students	163	98.2	49.1	48.5	67.9	49.1		
Students with Disabilities	52	100.0	17.3	13.5	22.7	17.3	27.2	Not Met
Students without Disabilities	240	98.8	46.3	49.2	65.1	46.3		
English Learners	40	100.0	30.0	33.8	29.3	30.0	49.5	Not Met
Non-English Learners	252	98.8	42.9	44.6	60.6	42.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	23.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

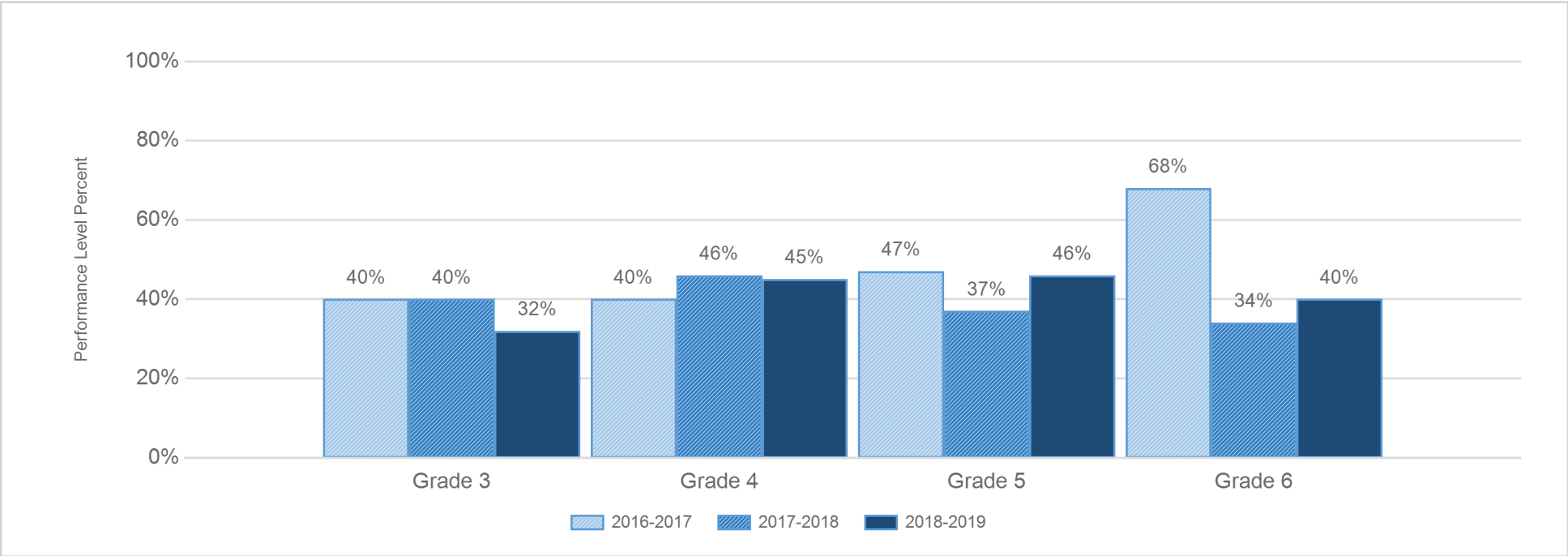


Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

**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.





Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	736	736	748	*	*	35%	32%	0%	32%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	26	733	737	734	*	*	*	*	*	35%	36%
Black or African American	21	731	729	731	*	*	*	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	23	757	738	753	*	0%	*	*	*	65%	55%
Male	39	724	733	743	*	31%	*	*	*	13%	46%
Economically Disadvantaged Students	34	731	730	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	28	743	744	759	*	*	*	*	*	39%	61%
Students with Disabilities	*	*	706	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	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	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	744	743	755	*	18%	28%	*	*	45%	57%
White	19	753	753	763	*	*	*	*	*	53%	67%
Hispanic	34	739	742	743	*	*	32%	*	*	38%	44%
Black or African American	27	738	736	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	769	762	*	*	*	*	*	*	64%
Female	31	754	749	760	*	*	*	*	*	61%	62%
Male	52	738	738	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	35	735	739	740	*	*	37%	*	*	29%	40%
Non-Economically Disadvantaged Students	48	750	749	765	*	*	21%	*	*	56%	69%
Students with Disabilities	10	704	*	725	*	*	*	*	*	*	25%
Students without Disabilities	73	749	*	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	744	743	756	*	14%	31%	*	*	46%	58%
White	16	741	*	764	*	*	*	*	*	44%	68%
Hispanic	37	743	744	743	*	*	38%	*	*	41%	44%
Black or African American	18	750	738	739	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	28	751	750	761	*	*	*	*	*	61%	64%
Male	46	740	738	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	32	738	739	740	*	*	41%	*	*	34%	39%
Non-Economically Disadvantaged Students	42	749	749	766	*	*	24%	*	*	55%	69%
Students with Disabilities	19	724	*	724	*	*	*	*	*	21%	23%
Students without Disabilities	55	751	*	762	*	*	*	*	*	55%	65%
English Learners	*	*	721	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	740	747	754	*	18%	31%	*	*	40%	56%
White	15	743	*	762	*	*	*	*	*	47%	65%
Hispanic	38	737	743	743	*	*	37%	*	*	34%	43%
Black or African American	12	735	742	738	*	*	*	*	*	33%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	762	760	*	*	*	*	*	*	64%
Female	36	745	753	762	*	*	31%	*	*	44%	64%
Male	36	735	741	748	*	*	31%	*	*	36%	48%
Economically Disadvantaged Students	31	732	742	740	*	*	32%	*	*	32%	39%
Non-Economically Disadvantaged Students	41	746	753	763	*	*	29%	*	*	46%	67%
Students with Disabilities	12	710	*	722	*	*	0%	*	*	17%	19%
Students without Disabilities	60	746	*	761	*	*	37%	*	*	45%	64%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	748	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Roosevelt Elementary School**  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	99.0	34.9	25.2	44.5	34.9	53.2	Not Met
White	64	100.0	39.1	38.6	54.1	39.1	55.8	Not Met
Hispanic	132	98.6	35.6	*	28.8	35.6	53.4	Not Met
Black or African American	80	98.8	30.0	21.4	23.0	30.0	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	28.2	53.3	*	**	**
Female	122	97.6	37.7	24.6	44.9	37.7		
Male	170	100.0	32.9	25.7	44.2	32.9		
Economically Disadvantaged Students	129	100.0	27.9	*	26.3	27.9	45.2	Not Met
Non-Economically Disadvantaged Students	163	98.2	40.5	*	54.9	40.5		
Students with Disabilities	52	100.0	15.4	*	17.4	15.4	25.7	Not Met
Students without Disabilities	240	98.8	39.2	*	50.0	39.2		
English Learners	40	100.0	25.0	18.8	25.0	25.0	49.5	Not Met
Non-English Learners	252	98.8	36.5	26.4	46.5	36.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	15.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

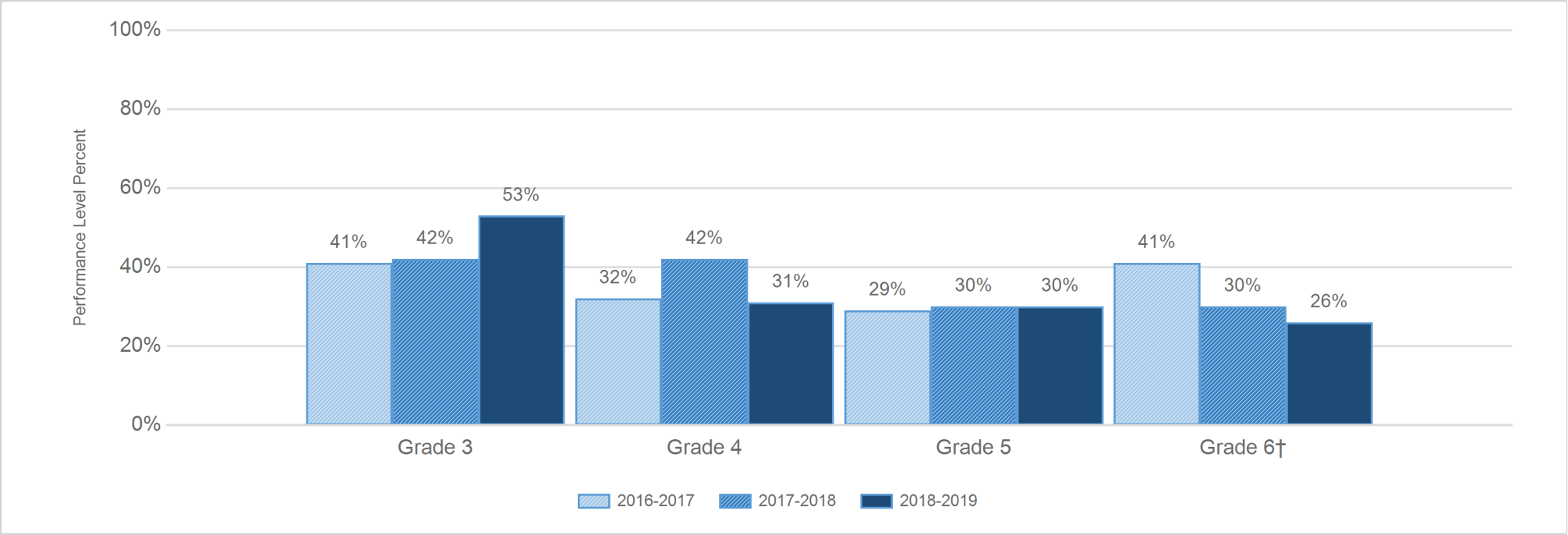


Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	747	741	752	*	*	26%	*	*	53%	55%
White	*	*	758	760	*	*	*	*	*	*	66%
Hispanic	26	748	740	739	*	*	*	*	*	58%	40%
Black or African American	21	736	735	735	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	23	755	738	751	*	*	*	*	*	70%	54%
Male	39	743	744	752	*	*	*	*	*	44%	56%
Economically Disadvantaged Students	34	739	735	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	28	757	750	761	*	*	*	*	*	61%	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	723	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	745	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Roosevelt Elementary School**  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	735	736	749	16%	20%	33%	*	*	31%	51%
White	19	746	747	757	*	*	*	*	*	42%	62%
Hispanic	34	733	735	737	*	*	41%	*	*	26%	36%
Black or African American	27	726	728	731	*	*	*	*	*	26%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	31	737	735	749	*	*	35%	*	*	29%	50%
Male	52	734	736	749	*	*	31%	*	*	33%	52%
Economically Disadvantaged Students	35	728	732	734	*	*	29%	*	*	26%	32%
Non-Economically Disadvantaged Students	48	741	740	759	*	*	35%	*	*	35%	63%
Students with Disabilities	10	706	*	726	*	*	*	*	*	10%	25%
Students without Disabilities	73	739	*	754	*	*	*	*	*	34%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	739	733	747	*	23%	42%	*	*	30%	47%
White	16	737	*	755	*	*	*	*	*	31%	58%
Hispanic	37	740	732	735	*	27%	32%	*	*	35%	30%
Black or African American	18	741	729	729	*	*	56%	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	742	735	747	*	*	50%	*	*	29%	47%
Male	46	737	731	747	*	*	37%	*	*	30%	47%
Economically Disadvantaged Students	32	736	731	732	*	*	38%	*	*	25%	27%
Non-Economically Disadvantaged Students	42	741	735	757	*	*	45%	*	*	33%	59%
Students with Disabilities	19	726	*	725	*	*	*	*	*	11%	19%
Students without Disabilities	55	744	*	752	*	*	*	*	*	36%	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	734	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 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	72	731	729	741	17%	25%	32%	*	*	26%	41%
White	15	738	*	749	*	*	*	*	*	20%	51%
Hispanic	38	730	728	729	*	32%	29%	*	*	24%	24%
Black or African American	12	720	723	722	*	*	*	*	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	732	747	*	*	*	*	*	*	48%
Female	36	733	731	742	*	*	28%	*	*	28%	42%
Male	36	730	727	740	*	*	36%	*	*	25%	40%
Economically Disadvantaged Students	31	719	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	41	740	734	750	*	*	*	*	*	*	53%
Students with Disabilities	12	710	*	716	*	*	*	*	*	*	12%
Students without Disabilities	60	735	*	746	*	*	*	*	*	*	46%
English Learners	*	*	697	709	*	*	*	*	*	*	*
Non-English Learners	*	*	730	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.8%	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	14	85.7%	14.3%
3-4	16	87.5%	12.5%
5 or more	17	82.4%	17.6%



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

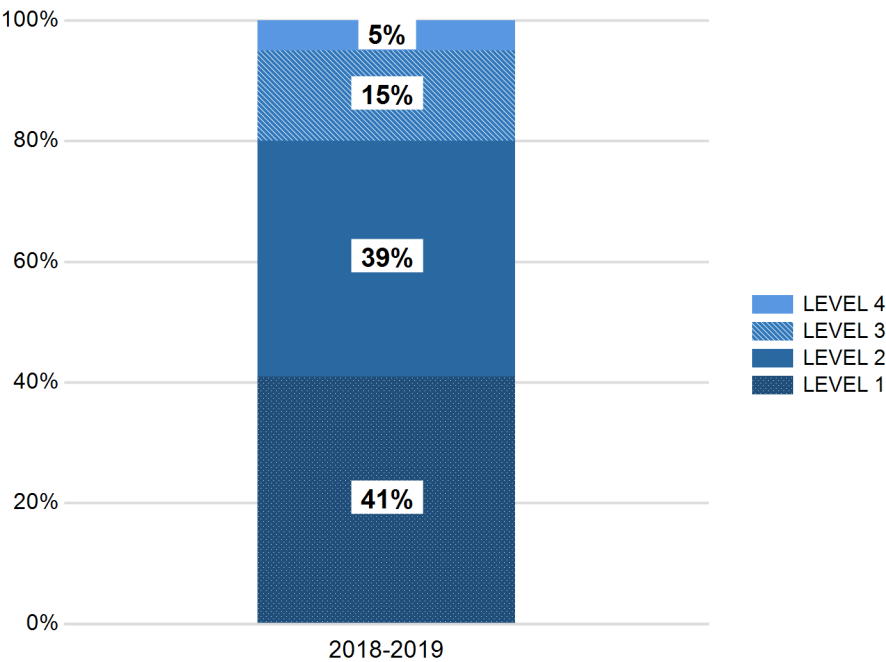
2018-2019

**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

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	41	39	15	5
White	41	41	12	6
Hispanic	42	39	11	8
Black or African American	39	39	22	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	54	11	4
Male	46	30	17	7
Economically Disadvantaged Students	50	25	19	6
Non-Economically Disadvantaged Students	33	50	12	5
Students with Disabilities	67	17	11	6
Students without Disabilities	32	46	16	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

2018-2019

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

Student 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.

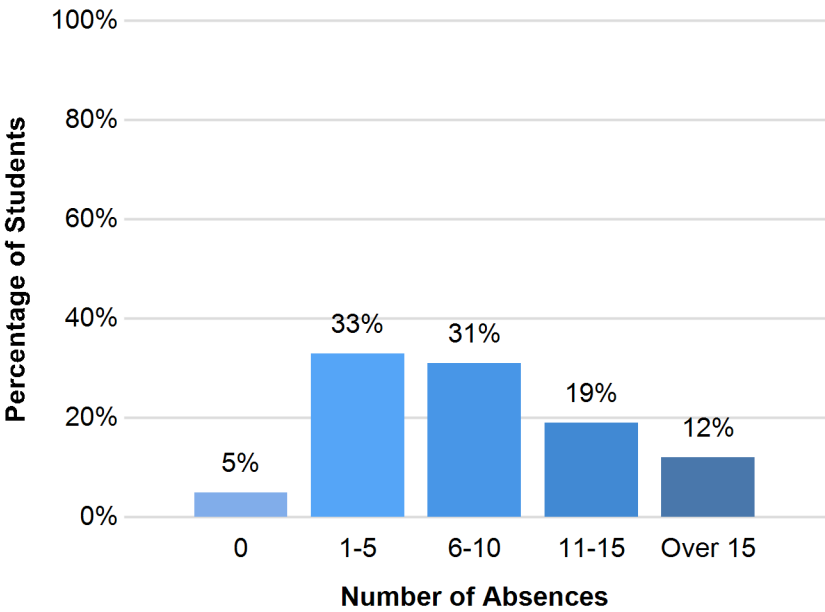
Chronic Absenteeism

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	46	9.2	8.8	Not Met
White	8	7.2	8.8	Met
Hispanic	24	10.7	8.8	Not Met
Black or African American	13	9.5	8.8	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	20	8.6		
Male	26	9.7		
Economically Disadvantaged Students	24	10.8	8.8	Not Met
Students with Disabilities	12	15.8	8.8	Not Met
English Learners	6	12.8	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





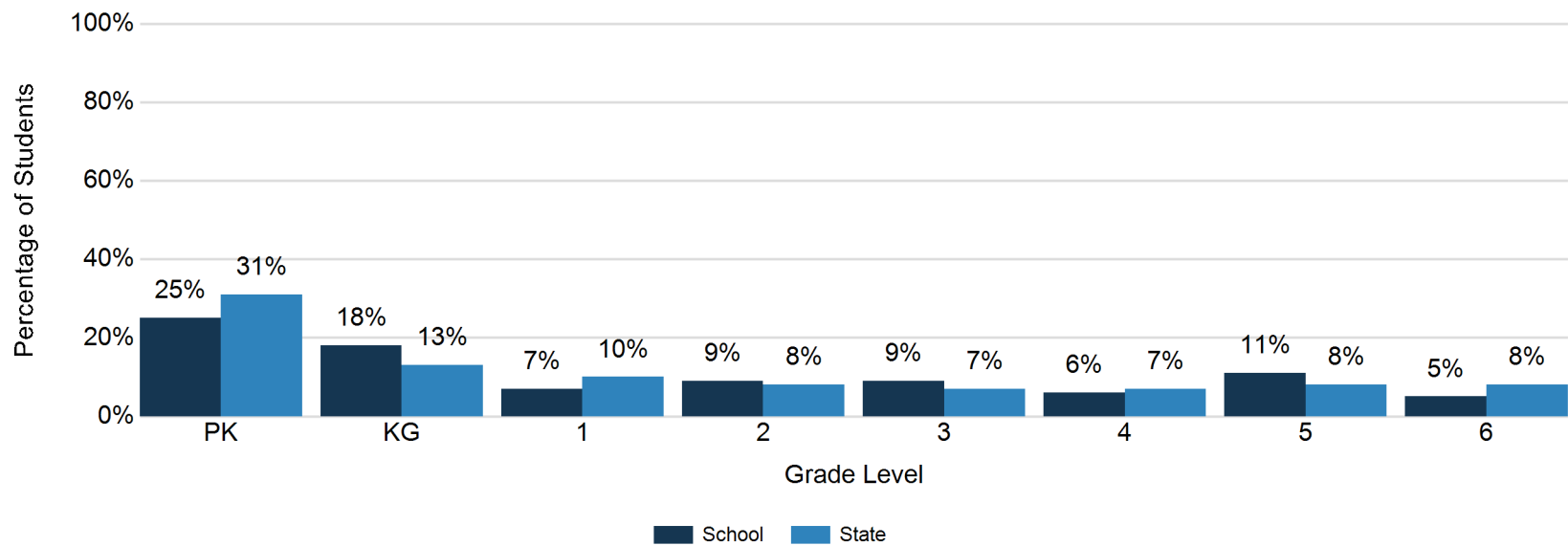
Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

Student 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.





Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.64

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	8	3	11
No Identified Nature	0		0

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	20	3.2%
Any Suspension	20	3.2%
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

42



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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 Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 7 Mins
Shared Time - Instructional Time	5 Hrs. 7 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	1.7:1



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	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	24	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	311:1	169:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		1016:1
Students to Nurses		580:1
Students to Counselors		508:1
Students to Child Study Team Members		254:1



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.7%	84.3%	100.0%	48.4%	77.1%	54.9%
Male	57.3%	15.7%	0.0%	51.6%	22.9%	45.1%
White	21.6%	76.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	42.2%	11.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	30.0%	9.8%	50.0%	15.0%	6.6%	13.9%
Asian	2.7%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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

Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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%



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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

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.



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.7%	39.0%	41.1%
Math Proficiency	35.2%	36.1%	34.9%
ELA Growth	46	32	43
Math Growth	32	48	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.9%	43.8%
Chronic Absenteeism	8.7%	9.1%	9.2%

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



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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

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.



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>PBSIS School</li> <li>We offer many extracurricular clubs and activities for students.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Roosevelt School, a community of teachers and learners, shall provide educational excellence, good teaching practices, and challenging inclusive programs to accommodate the unique needs of all students.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>2019 NJ PBSIS Certificate of Achievement; Shiny Penny Award from the Leukemia &amp; Lymphoma Society; 2019 Kaboom Grant Recipient</p>



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

<div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div>	The curriculum includes Math in Focus, Writing Workshop, Literacy By Design, and Foss Science Kits.
<div>A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other.</div> <div>Clubs and Activities:</div>	We offer the following extra-curricular activities for our students: STEM club, Dance club, Art club, Welcome Wagon club, Helping Hands club, HEROS club, Select Chorus, Safety Patrols, Peer Mediation, Tenderheart Teddies, and a Speech and Broadcasting club.



Roosevelt Elementary School

(39-4290-120)

Grades Offered: PK-06

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy



\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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

<div>  <div>Before and After School Programs:</div> </div>	<div>The YMCA provides onsite before and aftercare. Other programs offer busing to off-site locations for aftercare.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>PLC meetings, Staff meetings, Department meetings, and other professional learning opportunities are available to staff members.</div>






Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Roosevelt School support services include homework help, ESL, ICS, Resource Room, Orton Gillingham, Speech, Counseling, and other Special Ed. services if eligible such as OT and PT.</p>
 <div>Student Health and Wellness:</div>	<p>Roosevelt School offers a breakfast program for all students. Students have physical education at least once per week and recess daily.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTA is active and organizes many fundraisers and school events. We also hold Family Math, Science, Writing, and Reading Nights.</p>



Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
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:	Who is surveyed: Students, Administrators, Teachers
Facilities:	Roosevelt School was built in 1925. There have been two additions, 1960 and 2000. The building has a library, art room, gymnasium, and two cafeterias. The building has an elevator.
School Safety:	Roosevelt School has cameras and a common area paraprofessional to ensure student and staff safety. We conduct safety drills monthly.





Roosevelt Elementary School  
(39-4290-120)  
Grades Offered: PK-06  
2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	<p>We currently have iPads in K-2nd grade, Chromebook carts in 3rd-6th grade, and various grades have SmartBoards, Document Cameras, and Epson Projectors. We use Razz Kids and Achieve 3000 as supplemental tools.</p>
 <div>Early Childhood Education:</div>	<p>We offer a full-day PreK and Kindergarten program.</p>