



Franklin Elementary School
(23-4910-060)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** 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 with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Ralph Errico
Address	1000 FRANKLIN AVE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	rerrico@spboe.org
Website	https://www.spboe.org



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

Enrollment Trends by Grade

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	8	12	19
KG	48	38	48
1	56	51	41
2	40	49	57
3	56	38	46
4	72	54	39
Total	280	242	250

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

Student Group	2016-17	2017-18	2018-19
Female	46.4%	45.9%	48.4%
Male	53.6%	54.1%	51.6%
Economically Disadvantaged Students	20.4%	22.7%	18.0%
Students with Disabilities	15.7%	18.2%	23.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.0%	0.8%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
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	48.9%	48.3%	46.8%
Hispanic	28.6%	27.7%	29.2%
Black or African American	11.4%	14.0%	12.0%
Asian	9.6%	8.3%	9.2%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	1.2%	2.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	8	0	0
PK - Full Day	0	12	19
KG - Half Day	0	0	0
KG - Full Day	48	38	48

Enrollment by Home Language

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

Home Language	% of Students
English	78.0%
Spanish	15.2%
Vietnamese	1.2%
Other Languages	5.6%



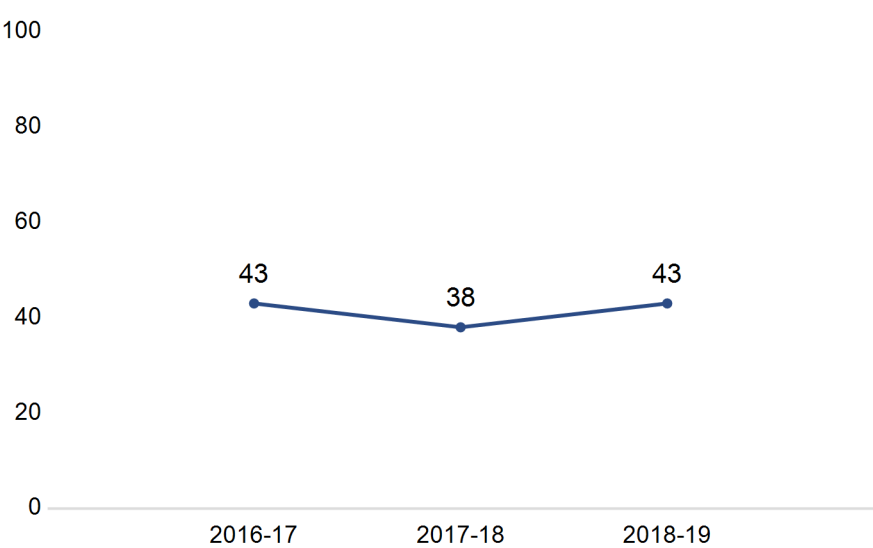
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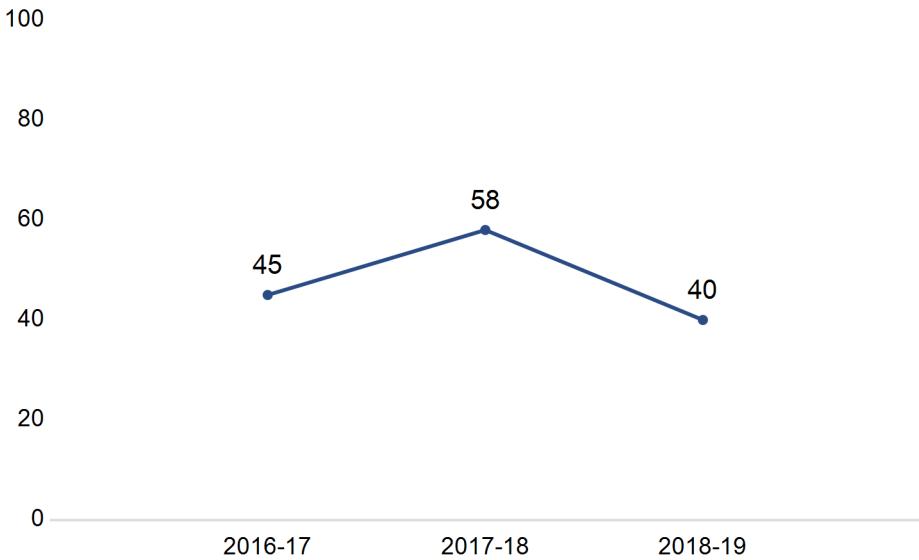
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	38	43	45	58	40
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	53	50	Met Standard	40	58	50	Met Standard
White	42	53	50	**	40	53	52	**
Hispanic	43.5	50	49	**	64.5	61	47	**
Black or African American	*	52	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60.5	59	**	*	62	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	49	49	**	*	42	52	**
Female	47	60	53	N	34	57	50	N
Male	36	47	47	N	46.5	58	51	N
Economically Disadvantaged Students	44	50.5	48	**	44	54	46	**
Students with Disabilities	*	52	43	**	*	52	45	**
English Learners	N	59	52	**	N	69.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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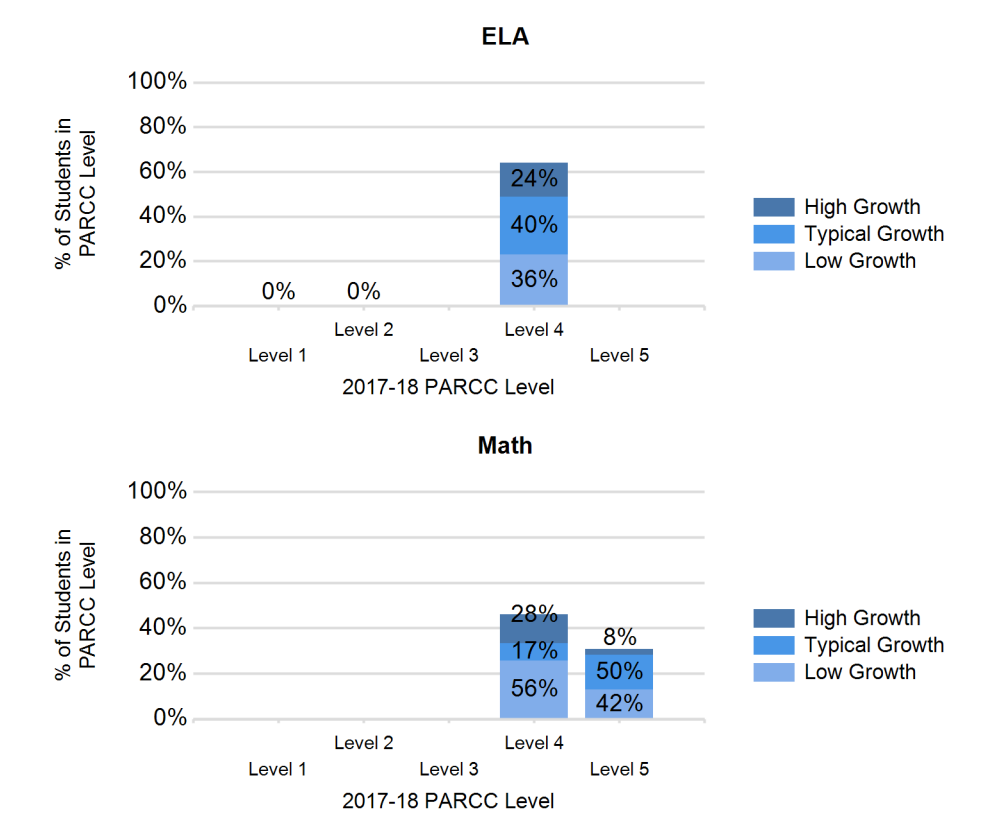
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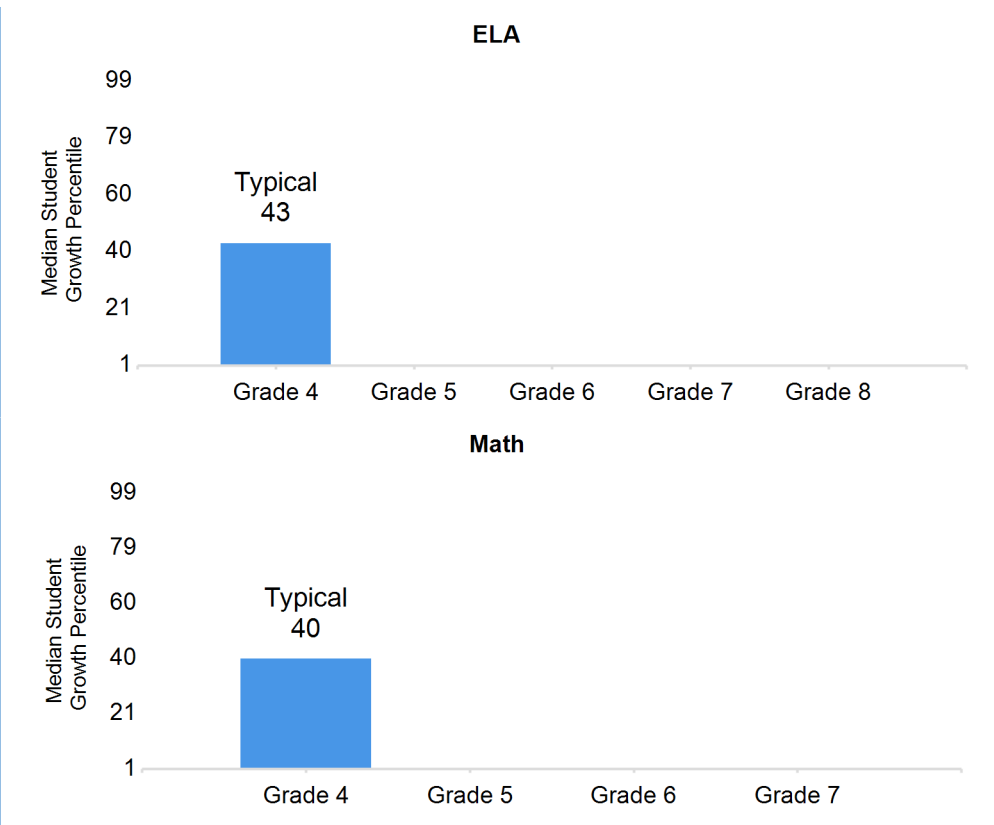
Student Growth by Performance Level

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



Student Growth by Grade

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



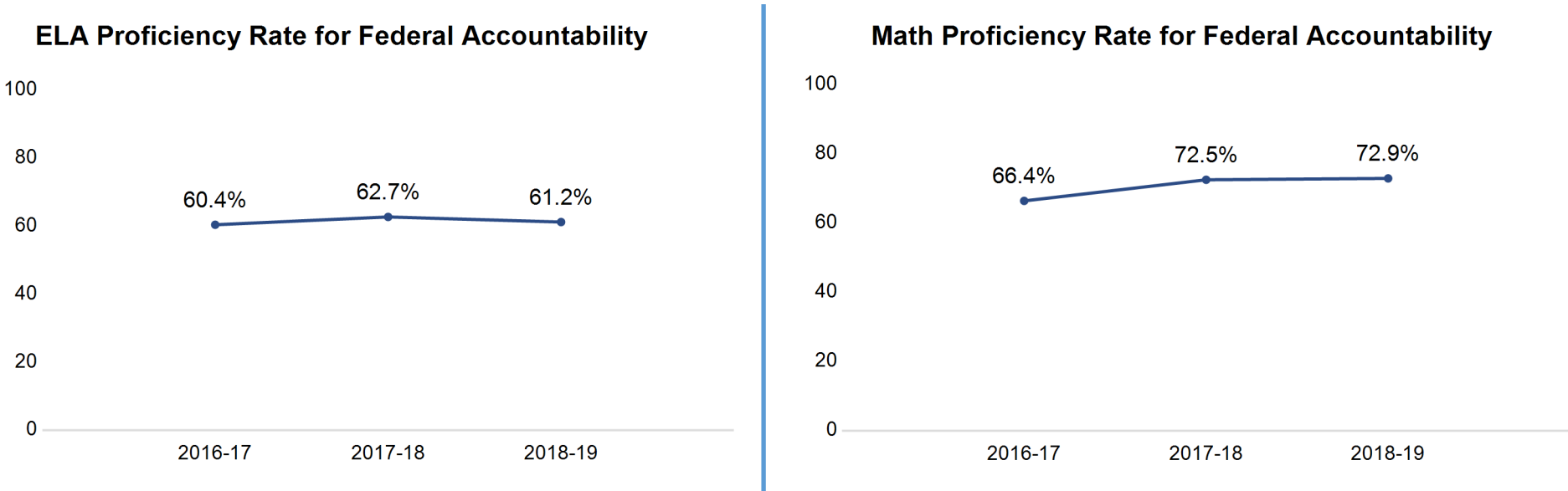


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	97.8%	98.8%	97.7%	97.8%	98.8%
Proficiency Rate for Federal Accountability	60.4%	62.7%	61.2%	66.4%	72.5%	72.9%
Annual Target	59.3%	60.4%	61.5%	67.0%	67.7%	68.4%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	85	98.8	61.2	63.9	57.9	61.2	61.5	Met Target†
White	42	97.7	59.5	68.3	66.9	59.5	64.8	Met Target†
Hispanic	28	100.0	64.3	53.9	43.9	64.3	58.3	Met Target
Black or African American	*	*	*	54.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	42	100.0	69.0	73.6	64.8	69.0		
Male	43	97.7	53.5	54.5	51.3	53.5		
Economically Disadvantaged Students	18	94.7	55.6	52.3	40.0	55.2	**	**
Non-Economically Disadvantaged Students	67	100.0	62.7	66.8	67.9	62.7		
Students with Disabilities	18	100.0	*	*	22.7	*	**	**
Students without Disabilities	67	98.5	*	*	65.1	*		
English Learners	N	N	N	23.5	29.3	N	**	**
Non-English Learners	85	98.8	61.2	64.7	60.6	61.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

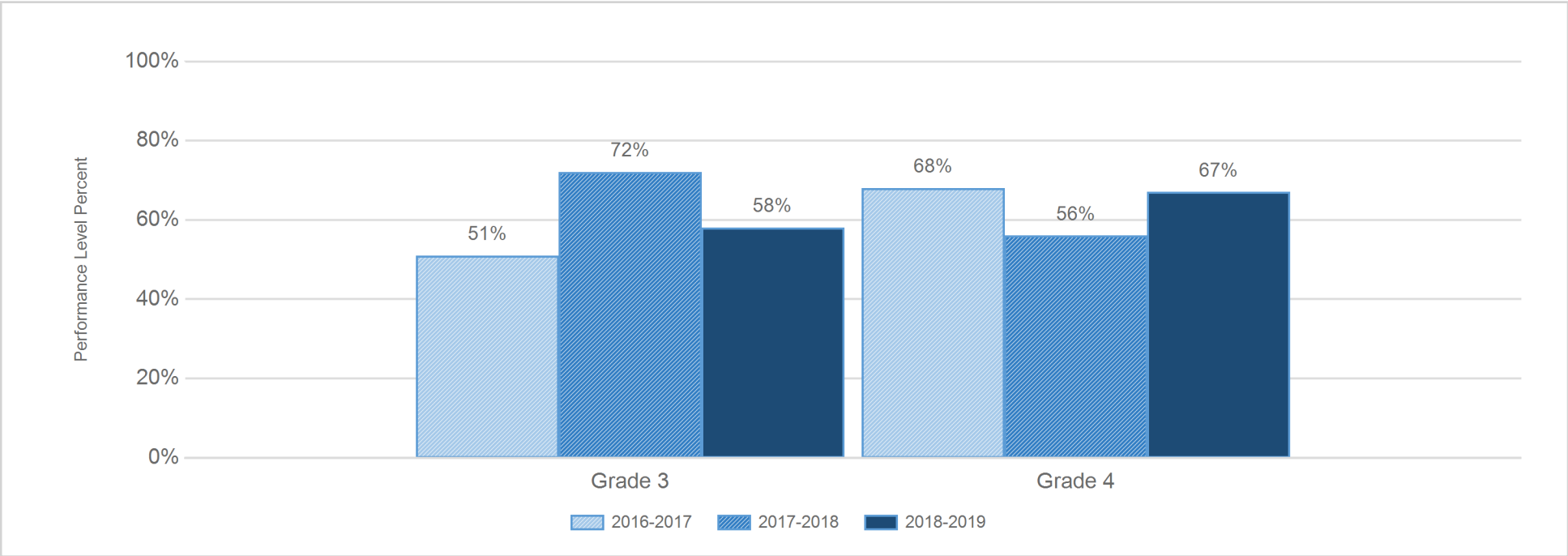


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	757	756	748	*	*	29%	*	*	58%	50%
White	27	757	*	757	*	*	*	56%	0%	56%	60%
Hispanic	13	760	750	734	0%	0%	*	*	*	62%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	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	760	761	753	*	*	*	*	*	65%	55%
Male	22	753	752	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	10	717	*	719	*	*	*	*	*	*	24%
Students without Disabilities	35	768	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	45	757	*	751	*	*	29%	*	*	58%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	764	769	755	*	*	26%	*	*	67%	57%
White	15	764	775	763	0%	*	*	*	*	67%	67%
Hispanic	14	761	759	743	*	0%	*	*	*	71%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	19	771	775	760	*	*	*	*	*	74%	62%
Male	20	758	763	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	10	753	763	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	29	768	771	765	*	*	*	*	*	72%	69%
Students with Disabilities	*	*	745	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	39	764	769	758	*	*	26%	*	*	67%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	85	98.8	72.9	48.4	44.5	72.9	68.4	Met Target
White	42	97.7	76.2	50.9	54.1	76.2	75	Met Target
Hispanic	28	100.0	67.9	39.4	28.8	67.9	54.5	Met Target
Black or African American	*	*	*	35.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	42	100.0	69.0	49.7	44.9	69.0		
Male	43	97.7	76.7	47.0	44.2	76.7		
Economically Disadvantaged Students	18	94.7	66.7	35.7	26.3	66.3	**	**
Non-Economically Disadvantaged Students	67	100.0	74.6	51.5	54.9	74.6		
Students with Disabilities	18	100.0	55.6	16.9	17.4	55.6	**	**
Students without Disabilities	67	98.5	77.6	55.0	50.0	77.6		
English Learners	N	N	N	20.0	25.0	N	**	**
Non-English Learners	85	98.8	72.9	49.1	46.5	72.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

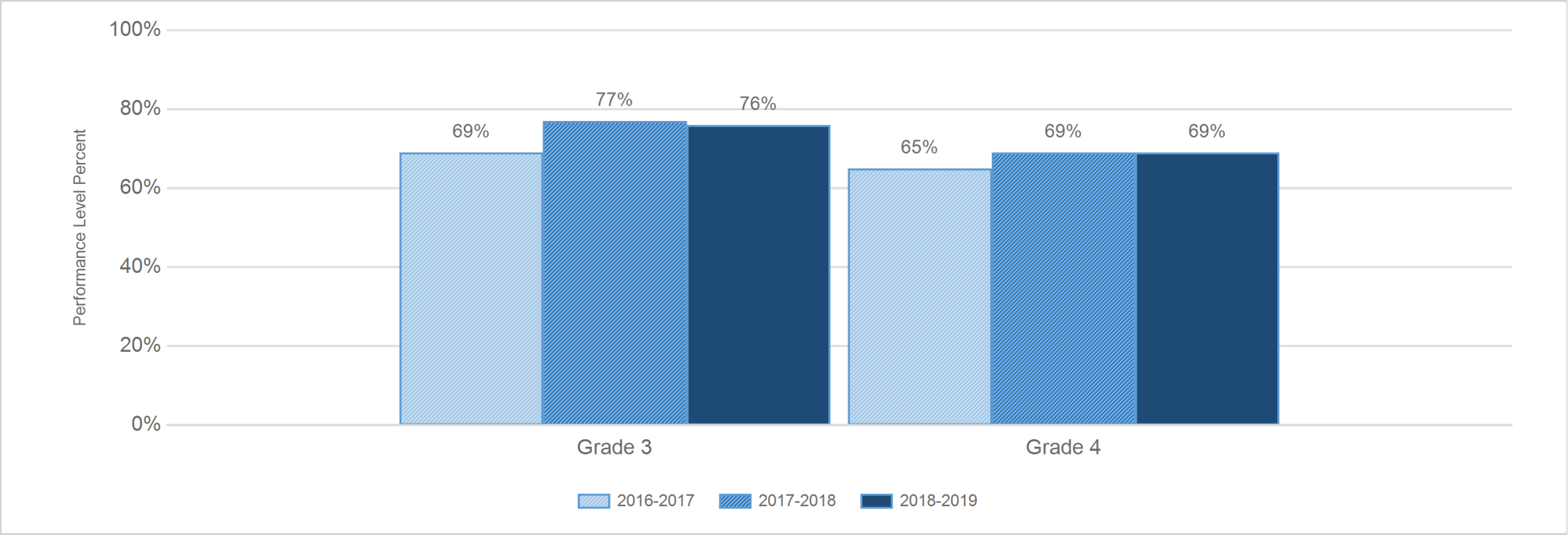


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	768	762	752	0%	*	22%	*	*	76%	55%
White	27	773	765	760	0%	*	*	*	*	85%	66%
Hispanic	13	756	753	739	0%	0%	*	*	*	54%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	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	764	762	751	0%	*	*	*	*	70%	54%
Male	22	772	763	752	0%	*	*	*	*	82%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	10	751	*	731	0%	*	*	*	*	60%	31%
Students without Disabilities	35	772	*	756	0%	*	*	*	*	80%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	45	768	*	754	0%	*	22%	*	*	76%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	763	761	749	0%	*	28%	*	*	69%	51%
White	15	761	765	757	0%	0%	*	*	*	60%	62%
Hispanic	14	760	753	737	0%	*	*	*	*	79%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	19	761	761	749	0%	*	*	*	*	68%	50%
Male	20	764	761	749	0%	*	*	*	*	70%	52%
Economically Disadvantaged Students	10	753	753	734	0%	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	29	766	763	759	0%	*	*	*	*	76%	63%
Students with Disabilities	*	*	745	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	39	763	*	751	0%	*	28%	*	*	69%	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%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

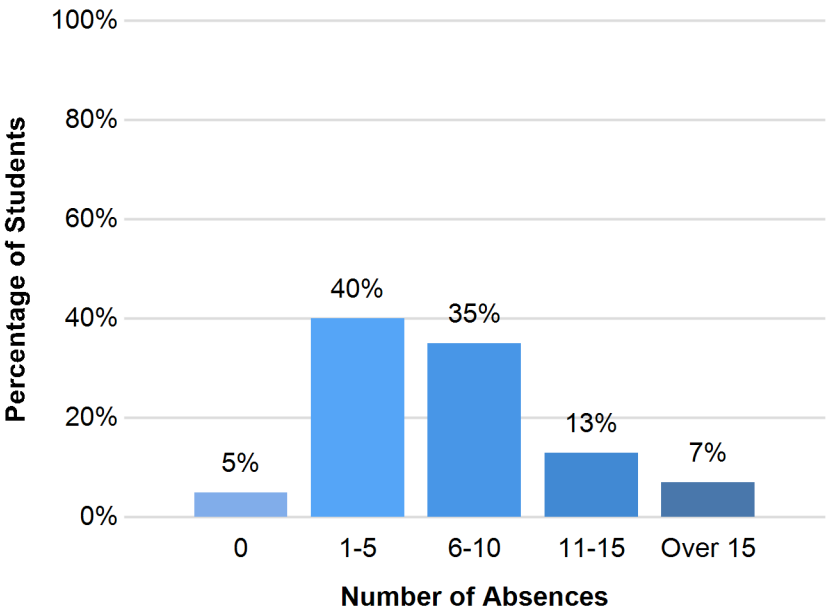
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	5.7	9.2	Met
White	5	4.4	9.2	Met
Hispanic	3	4.8	9.2	Met
Black or African American	4	13.3	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	5.3		
Male	7	6.0		
Economically Disadvantaged Students	6	14.6	9.2	Not Met
Students with Disabilities	6	13.3	9.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





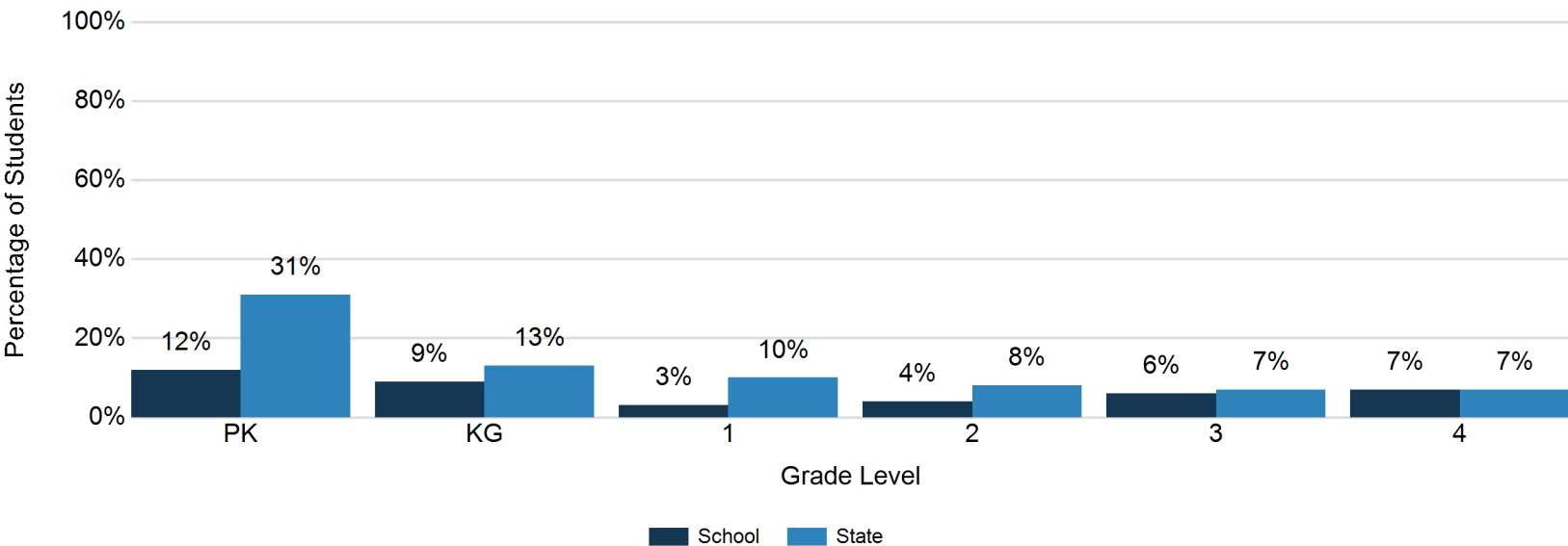
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	8:1	11:1
Students to Administrators	250:1	129:1
Teachers to Administrators	30:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	90.0%	0.0%	48.4%	77.1%	54.9%
Male	51.6%	10.0%	100.0%	51.6%	22.9%	45.1%
White	46.8%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	29.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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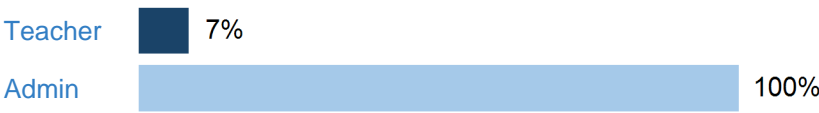
Teachers and Administrators - Level of Education

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

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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.4%	62.7%	61.2%
Math Proficiency	66.4%	72.5%	72.9%
ELA Growth	43	38	43
Math Growth	45	58	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.8%	4.3%	5.7%

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



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

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

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

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



Franklin Elementary School
(23-4910-060)
Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Franklin Elementary School
(23-4910-060)
Grades Offered: PK-04
2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Using various assements to gather data to use for better planning and to recognize areas of need which will lead to better student performance. Students are recognzied monthly for demonstarting good character and being positive roll models for the school and other students. Our Girls on the Run and 1st Year Wingman Programs promote sel-esteem and Social and emotional struggles for our Students.
 <div>Mission, Vision, Theme:</div>	<p>Franklin Schools mission and vision and to create an environment for all students to be able to learn, express their thoughts, be active learners, advance their technology skills, and be able to take educational risk.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Our Girls on the Run has been recognized as a Top Program promoting Female Self-Esteem and Exercise, as well as our Wingman Program promoting Social & Emotional support to our Students.</p>





Franklin Elementary School
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2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	In 2017-18 we used Reading Wonders/Fundations to help with reading and writing for our ELA Program. We use My Math for our Math Curriculum. We also have a G&T Program, as well as Push-In and Pull-Out Math and ELA support.
 <div>Clubs and Activities:</div>	Student Council, School Safety Patrol, ,Girls on the Run, and Wingman.





Franklin Elementary School
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<div>  <div>Before and After School Programs:</div> </div>	<div>Franklin School offers Morning and After School Care</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Franklin School has 5 Full Day Professional Days built into our Calendar. We also designate 3-4 Wednesdays a month for PLC's and Professional Development.</div>



Franklin Elementary School

(23-4910-060)

Grades Offered: PK-04

2018-2019

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School Narrative

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Student Supports and Services:

Franklin School offers BSI LA and Math help. I&RS services. ELL when appropriate.



Student Health and Wellness:

Franklin School promotes Health and Wellness by offering assemblies on nutrition and allergies. We have a morning Breakfast Program. Students get two days a week of Physical Education and everyday enjoys recess either indoors or outdoors.



Parent and Community Involvement:

Franklin School works with it's Community and PTO very closely. We fund raise for various organizations (St.Jude's Children Hospital, Our Local Veteran' Group, County Food Bank, and More). We also work very well our PTO in providing our Students and Staff with many resources and Class Trips for ALL Grades.




Franklin Elementary School
(23-4910-060)
Grades Offered: PK-04
2018-2019

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School Narrative

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 <div>Facilities:</div>	Building was built in 1957. Franklin has a Media Center, Computer Lab, Art Room, and Gym. We have Central HVAC throughout the bUilding.
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Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Patrick Sarullo
Address	305 CROMWELL PLACE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	psarullo@spboe.org
Website	http://www.spboe.org



Grant Elementary School

(23-4910-070)

Grades Offered: 05-06

2018-2019

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

Enrollment Trends by Grade

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
5	247	271	242
6	273	251	285
Total	520	522	527

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	48.5%	49.5%
Male	51.3%	51.5%	50.5%
Economically Disadvantaged Students	27.1%	20.5%	19.9%
Students with Disabilities	16.3%	19.0%	19.7%
English Learners	1.0%	0.6%	1.3%
Homeless Students	0.4%	0.4%	0.6%
Students in Foster Care	0.2%	0.4%	0.0%
Military-Connected Students	0.4%	0.2%	0.2%
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	44.4%	43.7%	41.7%
Hispanic	25.6%	26.4%	26.4%
Black or African American	15.0%	13.4%	14.4%
Asian	14.4%	15.1%	16.1%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.8%	0.8%

Enrollment by Home Language

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

Home Language	% of Students
English	77.8%
Spanish	12.0%
Gujarati	3.0%
Vietnamese	1.3%
Chinese	1.1%
Other Languages	4.7%



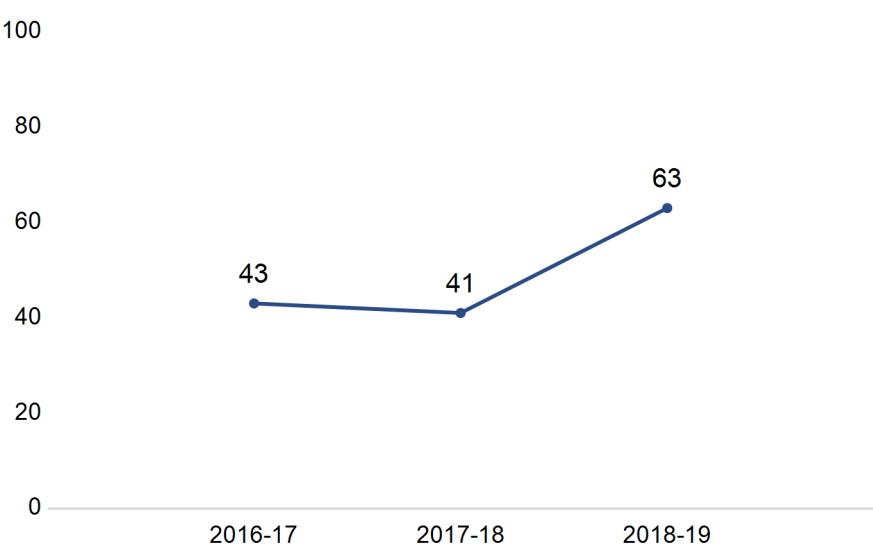
Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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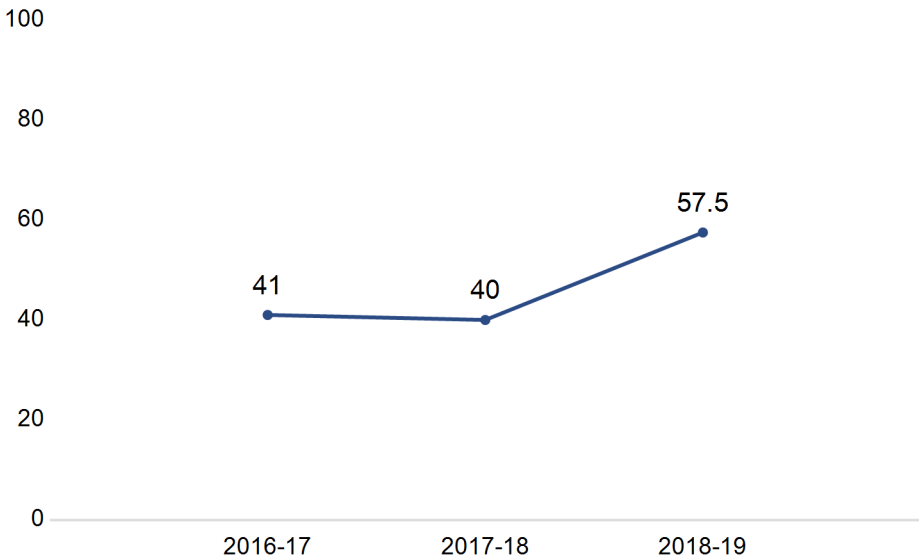
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	41	63	41	40	57.5
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



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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	53	50	Exceeds Standard	57.5	58	50	Met Standard
White	62.5	53	50	Exceeds Standard	53	53	52	Met Standard
Hispanic	62	50	49	Exceeds Standard	60	61	47	Exceeds Standard
Black or African American	67	52	45	Exceeds Standard	43	54	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67.5	60.5	59	Exceeds Standard	64	62	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	49	49	**	*	42	52	**
Female	67	60	53	N	58	57	50	N
Male	53	47	47	N	56	58	51	N
Economically Disadvantaged Students	66	50.5	48	Exceeds Standard	49	54	46	Met Standard
Students with Disabilities	56	52	43	Met Standard	59	52	45	Met Standard
English Learners	*	59	52	**	61	69.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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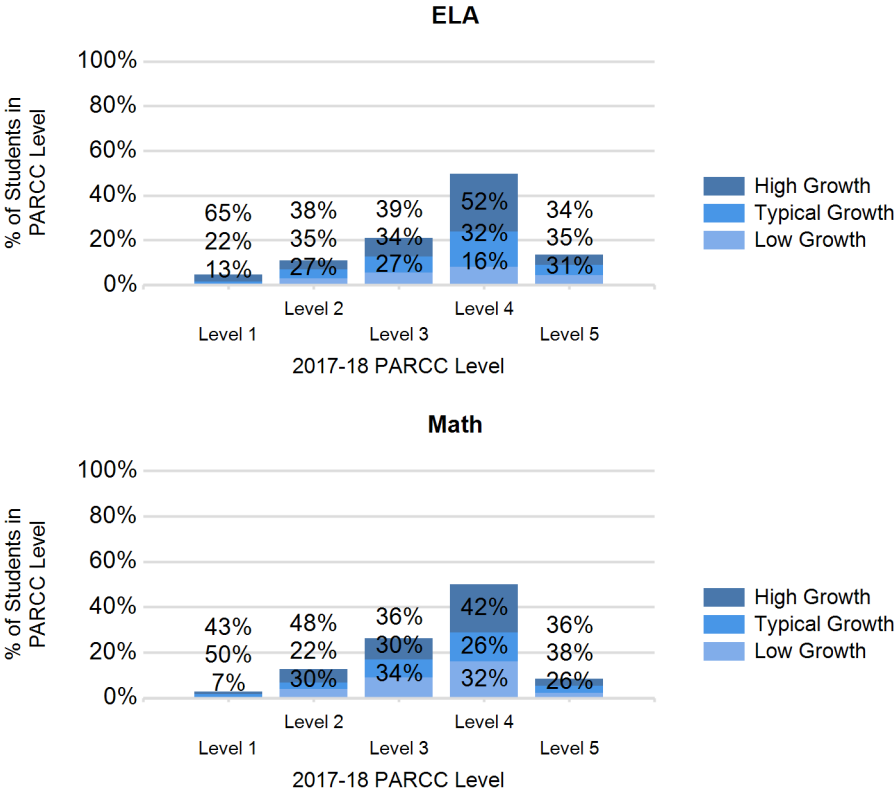
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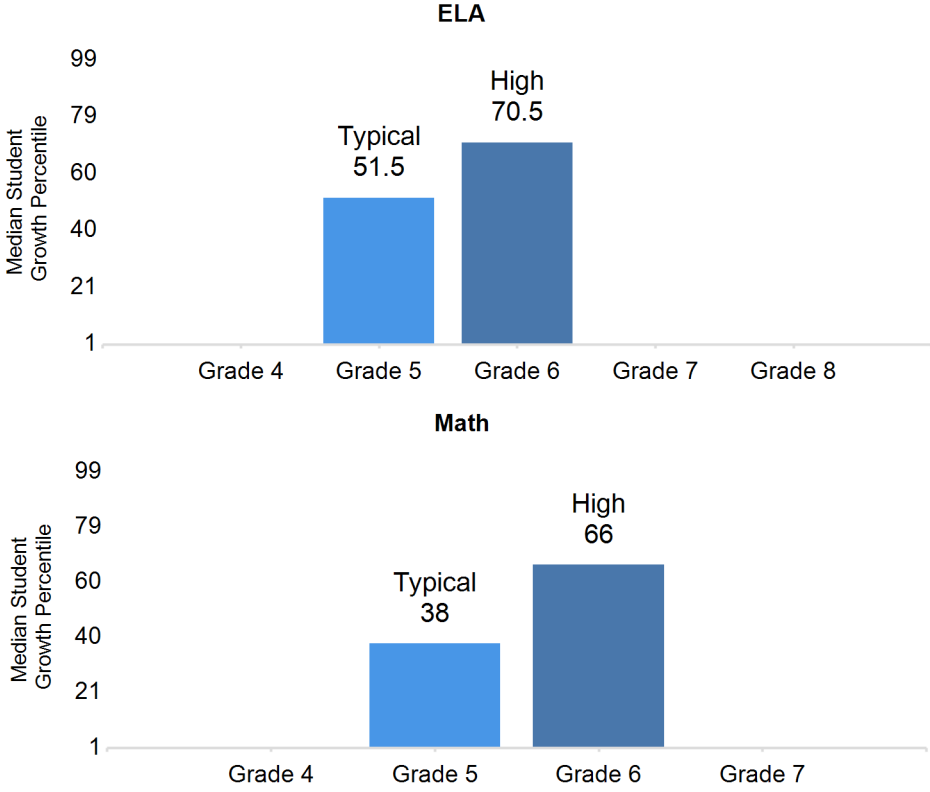
Student Growth by Performance Level

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



Student Growth by Grade

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



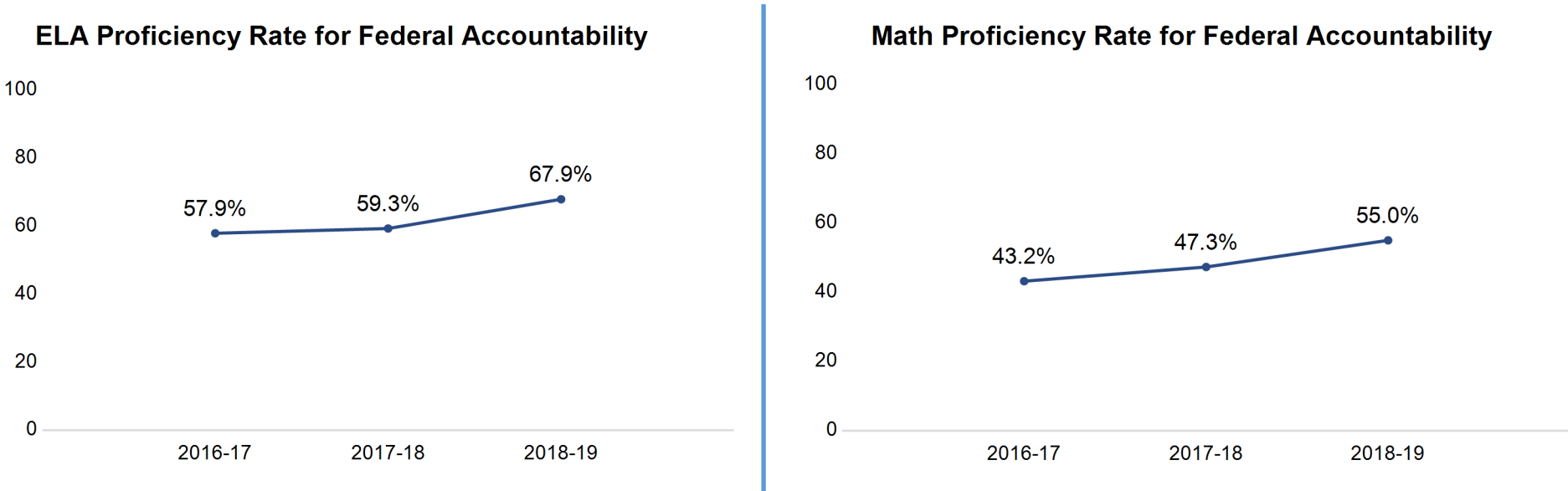


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	99.6%	98.3%	97.7%	99.6%	98.3%
Proficiency Rate for Federal Accountability	57.9%	59.3%	67.9%	43.2%	47.3%	55.0%
Annual Target	55.2%	56.5%	57.8%	43.5%	45.4%	47.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	505	98.3	67.9	63.9	57.9	67.9	57.8	Met Target
White	213	96.8	70.0	68.3	66.9	70.0	61.6	Met Target
Hispanic	134	100.0	58.2	53.9	43.9	58.2	50.4	Met Target
Black or African American	*	*	*	54.3	38.5	*	46.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	85.7	78.4	82.9	85.7	70.1	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	250	98.1	77.6	73.6	64.8	77.6		
Male	255	98.5	58.4	54.5	51.3	58.4		
Economically Disadvantaged Students	96	97.1	56.3	52.3	40.0	56.3	43.6	Met Target
Non-Economically Disadvantaged Students	409	98.6	70.7	66.8	67.9	70.7		
Students with Disabilities	93	94.1	21.5	*	22.7	21.3	16.7	Met Target
Students without Disabilities	412	99.3	78.4	*	65.1	78.4		
English Learners	10	100.0	50.0	23.5	29.3	50.0	**	**
Non-English Learners	495	98.2	68.3	64.7	60.6	68.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



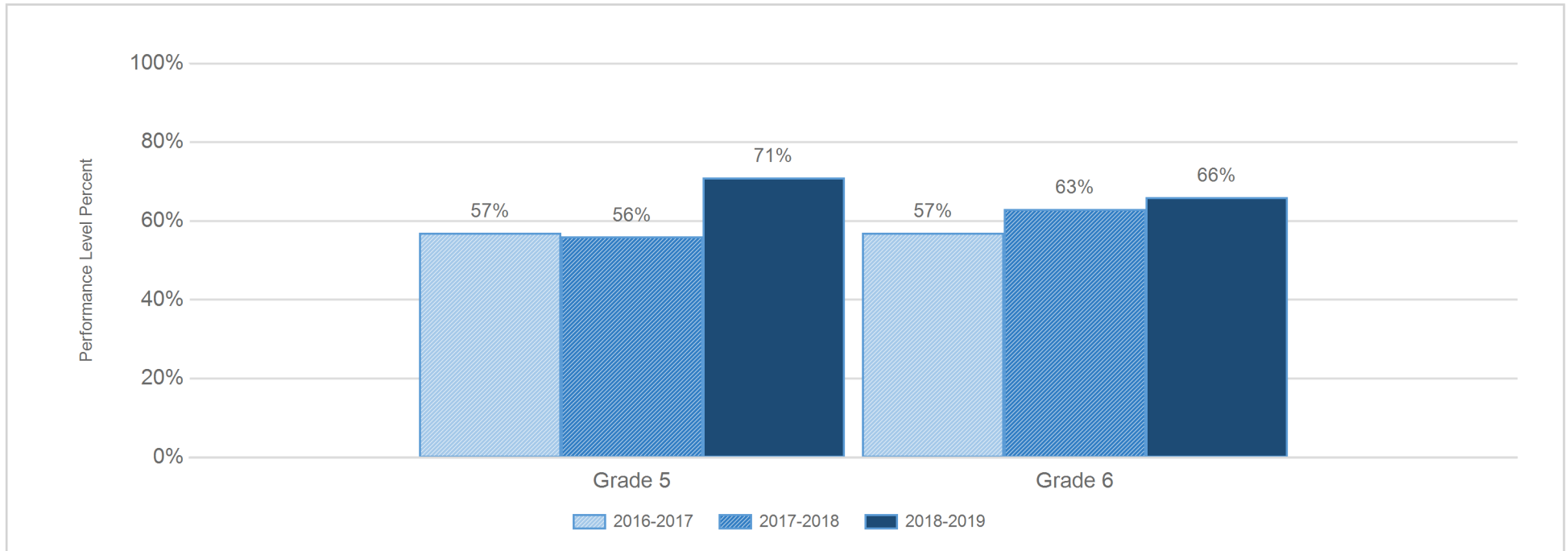
Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	234	766	766	756	*	*	18%	56%	15%	71%	58%
White	102	769	769	764	*	*	21%	53%	17%	70%	68%
Hispanic	60	759	759	743	*	*	22%	*	*	65%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	37	780	780	781	0%	*	*	59%	30%	89%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	120	774	774	761	*	*	*	*	*	81%	64%
Male	114	757	757	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	48	749	749	740	*	*	23%	*	*	56%	39%
Non-Economically Disadvantaged Students	186	770	770	766	*	*	17%	*	*	74%	69%
Students with Disabilities	32	732	732	724	*	*	31%	*	*	28%	23%
Students without Disabilities	202	771	771	762	*	*	16%	*	*	77%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Grant Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	276	764	764	754	4%	11%	19%	43%	22%	66%	56%
White	110	767	767	762	*	*	16%	47%	24%	71%	65%
Hispanic	76	752	752	743	*	*	28%	*	*	53%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	49	783	783	780	*	*	*	41%	43%	84%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	133	773	773	762	*	*	17%	*	*	74%	64%
Male	143	756	756	748	*	*	21%	*	*	58%	48%
Economically Disadvantaged Students	51	752	752	740	*	*	24%	*	*	55%	39%
Non-Economically Disadvantaged Students	225	767	767	763	*	*	18%	*	*	68%	67%
Students with Disabilities	61	726	726	722	*	*	28%	*	*	18%	19%
Students without Disabilities	215	775	775	761	*	*	16%	*	*	80%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%



Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	507	98.3	55.0	48.4	44.5	55.0	47.4	Met Target
White	213	96.8	57.7	50.9	54.1	57.7	52.1	Met Target
Hispanic	135	100.0	41.5	39.4	28.8	41.5	36.3	Met Target
Black or African American	*	*	*	35.1	23.0	*	33.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	85	100.0	85.9	70.1	76.5	85.9	65.8	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	251	98.1	59.4	49.7	44.9	59.4		
Male	256	98.5	50.8	47.0	44.2	50.8		
Economically Disadvantaged Students	97	97.1	33.0	35.7	26.3	33.0	34.4	Met Target†
Non-Economically Disadvantaged Students	410	98.6	60.2	51.5	54.9	60.2		
Students with Disabilities	93	94.1	20.4	16.9	17.4	20.2	15.7	Met Target
Students without Disabilities	414	99.3	62.8	55.0	50.0	62.8		
English Learners	12	100.0	25.0	20.0	25.0	25.0	**	**
Non-English Learners	495	98.2	55.8	49.1	46.5	55.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

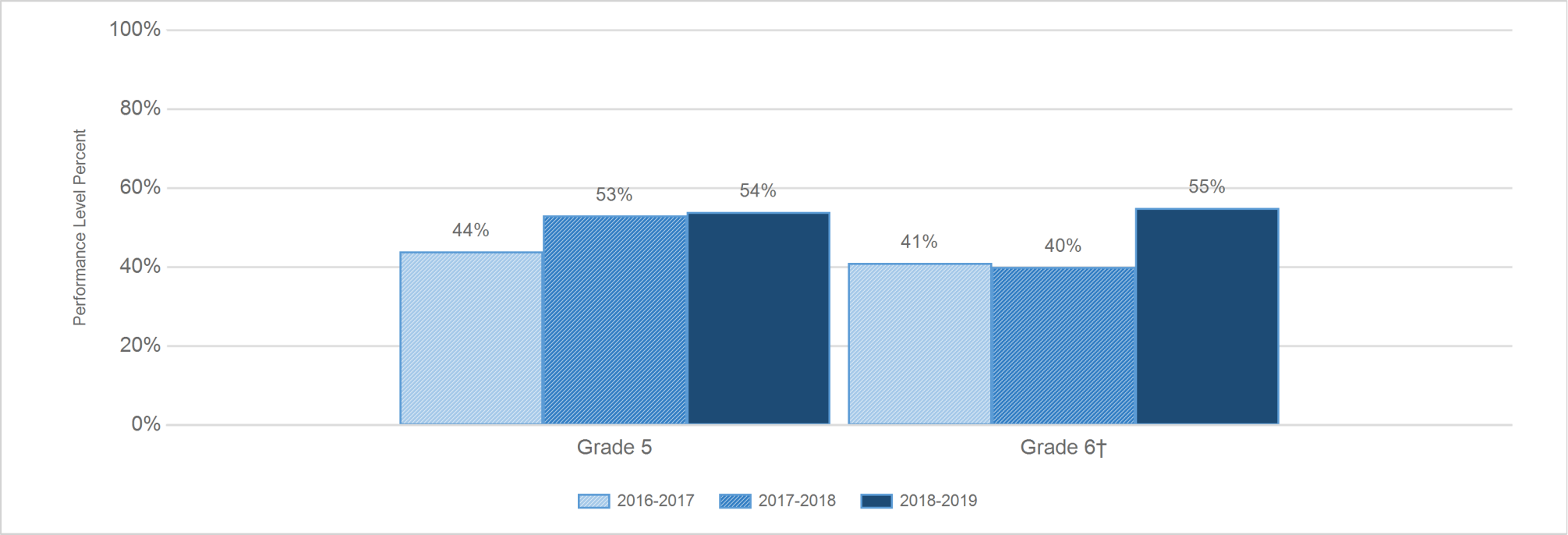


Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	235	752	752	747	*	16%	27%	*	*	54%	47%
White	102	753	753	755	0%	17%	29%	43%	11%	54%	58%
Hispanic	60	745	745	735	*	*	40%	*	*	40%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	38	772	772	775	0%	*	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	121	754	754	747	*	13%	25%	*	*	60%	47%
Male	114	750	750	747	*	19%	30%	*	*	48%	47%
Economically Disadvantaged Students	48	735	735	732	*	*	*	33%	0%	33%	27%
Non-Economically Disadvantaged Students	187	756	756	757	*	*	*	46%	13%	59%	59%
Students with Disabilities	32	728	728	725	*	41%	34%	*	*	16%	19%
Students without Disabilities	203	756	756	752	*	12%	26%	*	*	60%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	751	751	741	4%	14%	26%	46%	9%	55%	41%
White	110	755	755	749	*	*	31%	*	*	62%	51%
Hispanic	78	740	740	729	*	19%	29%	*	*	42%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	49	772	772	769	0%	*	*	55%	27%	82%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	134	752	752	742	*	11%	25%	*	*	59%	42%
Male	144	749	749	740	*	17%	27%	*	*	52%	40%
Economically Disadvantaged Students	53	733	733	726	*	19%	36%	*	*	30%	21%
Non-Economically Disadvantaged Students	225	755	755	750	*	13%	24%	*	*	61%	53%
Students with Disabilities	61	725	725	716	*	*	30%	*	*	20%	12%
Students without Disabilities	217	758	758	746	*	*	25%	*	*	65%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%



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DLM Alternate Assessment - Participation

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



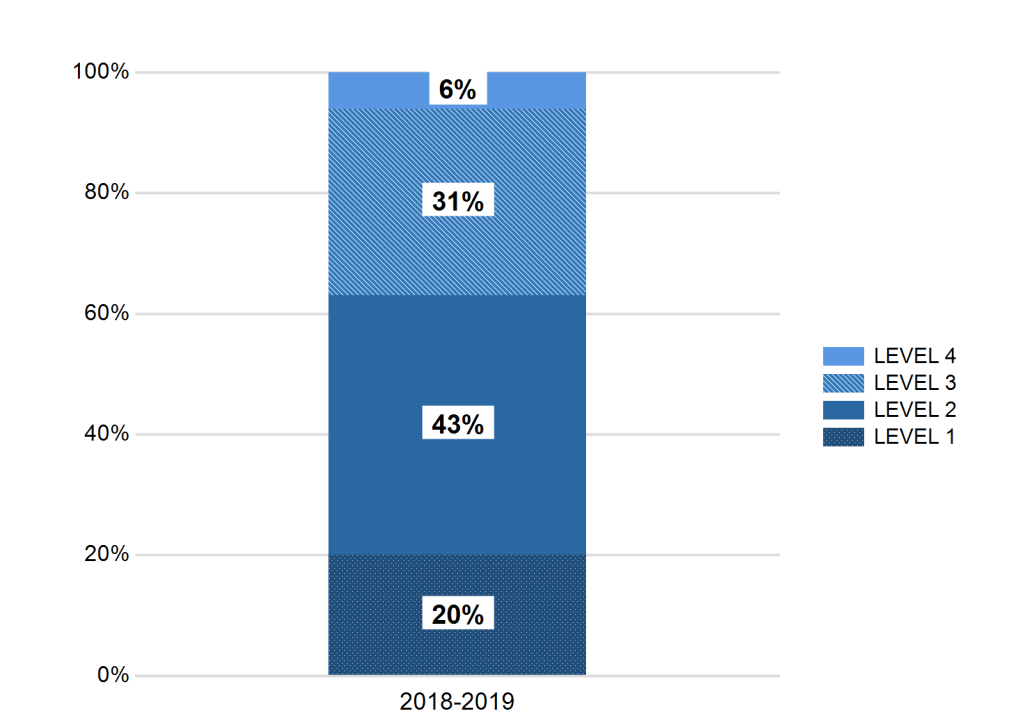
Grant Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	43	31	6
White	16	45	32	7
Hispanic	20	53	22	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	37	53	3
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	42	33	7
Male	21	44	28	6
Economically Disadvantaged Students	36	51	13	0
Non-Economically Disadvantaged Students	16	41	35	8
Students with Disabilities	48	45	6	0
Students without Disabilities	15	43	34	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Grant Elementary School

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

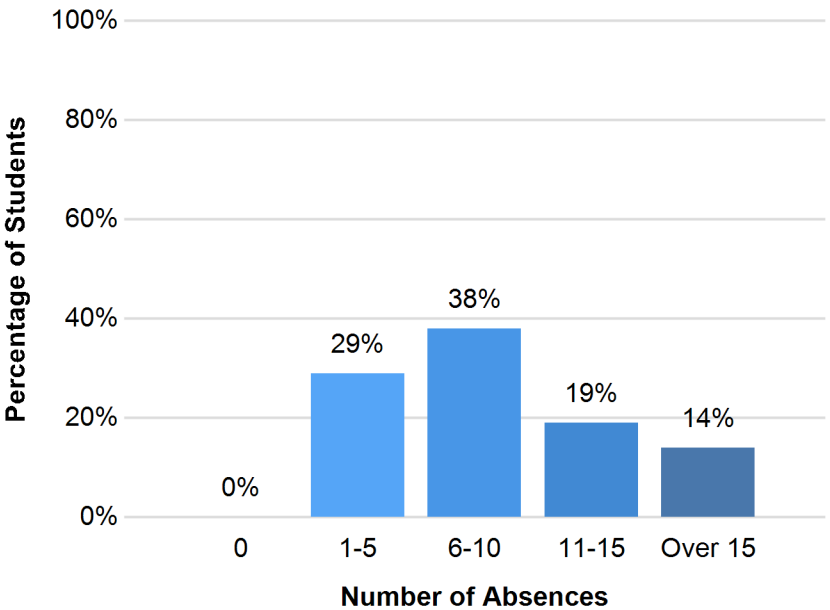
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	8.2	8.0	Not Met
White	20	9.1	8.0	Not Met
Hispanic	12	8.7	8.0	Not Met
Black or African American	*	*	8.0	Not Met
Asian, Native Hawaiian, or Pacific	3	3.4	8.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	18	6.9		
Male	25	9.4		
Economically Disadvantaged Students	12	11.4	8.0	Not Met
Students with Disabilities	16	15.5	8.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





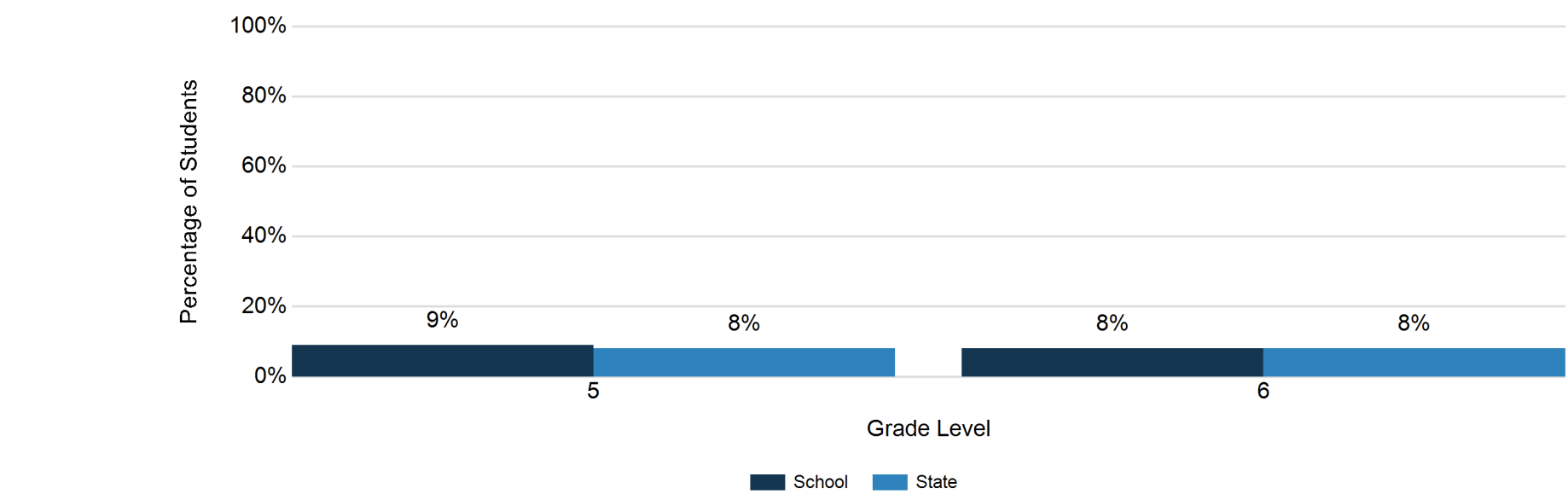
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	3.98

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	7	5	12
Other	13	4	17
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	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	12	2.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
32

**Grant Elementary School**

(23-4910-070)

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	70.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	264:1	129:1
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.5%	83.3%	0.0%	48.4%	77.1%	54.9%
Male	50.5%	16.7%	100.0%	51.6%	22.9%	45.1%
White	41.7%	88.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.4%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.4%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	16.1%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.7%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%



Grant Elementary School
(23-4910-070)
Grades Offered: 05-06
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	57.9%	59.3%	67.9%
Math Proficiency	43.2%	47.3%	55.0%
ELA Growth	43	41	63
Math Growth	41	40	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.7%	6.6%	8.2%

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



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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

Highlights:	<ul style="list-style-type: none">Each day students study 80 minutes of English Language Arts and Math.Students have 40 minutes of Social Studies, Science, Physical Education or health.Each day students have 40 minutes of lunch or recess and a marking period of related arts classes.
Mission, Vision, Theme:	<p>At Grant School, we make every effort to provide each student with the opportunities to successfully master the skills that will be necessary to meet the challenges of the future. We believe that reading, problem solving, writing, and thinking critically are the building blocks of learning and discovery. All students have strengths and talents, and will learn in a nurturing environment that celebrates their individuality.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>The Common Core State Standards set the framework for the school’s curriculum. Each day students study 80 minutes of English Language Arts and Math, 40 minutes of Science, Social Studies, Physical Education or Health, and 40 minutes of an expressive arts class that changes each quarter of the year. Google Drive and Google Classroom are also utilized consistently in Grant School in all subject areas. Grant school students enjoy a 1 to 1 Chromebook initiative put forth in 2017.</p>
 <div>Clubs and Activities:</div>	<p>Band, Chorus, Orchestra, Student Council, Drama Club, Literary Magazine, Academic Bowl, Chess Club, Newspaper Club Buddies Against Bullying, Ski Club, and the Grant Community Club are designed to help students explore their talents and to learn to work well with one another. Gifted and Talented classes are also offered to selected students.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Students can participate in After Care an after-school care program until 6 pm where students have supervised time to do homework and interact with one another.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>The faculty demonstrates a strong sense of caring for the needs of our student population. Academic programs, cultural arts shows, expressive arts classes, extracurricular, and co-curricular programs help to plant the seeds for significant student growth during these vital stages of our students' lives. Faculty participate in professional learning communities and professional development training throughout the year.</p>






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 <div>Student Supports and Services:</div>	<p>Basic Skill Instruction is usedto enhance the students' academic developmentand 6th Gradeenrichment classes in English Language Arts and Math are offered. All teachers offer extra help either before or after school.A 5th Grade after-school Math Support Program is offered. IXL.com is implemented in both English Language Arts and Math at the 5th and 6th Grade.Grant school also has an I&RS team that meets weekly to help struggling students.</p>
 <div>Student Health and Wellness:</div>	<p>Students enjoy 40 minutes of physical education daily as well as a full period (40 minutes) of lunch that includes recess. Students also receive a full marking period of health. Our cafeteria serves breakfast and lunch daily.</p>
 <div>Parent and Community Involvement:</div>	<p>We have an active PTO in our school who donates educational material used to supplement student's education. All parents have access to the online gradebook Genesis where they can email teachers and stay current with their child's grades and assignments.</p>



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<div> <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers The district distributes a school climate survey to the staff and students. Data is used to improve school culture and climate.</p>
<div> <div>Facilities:</div> </div>	<p>This summer Grant School upgraded the original portion of the schoolto a new automated HVAC System. Allowing for the enitire building to be fully integrated as one.</p>
<div> <div>School Safety:</div> </div>	<p>Security Camera have been installed both inside and outside the building and the school safety team meetsto review and discuss all saaety proceedures.</p>




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 <div>Technology and STEM:</div>	All students receive a marking period of STEM in 5th and 6th Grade. A 1-to-1 Chromebook program was implemented in both the 5th and 6th Grade.
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John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Leo Whalen
Address	100 MORRIS AVENUE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	lwhalen@spboe.org
Website	http://spboeres.ss13.sharpschool.com



John E Riley Elementary School

(23-4910-058)

Grades Offered: PK-04

2018-2019

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

Enrollment Trends by Grade

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	22	24	24
KG	59	52	67
1	57	58	52
2	62	64	57
3	75	63	63
4	65	74	59
Total	340	335	322

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

Student Group	2016-17	2017-18	2018-19
Female	49.4%	49.0%	53.1%
Male	50.6%	51.0%	46.9%
Economically Disadvantaged Students	21.5%	18.8%	18.0%
Students with Disabilities	14.4%	13.4%	13.7%
English Learners	2.1%	2.1%	3.4%
Homeless Students	0.0%	1.2%	0.9%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.6%	0.3%	0.9%
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	45.3%	46.6%	41.9%
Hispanic	28.8%	30.7%	30.7%
Black or African American	10.0%	8.7%	8.1%
Asian	10.3%	8.1%	12.4%
Native Hawaiian or Pacific Islander	0.9%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.7%	5.4%	6.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	22	24	24
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	59	52	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	72.0%
Spanish	16.5%
Vietnamese	2.2%
Portuguese	1.9%
Chinese	1.9%
Other Languages	5.6%



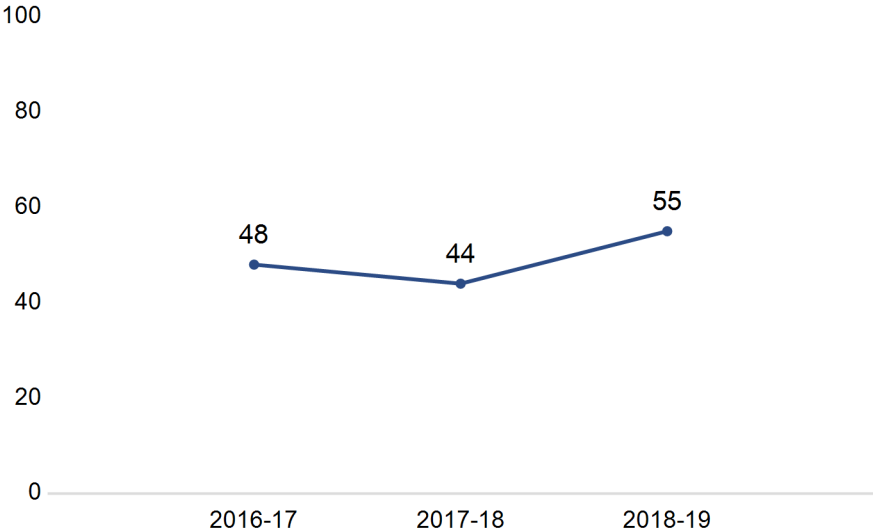
John E Riley Elementary School
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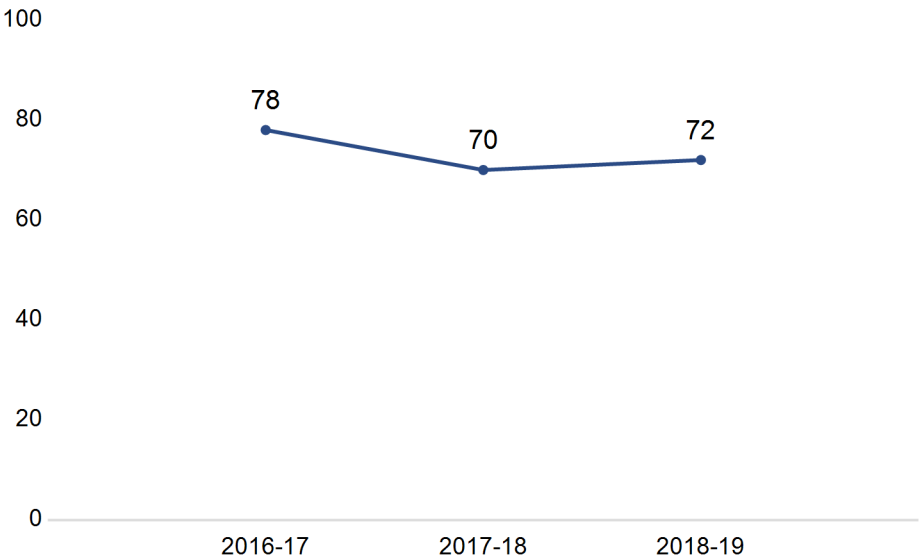
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	44	55	78	70	72
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	53	50	Met Standard	72	58	50	Exceeds Standard
White	53.5	53	50	Met Standard	67.5	53	52	Exceeds Standard
Hispanic	47.5	50	49	Met Standard	79	61	47	Exceeds Standard
Black or African American	*	52	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60.5	59	**	*	62	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	49	49	**	*	42	52	**
Female	66.5	60	53	N	74	57	50	N
Male	53	47	47	N	72	58	51	N
Economically Disadvantaged Students	*	50.5	48	**	*	54	46	**
Students with Disabilities	*	52	43	**	*	52	45	**
English Learners	N	59	52	**	N	69.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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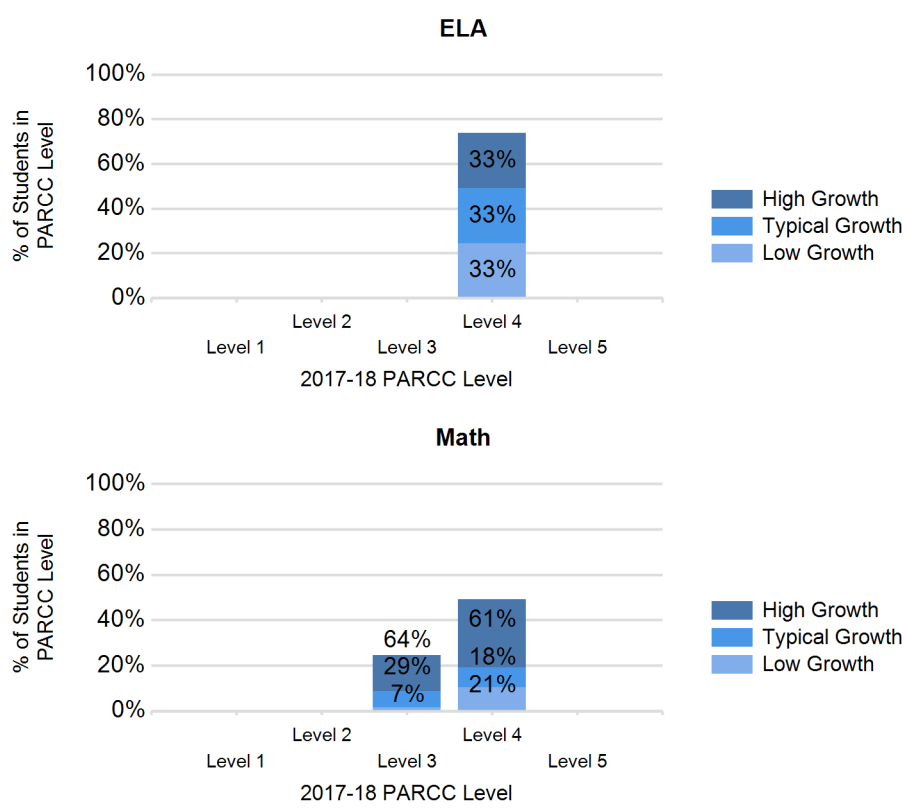
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

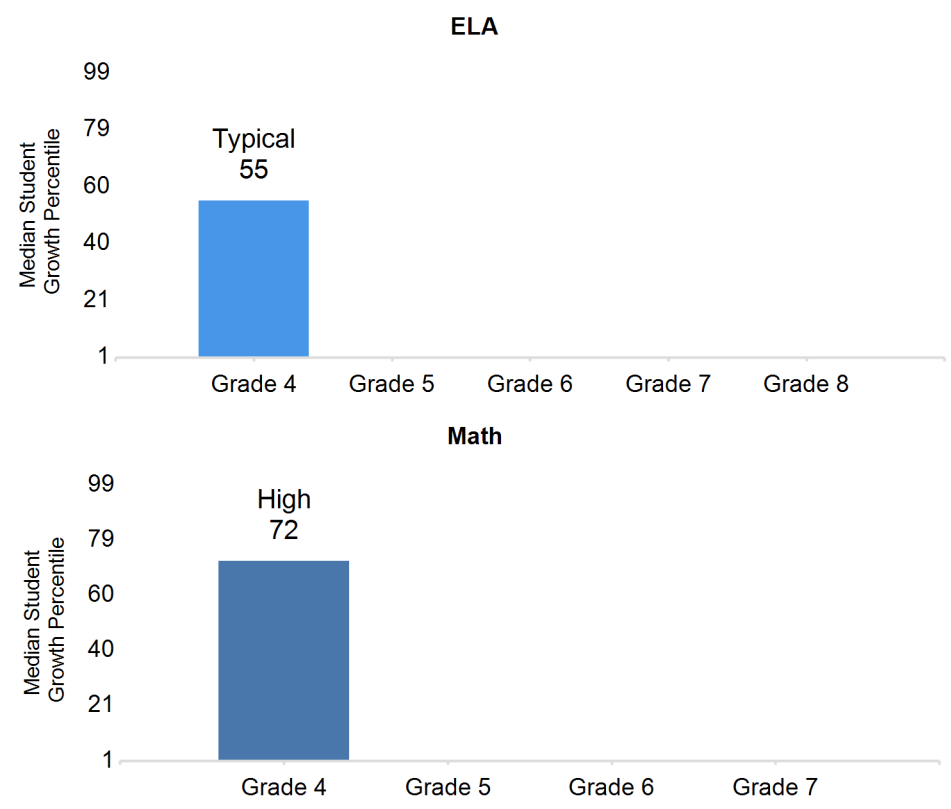
Student Growth by Performance Level

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.



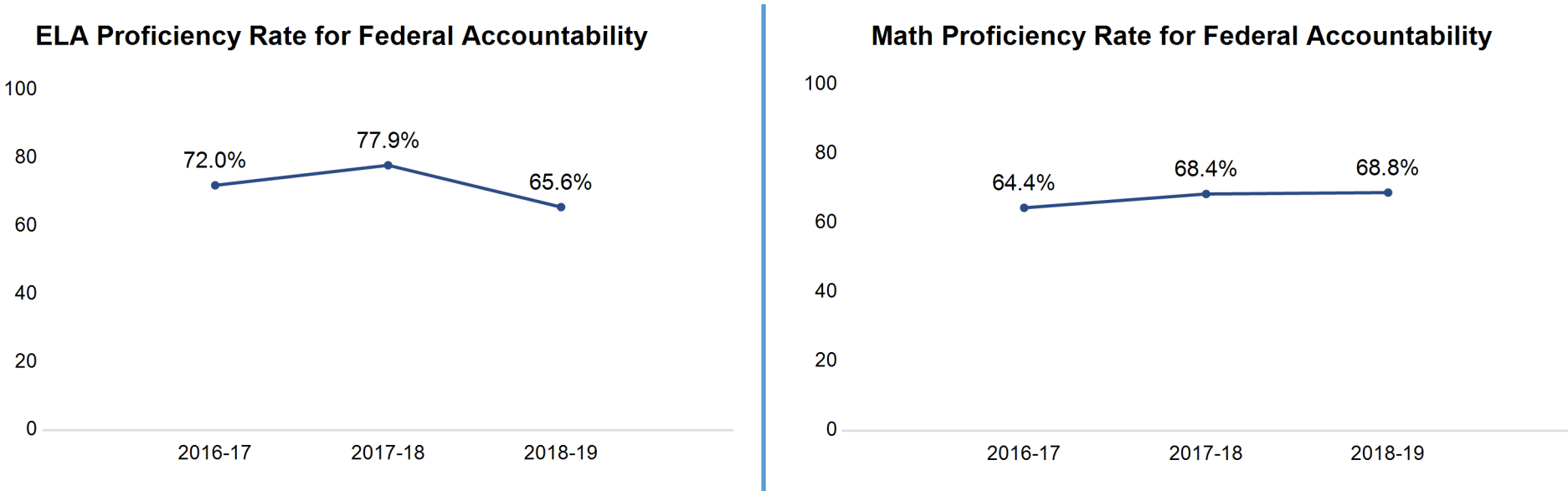


John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	97.8%	100.0%	99.3%	97.8%	100.0%
Proficiency Rate for Federal Accountability	72.0%	77.9%	65.6%	64.4%	68.4%	68.8%
Annual Target	61.6%	62.5%	63.5%	63.8%	64.7%	65.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	122	100.0	65.6	63.9	57.9	65.6	63.5	Met Target
White	52	100.0	69.2	68.3	66.9	69.2	63.9	Met Target
Hispanic	41	100.0	58.5	53.9	43.9	58.5	53.3	Met Target
Black or African American	*	*	*	54.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.5	78.4	82.9	61.5	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	64	100.0	70.3	73.6	64.8	70.3		
Male	58	100.0	60.3	54.5	51.3	60.3		
Economically Disadvantaged Students	23	100.0	47.8	52.3	40.0	47.8	54.5	Met Target†
Non-Economically Disadvantaged Students	99	100.0	69.7	66.8	67.9	69.7		
Students with Disabilities	23	100.0	39.1	*	22.7	39.1	20.1	Met Target
Students without Disabilities	99	100.0	71.7	*	65.1	71.7		
English Learners	*	*	*	23.5	29.3	*	**	**
Non-English Learners	*	*	*	64.7	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

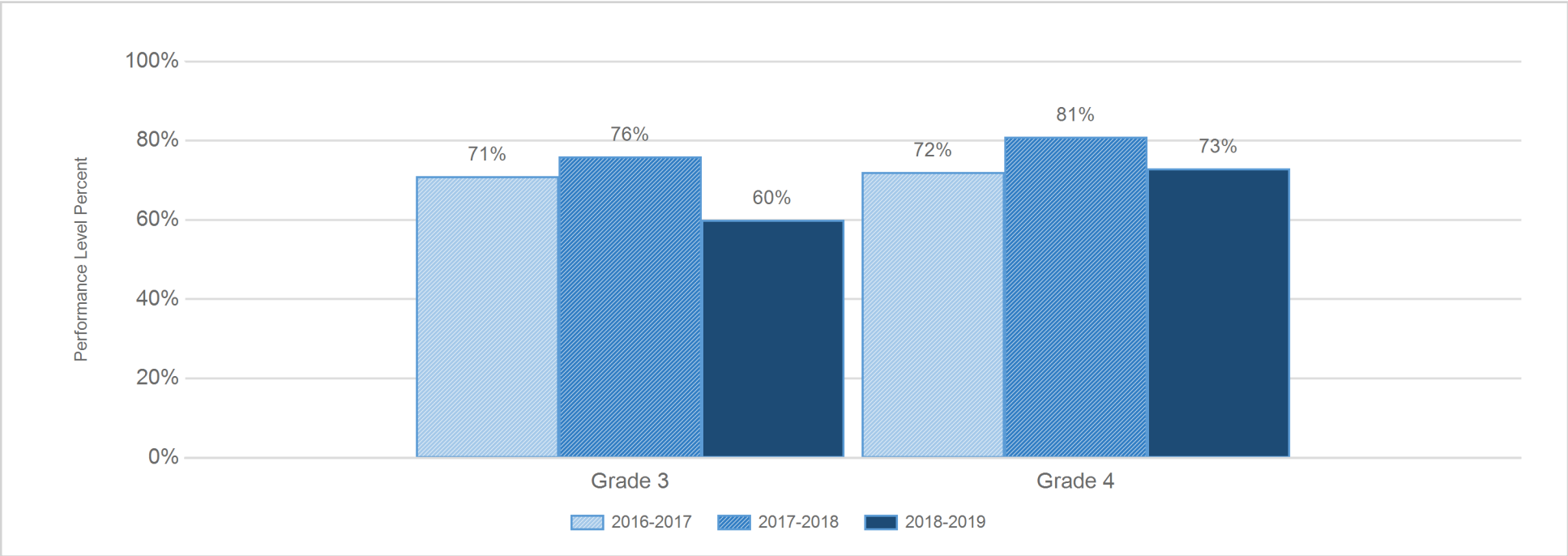


John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance Trends

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





John E Riley Elementary School
(23-4910-058)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	752	756	748	*	*	23%	*	*	60%	50%
White	26	756	*	757	*	*	*	*	*	69%	60%
Hispanic	19	744	750	734	*	*	*	*	*	47%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	751	762	773	*	*	*	*	*	55%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	753	761	753	*	*	*	*	*	63%	55%
Male	30	751	752	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	12	738	*	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	50	755	*	759	*	*	*	*	*	64%	61%
Students with Disabilities	12	725	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	50	758	*	754	*	*	*	*	*	66%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	769	769	755	0%	*	*	50%	23%	73%	57%
White	24	772	775	763	0%	*	*	*	*	75%	67%
Hispanic	21	766	759	743	0%	*	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	33	776	775	760	0%	*	*	*	*	79%	62%
Male	27	762	763	750	0%	*	*	*	*	67%	53%
Economically Disadvantaged Students	11	758	763	740	0%	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	49	772	771	765	0%	*	*	*	*	78%	69%
Students with Disabilities	*	*	745	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	60	769	769	758	0%	*	*	50%	23%	73%	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%



John E Riley Elementary School
(23-4910-058)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	125	100.0	68.8	48.4	44.5	68.8	65.5	Met Target
White	52	100.0	69.2	50.9	54.1	69.2	69.6	Met Target†
Hispanic	42	100.0	64.3	39.4	28.8	64.3	58.2	Met Target
Black or African American	*	*	*	35.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.3	70.1	76.5	73.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	66	100.0	69.7	49.7	44.9	69.7		
Male	59	100.0	67.8	47.0	44.2	67.8		
Economically Disadvantaged Students	24	100.0	58.3	35.7	26.3	58.3	54.5	Met Target
Non-Economically Disadvantaged Students	101	100.0	71.3	51.5	54.9	71.3		
Students with Disabilities	23	100.0	30.4	16.9	17.4	30.4	36.3	Met Target†
Students without Disabilities	102	100.0	77.5	55.0	50.0	77.5		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	49.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

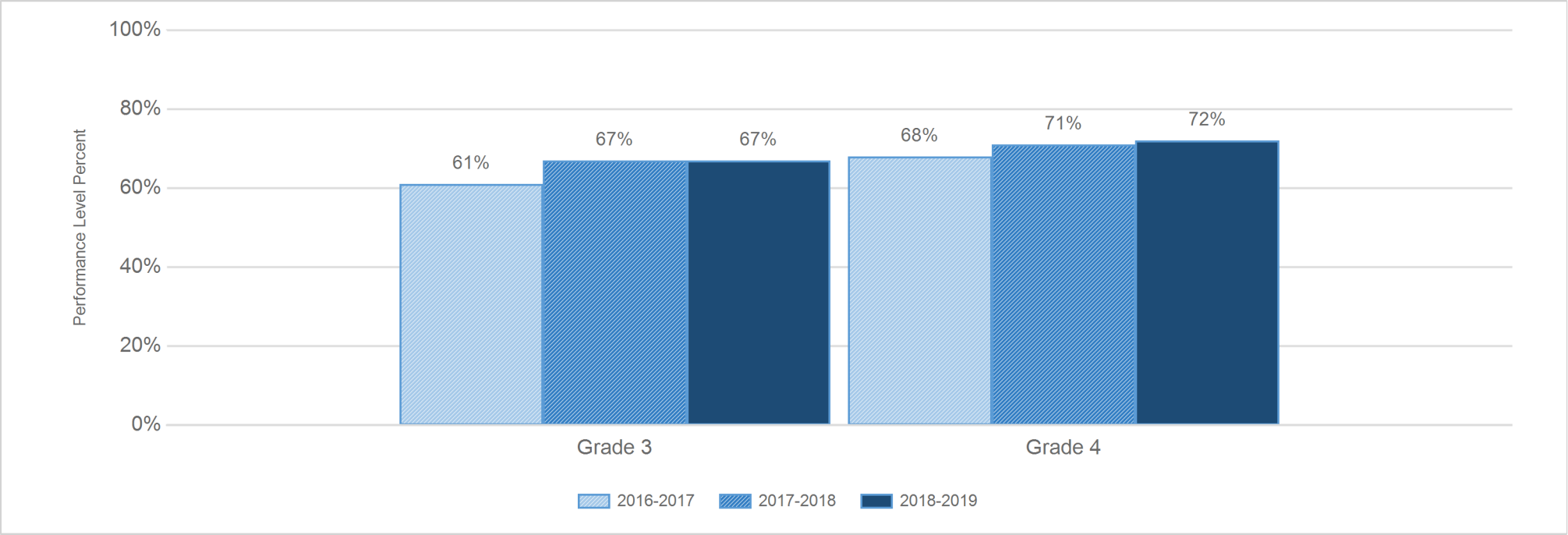


John E Riley Elementary School
(23-4910-058)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	758	762	752	*	*	22%	*	*	67%	55%
White	26	760	765	760	*	*	*	*	*	69%	66%
Hispanic	20	751	753	739	0%	*	*	*	*	50%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	760	772	778	*	*	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	33	756	762	751	*	*	*	*	*	67%	54%
Male	31	761	763	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	13	746	*	737	*	*	*	*	*	62%	37%
Non-Economically Disadvantaged Students	51	762	*	761	*	*	*	*	*	69%	67%
Students with Disabilities	12	742	*	731	*	*	*	*	*	25%	31%
Students without Disabilities	52	762	*	756	*	*	*	*	*	77%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	765	761	749	0%	*	23%	*	*	72%	51%
White	24	770	765	757	0%	*	*	*	*	75%	62%
Hispanic	21	764	753	737	0%	*	*	*	*	76%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	34	764	761	749	0%	*	*	*	*	74%	50%
Male	27	766	761	749	0%	*	*	*	*	70%	52%
Economically Disadvantaged Students	11	757	753	734	0%	*	*	*	*	55%	32%
Non-Economically Disadvantaged Students	50	767	763	759	0%	*	*	*	*	76%	63%
Students with Disabilities	*	*	745	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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

NJSLA Science Assessment: Grade Summary

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



- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

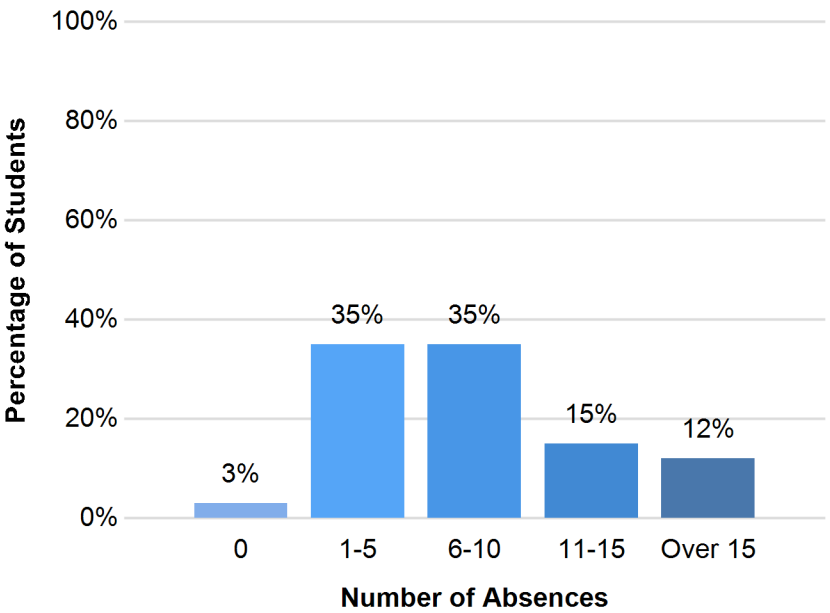
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	7.6	9.2	Met
White	9	6.8	9.2	Met
Hispanic	8	7.8	9.2	Met
Black or African American	2	7.1	9.2	Met
Asian, Native Hawaiian, or Pacific	3	8.6	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.0	9.2	Not Met
Female	13	8.3		
Male	11	6.9		
Economically Disadvantaged Students	8	11.9	9.2	Not Met
Students with Disabilities	7	12.3	9.2	Not Met
English Learners	3	25.0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





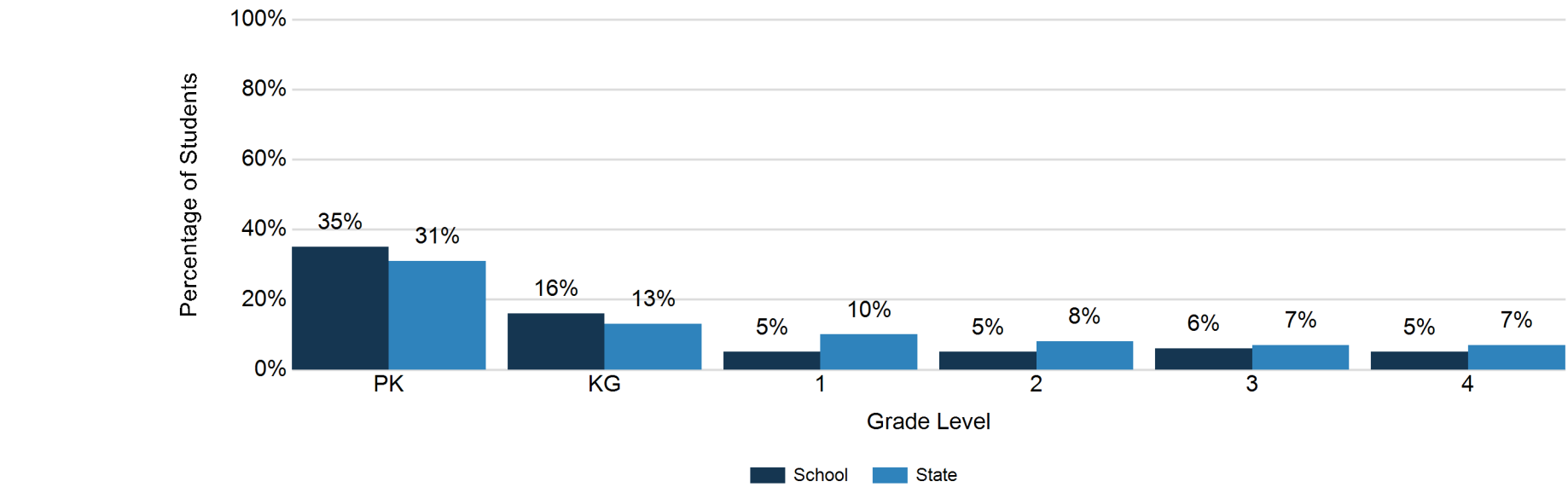
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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





John E Riley Elementary School

(23-4910-058)

Grades Offered: PK-04

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

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	3	1	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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	322:1	129:1
Teachers to Administrators	32:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.1%	93.8%	0.0%	48.4%	77.1%	54.9%
Male	46.9%	6.3%	100.0%	51.6%	22.9%	45.1%
White	41.9%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.7%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.0%	77.9%	65.6%
Math Proficiency	64.4%	68.4%	68.8%
ELA Growth	48	44	55
Math Growth	78	70	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.7%	4.5%	7.6%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Teachers continue to integrate technology in the classrooms. Grade 2-4 we currently have a one to one ration of Chromebooks to students. Extracurricular, co-curricular and supplemental programs form a diverse mix of opportunities for our students.
 <div>Mission, Vision, Theme:</div>	<p>At the John E. Riley Elementary School we make every effort to provide each child with opportunities to successfully master the skills that will be necessary to meet the challenges of the future. We continue to develop and implement programs that will meet the needs of all our students. At the John E. Riley Elementary School we strive to create a warm and caring environment that children want to come and be a part of.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Several of our Fourth Grade students performed in the Central Jersey Music Educators Association (CJMEA) Elementary Honors Band based on their performance and hard work.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>The LLI (Leveled Literacy Intervention) program continues to help children with basic skills, thus enhancing their academic progress. During the 2018 school year we implemented a before and after school program for students who were identified as struggling readers. These students received a structured reading program that contained instruction and practice in phonemic awareness, phonics, fluency, and comprehension.</p>
 <p>Clubs and Activities:</p>	<p>The students at the John E. Riley Elementary School have many opportunities to grow and learn together inside and outside the classroom. Extracurricular and co-curricular programs form a diverse mix of opportunities for our students. Student council, chorus, orchestra, peer mediators and safety patrol are all groups that are designed to help students explore their talents and to learn to work well with one another</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>The Beforecare and Aftercare Programs are offered by the South Plainfield School District. There are three Supervisors who organize the program, which services all students who are signed up K-4.This program is tuition based</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Teachers have common planning time each day where they are able to meet and collaborate to support the needs of their students. Every Wednesday is a meeting date where teachers meet in PLC's, Grade Levels or department levels with supervisors. At these meetings teachers review formative data to help guide their classroom instruction.</p>






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 <div>Student Supports and Services:</div>	<p>We provide support to our students that have been identified as English Language Learners. We also support teachers through our intervention and referral service (I&RS) committee when student are experiencing learning, behavior or health difficulties.</p>
 <div>Student Health and Wellness:</div>	<p>Students have the ability to receive breakfast in their classroom each morning. Students participate in physical education class twice a week and organized recess every day.</p>
 <div>Parent and Community Involvement:</div>	<p>At the John E. Riley Elementary School the PTSO continued to provide monthly cultural and educational experiences through school-wide assemblies. Other special PTSO sponsored family theme activities include Kindergarten Orientation, Movie Nights, the Halloween Dance, Father/Daughter Dance, Mother/Son Dance, Grandparents Day, Carnival Day and the 4th grade Promotion. All of these activities were organized and carried out with great success.</p>




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 <div>Facilities:</div>	Riley school is 50 years old. We have a designated library, computer lab, art room, gymnasium and music room. All classrooms are air conditioned with the exception of the gymnasium.
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<div>A blue circular icon containing a white lowercase letter 'i', representing information.</div> <div>Other Information</div>	<p>The school day for students begin with student line up at the 8:25 A.M. bell and enter the building at the 8:30 A.M. bell. Instruction begins promptly at 8:35 A.M. each day. The student day ends at 2:55 P.M. Parents are encourage to visit the school and district websites from time to time; they contains a wealth of information regarding school procedures, teacher contact information, PTSO events and activities, and much more. In our effort to “go green” most information will be posted on the website, and not coming home as notices. Please visit www.spboe.org click on “schools”, then “Riley Elementary” to stay updated and informed.</p>
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John F Kennedy Elementary School
(23-4910-055)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



John F Kennedy Elementary School
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Kevin Hajduk
Address	2900 NORWOOD AVENUE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	khajduk@spboe.org
Website	http://spboekes.ss13.sharpschool.com/



John F Kennedy Elementary School

(23-4910-055)

Grades Offered: PK-04

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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	28	26	30
KG	50	62	57
1	48	48	60
2	51	49	46
3	40	53	52
4	59	43	55
5	2	3	0
Total	278	284	300

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

Student Group	2016-17	2017-18	2018-19
Female	43.5%	48.6%	48.7%
Male	56.5%	51.4%	51.3%
Economically Disadvantaged Students	18.3%	16.2%	12.7%
Students with Disabilities	25.9%	24.6%	23.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.4%	0.4%	0.0%
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	54.7%	56.0%	55.0%
Hispanic	22.7%	23.2%	23.3%
Black or African American	6.1%	3.9%	4.0%
Asian	12.6%	12.7%	13.7%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.6%	3.9%	3.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	26	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	50	62	57

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	8.3%
Chinese	1.3%
Polish	1.0%
Other Languages	8.7%



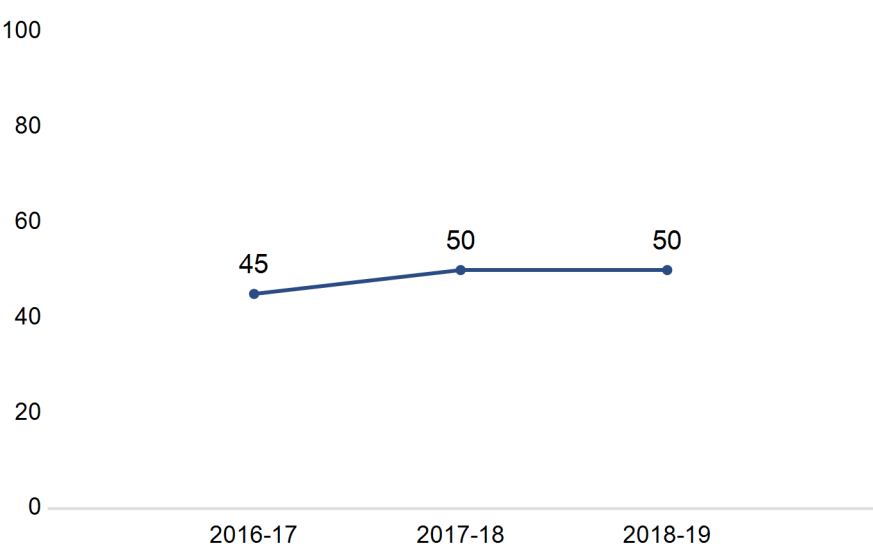
John F Kennedy Elementary School
(23-4910-055)
Grades Offered: PK-04
2018-2019

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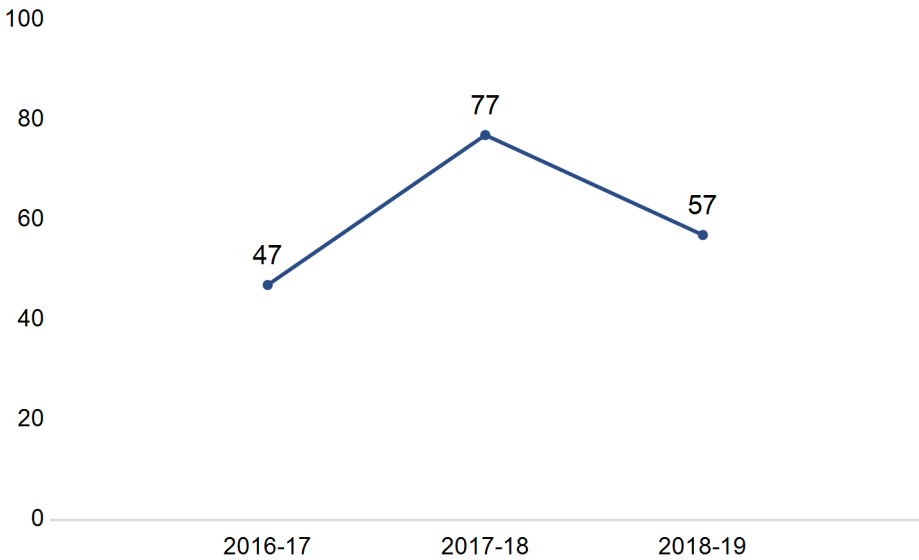
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



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	45	50	50	47	77	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	53	50	Met Standard	57	58	50	Met Standard
White	38	53	50	Not Met	53	53	52	Met Standard
Hispanic	50	50	49	**	61	61	47	**
Black or African American	*	52	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	74.5	60.5	59	**	64	62	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	49	49	**	*	42	52	**
Female	56	60	53	N	64	57	50	N
Male	49	47	47	N	51	58	51	N
Economically Disadvantaged Students	59.5	50.5	48	**	62.5	54	46	**
Students with Disabilities	38	52	43	**	60	52	45	**
English Learners	*	59	52	**	*	69.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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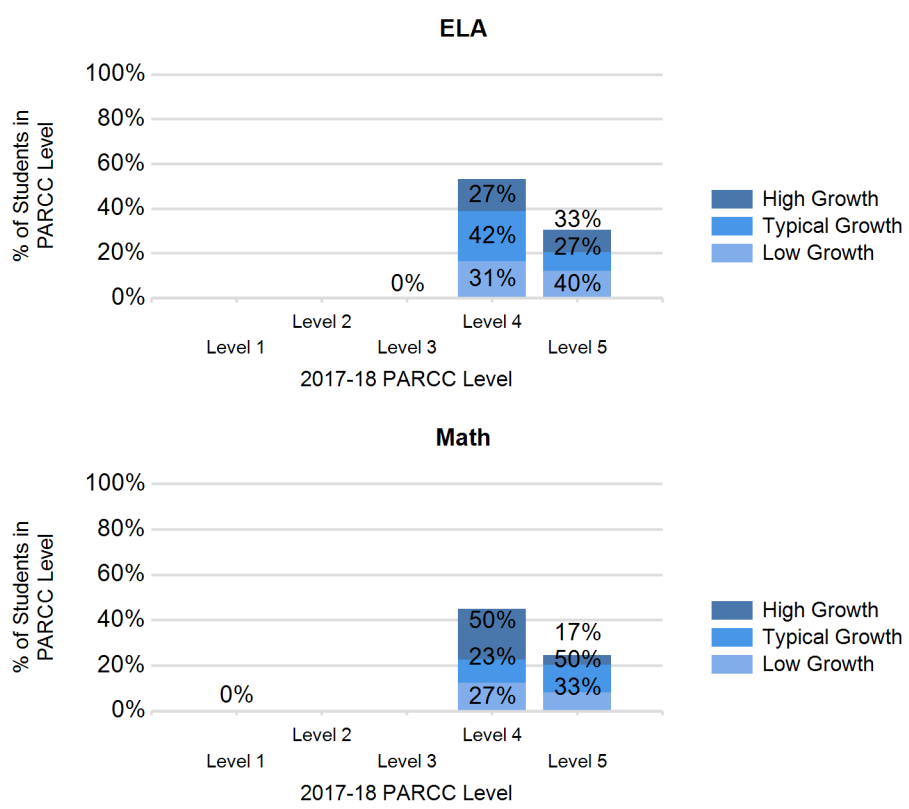
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

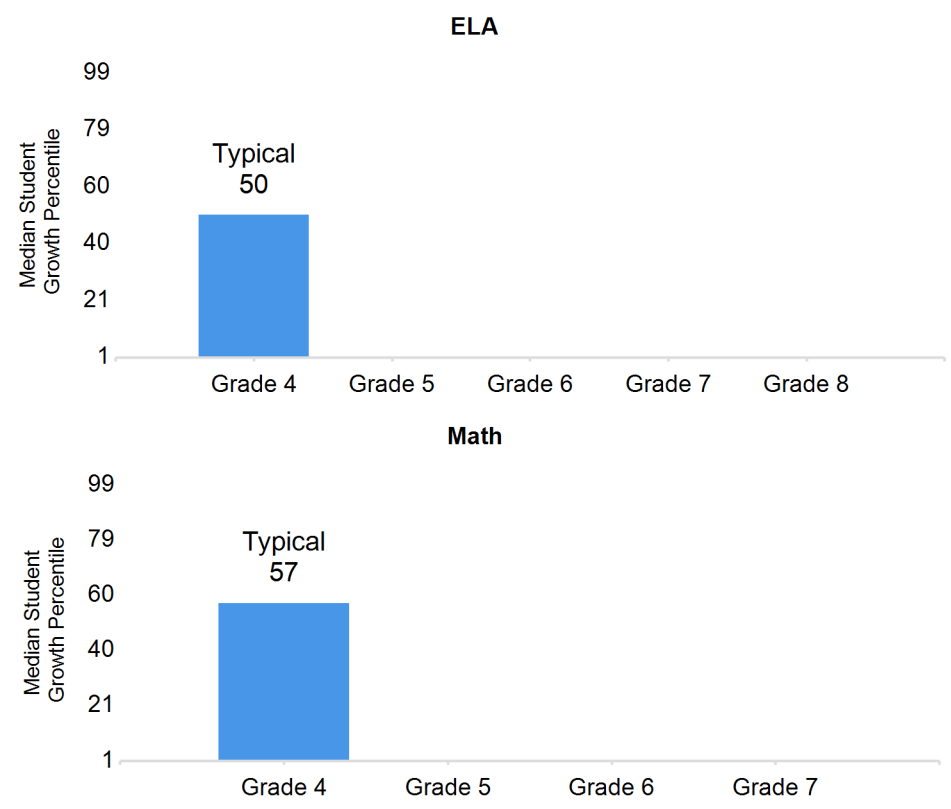
Student Growth by Performance Level

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



Student Growth by Grade

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



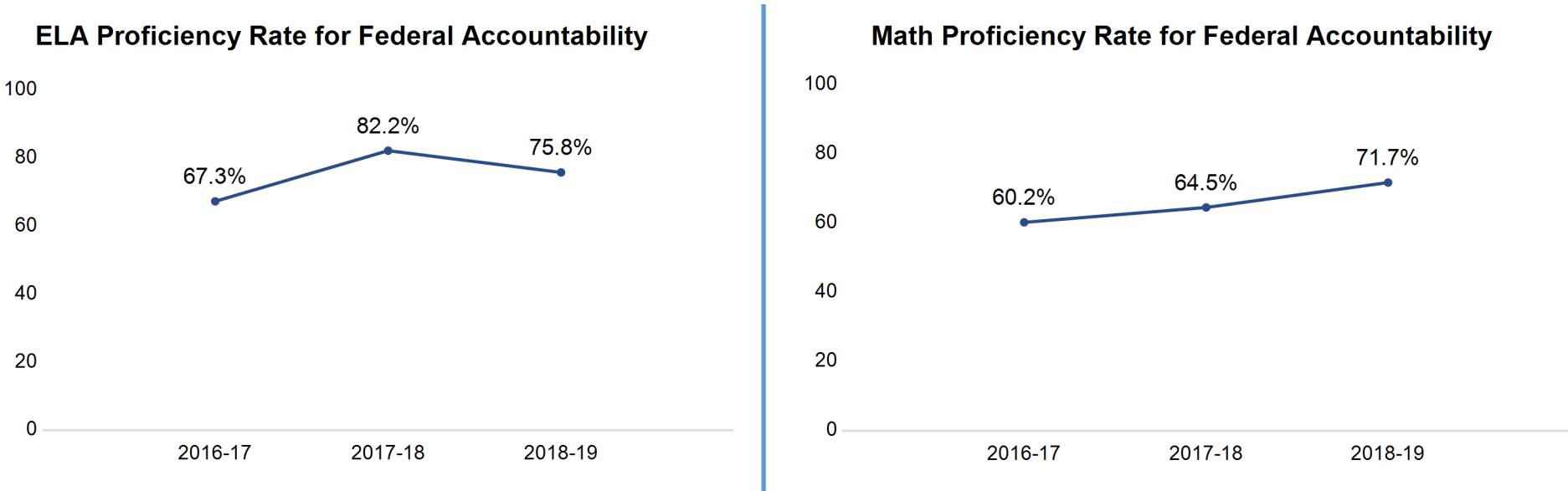


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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	95.8%	95.3%	96.0%	95.8%	95.3%
Proficiency Rate for Federal Accountability	67.3%	82.2%	75.8%	60.2%	64.5%	71.7%
Annual Target	74.3%	74.6%	74.9%	64.9%	65.7%	66.5%
Met Annual Target?	Met Target†	Met Goal	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	99	95.3	75.8	63.9	57.9	75.8	74.9	Met Target
White	50	90.9	80.0	68.3	66.9	76.5	77.4	Met Target†
Hispanic	22	100.0	59.1	53.9	43.9	59.1	62.2	Met Target†
Black or African American	*	*	*	54.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	78.4	82.9	93.8	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	51	92.7	86.3	73.6	64.8	84.1		
Male	48	98.0	64.6	54.5	51.3	64.6		
Economically Disadvantaged Students	20	100.0	60.0	52.3	40.0	*	N	N
Non-Economically Disadvantaged Students	79	94.1	79.7	66.8	67.9	*		
Students with Disabilities	25	87.1	36.0	*	22.7	32.6	42.6	Met Target†
Students without Disabilities	74	98.7	89.2	*	65.1	89.2		
English Learners	*	*	*	23.5	29.3	*	**	**
Non-English Learners	*	*	*	64.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

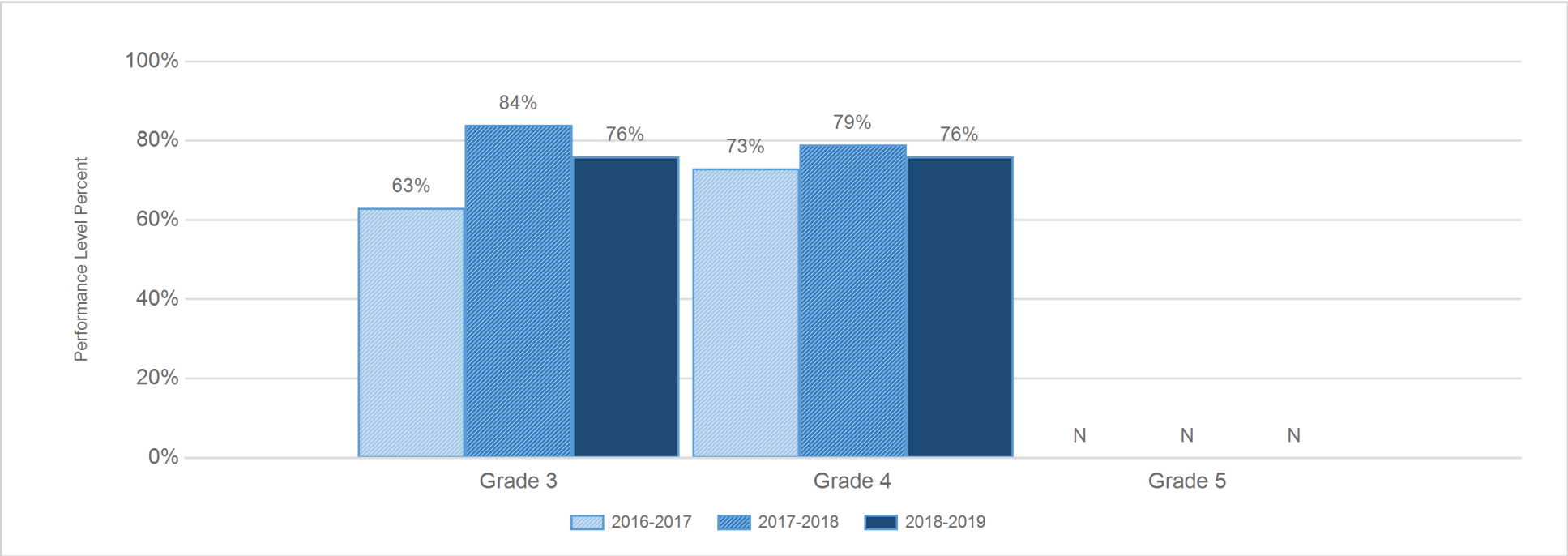


John F Kennedy Elementary School
(23-4910-055)
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2018-2019

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English Language Arts Assessment - Performance Trends

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





John F Kennedy Elementary School

(23-4910-055)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	774	756	748	*	*	*	*	*	76%	50%
White	25	771	*	757	*	*	*	*	*	76%	60%
Hispanic	12	769	750	734	*	*	*	*	*	67%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	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	27	781	761	753	*	*	*	*	*	81%	55%
Male	22	765	752	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	11	765	*	731	*	*	*	*	*	64%	33%
Non-Economically Disadvantaged Students	38	777	*	759	*	*	*	*	*	79%	61%
Students with Disabilities	12	742	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	37	784	*	754	*	*	*	*	*	89%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	49	774	*	751	*	*	*	*	*	76%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Grades Offered: PK-04

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	772	769	755	*	*	*	33%	43%	76%	57%
White	24	785	775	763	0%	0%	*	*	*	88%	67%
Hispanic	11	754	759	743	0%	*	0%	*	*	55%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	785	779	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	24	783	775	760	*	*	*	*	*	92%	62%
Male	27	763	763	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	10	763	763	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	41	774	771	765	*	*	*	*	*	80%	69%
Students with Disabilities	14	739	745	725	*	*	*	*	*	43%	25%
Students without Disabilities	37	784	774	761	*	*	*	*	*	89%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	51	772	769	758	*	*	*	33%	43%	76%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	99	95.3	71.7	48.4	44.5	71.7	66.5	Met Target
White	50	90.9	80.0	50.9	54.1	76.5	75.7	Met Target
Hispanic	22	100.0	63.6	39.4	28.8	63.6	42.9	Met Target
Black or African American	*	*	*	35.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.3	70.1	76.5	81.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	51	92.7	74.5	49.7	44.9	72.7		
Male	48	98.0	68.8	47.0	44.2	68.8		
Economically Disadvantaged Students	20	100.0	65.0	35.7	26.3	*	N	N
Non-Economically Disadvantaged Students	79	94.1	73.4	51.5	54.9	*		
Students with Disabilities	25	87.1	52.0	16.9	17.4	47.1	56.2	Met Target†
Students without Disabilities	74	98.7	78.4	55.0	50.0	78.4		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	49.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

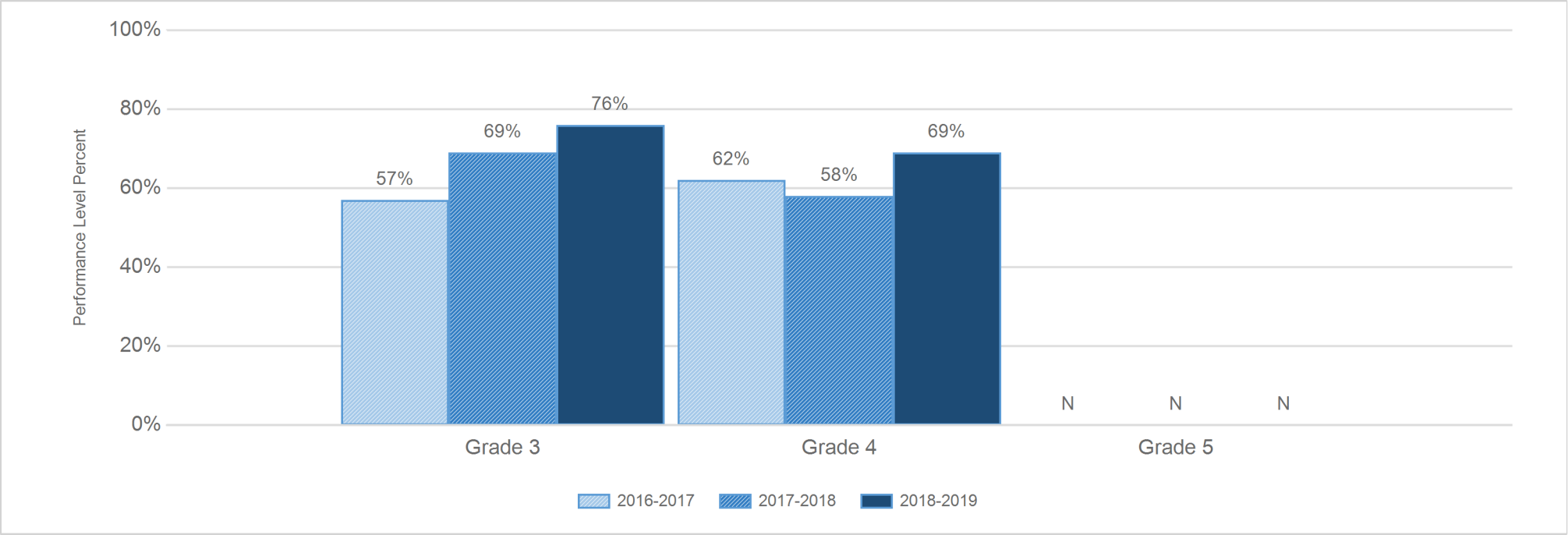


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	766	762	752	*	*	*	*	*	76%	55%
White	25	765	765	760	0%	*	*	*	*	80%	66%
Hispanic	12	760	753	739	*	*	*	*	*	75%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	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	27	767	762	751	*	*	*	*	*	70%	54%
Male	22	765	763	752	*	*	*	*	*	82%	56%
Economically Disadvantaged Students	11	756	*	737	*	*	*	*	*	73%	37%
Non-Economically Disadvantaged Students	38	769	*	761	*	*	*	*	*	76%	67%
Students with Disabilities	12	744	*	731	*	*	*	*	*	58%	31%
Students without Disabilities	37	773	*	756	*	*	*	*	*	81%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	49	766	*	754	*	*	*	*	*	76%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



John F Kennedy Elementary School
(23-4910-055)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	763	761	749	*	*	*	*	*	69%	51%
White	24	772	765	757	0%	0%	*	*	*	83%	62%
Hispanic	11	752	753	737	0%	*	*	*	*	55%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	776	772	776	0%	0%	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	24	768	761	749	*	*	*	*	*	79%	50%
Male	27	758	761	749	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	10	757	753	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	41	764	763	759	*	*	*	*	*	71%	63%
Students with Disabilities	14	742	745	726	*	*	*	*	*	50%	25%
Students without Disabilities	37	771	764	754	*	*	*	*	*	76%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	51	763	*	751	*	*	*	*	*	69%	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%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



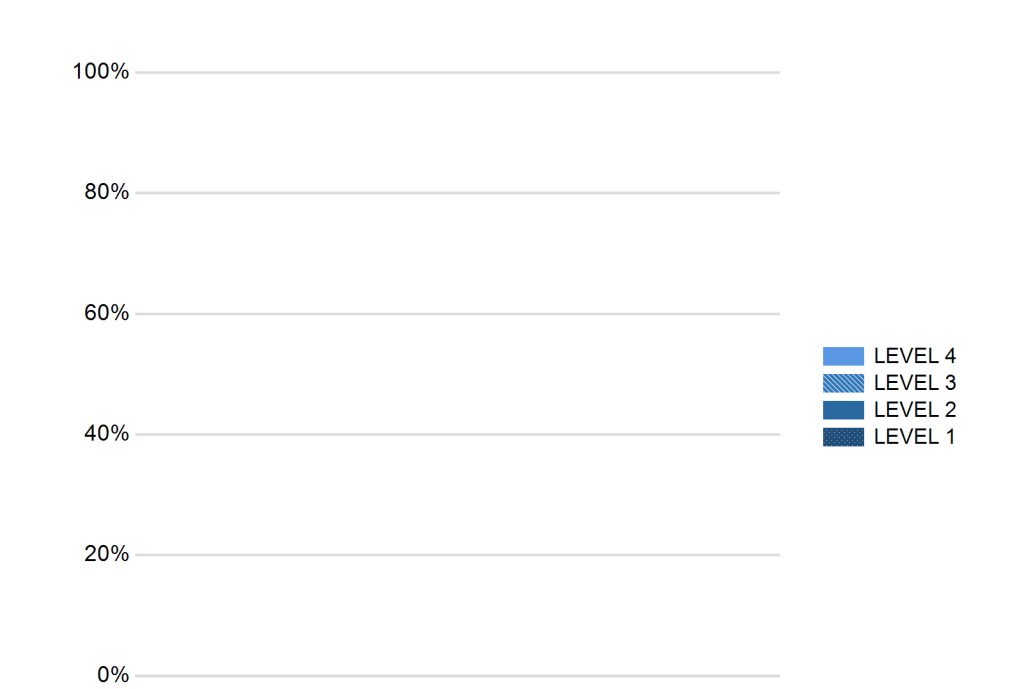
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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John F Kennedy Elementary School

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

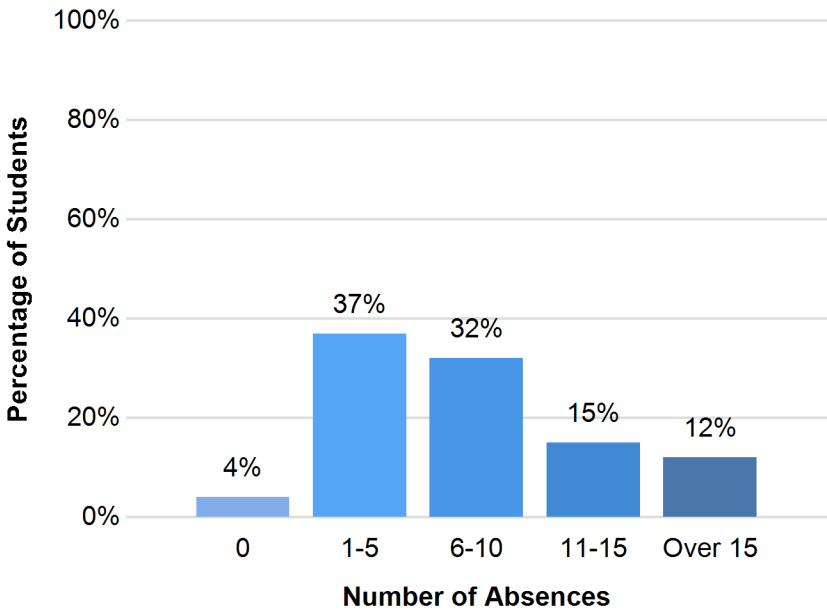
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	7.2	9.2	Met
White	10	6.5	9.2	Met
Hispanic	5	8.6	9.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	3	8.8	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Female	7	5.2		
Male	12	9.2		
Economically Disadvantaged Students	5	14.7	9.2	Not Met
Students with Disabilities	6	11.1	9.2	Not Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





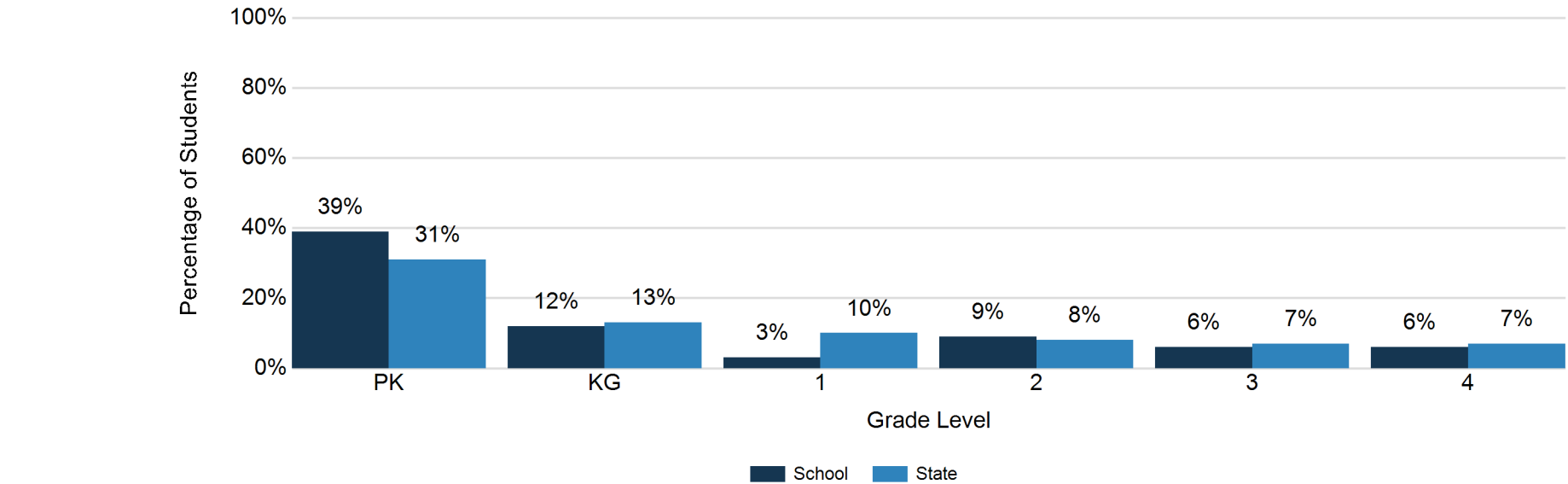
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	1	0	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	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	11:1
Students to Administrators	300:1	129:1
Teachers to Administrators	32:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	96.9%	0.0%	48.4%	77.1%	54.9%
Male	51.3%	3.1%	100.0%	51.6%	22.9%	45.1%
White	55.0%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.3%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	13.7%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.3%	82.2%	75.8%
Math Proficiency	60.2%	64.5%	71.7%
ELA Growth	45	50	50
Math Growth	47	77	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.1%	4.7%	7.2%

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



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






John F Kennedy Elementary School
(23-4910-055)
Grades Offered: PK-04
2018-2019

Report Key:
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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Using various assessments to gather data to use for better planning and to recognize areas of need which will lead to better student performance. Students are recognized for demonstarting good character in the school.Our new Character Education program incorporates various pillars of character and the students are recognized with “tiger bucks” The Go-Girl-Go Program and 2nd Year Wingman Programs promote self-esteem and social and emotional support for our students.
 <div>Mission, Vision, Theme:</div>	<p>With high expectations for student achievement, a highly qualified and effective staff, and interested and supportive parents, the John F. Kennedy School community is dedicated to providing our children with the confidence, sense of responsibility, and academic preparation they will need to meet the challenges of the 21st Century.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Our students and staff continue to support various organizations throughout the school year.We have collected hundreds of dollars in donations for the Red Cross, Breast Cancer Awareness, Ovarian Cancer Awareness, Middlesex County Food Shelters, and the Union County Animal Shelter.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Kennedy School students have access to an English Language Arts Basic Skills part time teacher, as well as, a Math Basic Skills program that works within all classrooms at Kennedy School.Students that are identified for these programs receive intense supplemental instruction that improves their content knowledge throughout the school year. The Gifted and Talented Program, called SEEDS, is taught to students who qualify one day a week by a district G & T Teacher.</p>
 <div>Clubs and Activities:</div>	<p>John F. Kennedy School offers a wide variety of clubs and activities for students who are looking for an additional way to learn and grow while attending our school. Programs such as Go Girl Go Club, Student Council, Safety Patrol, Boys Scouts, Girl Scouts, Wingman, and the Principal's Student Senate are intended to be supplementary to the school day, but not necessarily academically rigorous.</p>





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 <p>Before and After School Programs:</p>	<p>The Beforecare and Aftercare Programs are offered by the South Plainfield School District. There are three Supervisors who organize the program, which services all students who are signed up K-4.This program is tuition based.Our SEEDS Program, which is an enrichment program, runs during the school day for students that are identified for enrichment in STEM subjects.</p>
 <p>Staff and Professional Learning:</p>	<p>Kennedy School follows the district schedule which has 3 Full Day and 2 Half DayProfessional Days built into the Calendar. Also, districtwide Supervisors organize Professional Development opportunities for the staff at Kennedy School on Wednesdays or each month.</p>



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Student Supports and Services:

Kennedy School does not have an English Language Learners service at this time due to the current population of students at Kennedy School. Our school services include an Intervention & Referral Services (I&RS) Program that identifies weaknesses in a student's academic, social, or emotional educational program and assists teachers. With a School Psychologist and Guidance Counselor in the school regularly, services related to Section 504 and Special Services are monitored daily.



Student Health and Wellness:

Kennedy School incorporates health and wellness activities and lessons throughout the school year through class lessons with the Physical Education and Science classrooms.



Parent and Community Involvement:

The use of the schoolwide REMIND system, as well as, schoolmessenger assists with communicating with the parents of the school. The PTSO Facebook page is a great avenue for the communication of schoolwide events.




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 <div>Facilities:</div>	<p>The school was built in 1959. Kennedy School has a library, computer lab, Art Room, and a gymnasium. During two lunch periods, the gymnasium converts into a cafeteria for the students. This year, a new HVAC system has provided all avenues of the building with air conditioning and heat.</p>
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 <div>Other Information</div>	<p>At John F. Kennedy School, we believe that all children will learn in a nurturing and supportive environment that celebrates their individuality.Beginning each day with the Kennedy School Pledge, our children are encouraged to work hard, do their best in every endeavor, and be kind and giving people who care about others and believe in themselves.Our Character Education Programs highlight responsible behavior, good citizenship, honesty, healthy living, compassion, and respect for others.These concepts are emphasized through special events such as Week of Respect, Red Ribbon Week, Anti-Bullying Assemblies, Unity Day, Jump Rope For Heart, The Giving Tree at Christmas, etc.The Kennedy School Faculty participate each year in the annual Kennedy School Variety Show, which allows the students and their parents to return to the school at night and watch the faculty sing and dance to popular songs.This event raises money for a great cause each year.With high expectations for student achievement, a highly qualified and effective staff, and interested and supportive parents, the Kennedy School community is dedicated to providing our children with the confidence, sense of responsibility, and academic preparation they will need to meet the challenges of the 21st Century.Please visit www.spboe.org click on “schools”, then “Kennedy Elementary” to stay updated and informed.</p>
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Roosevelt Elementary School
(23-4910-080)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Roosevelt Elementary School
(23-4910-080)
Grades Offered: PK-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Robert Diehl
Address	135 JACKSON AVENUE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	rdiehl@spboe.org
Website	http://www.spboe.org



Roosevelt Elementary School

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

Enrollment Trends by Grade

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	44	25	23
KG	74	97	68
1	62	81	101
2	76	62	86
3	77	69	68
4	82	72	71
Total	415	406	417

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

Student Group	2016-17	2017-18	2018-19
Female	54.5%	49.0%	47.0%
Male	45.5%	51.0%	53.0%
Economically Disadvantaged Students	23.9%	21.9%	23.7%
Students with Disabilities	17.8%	14.3%	16.5%
English Learners	2.7%	4.4%	4.8%
Homeless Students	1.9%	0.5%	1.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	0.2%
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	24.8%	24.4%	23.5%
Hispanic	21.2%	22.4%	26.4%
Black or African American	13.7%	10.3%	9.6%
Asian	38.6%	39.7%	37.4%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.7%
Two or More Races	1.2%	2.5%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	6	0	0
PK - Full Day	38	25	23
KG - Half Day	0	0	0
KG - Full Day	74	97	68

Enrollment by Home Language

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

Home Language	% of Students
English	54.0%
Spanish	14.4%
Telugu	6.7%
Gujarati	6.5%
Hindi	3.8%
Other Languages	14.6%



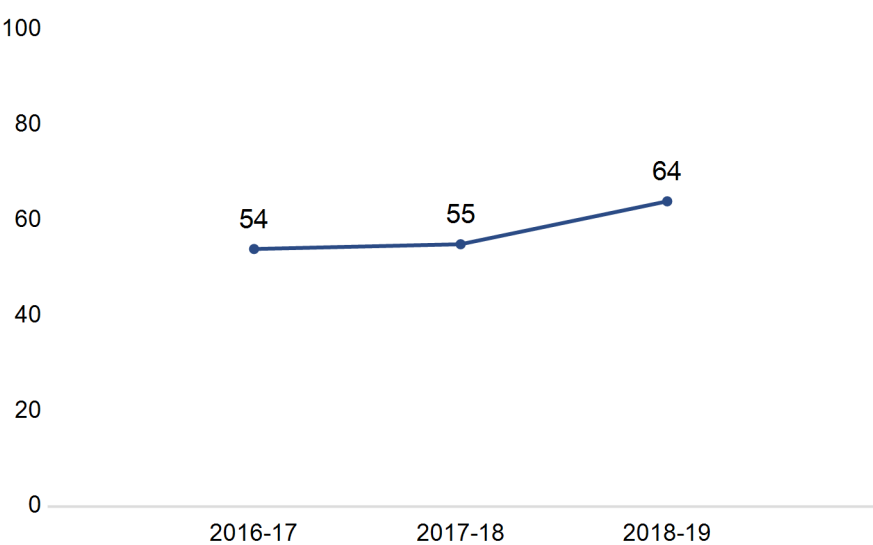
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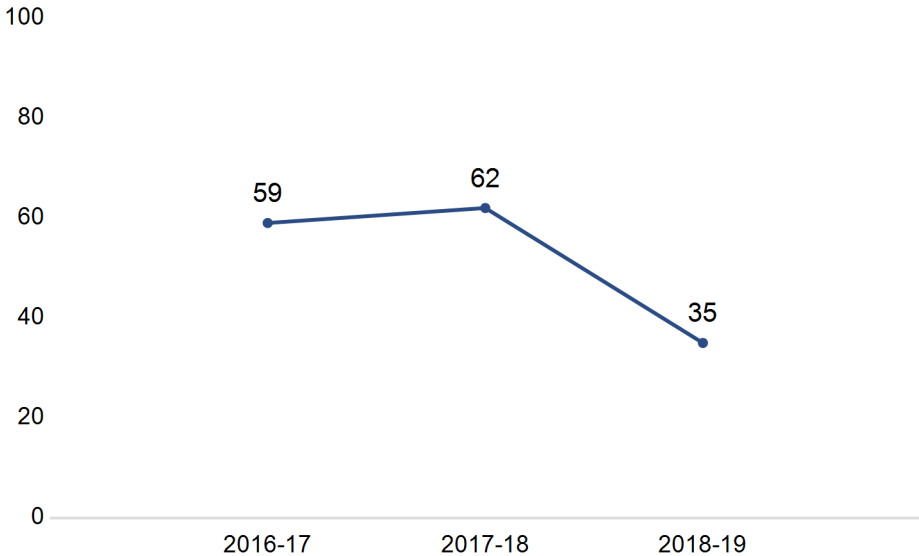
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	55	64	59	62	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	64	53	50	Exceeds Standard	35	58	50	Not Met
White	69	53	50	**	20	53	52	**
Hispanic	65	50	49	**	55.5	61	47	**
Black or African American	56	52	45	**	30	54	43	**
Asian, Native Hawaiian, or Pacific Islander	62.5	60.5	59	**	49.5	62	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	49	49	**	N	42	52	**
Female	60	60	53	N	30	57	50	N
Male	69.5	47	47	N	39.5	58	51	N
Economically Disadvantaged Students	*	50.5	48	**	*	54	46	**
Students with Disabilities	*	52	43	**	*	52	45	**
English Learners	*	59	52	**	*	69.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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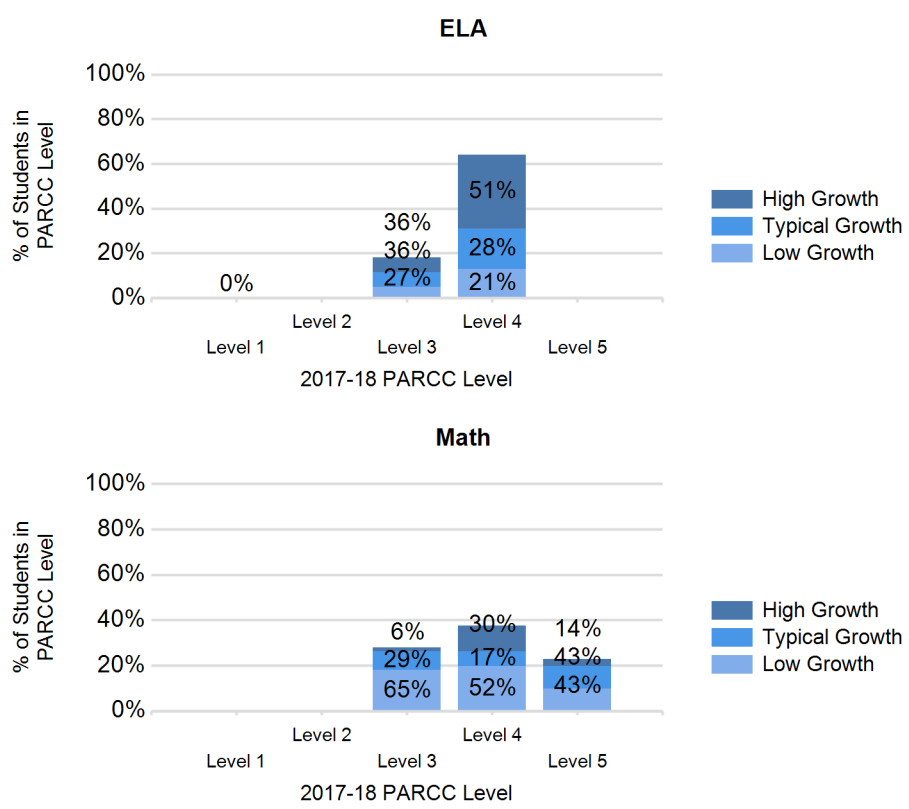
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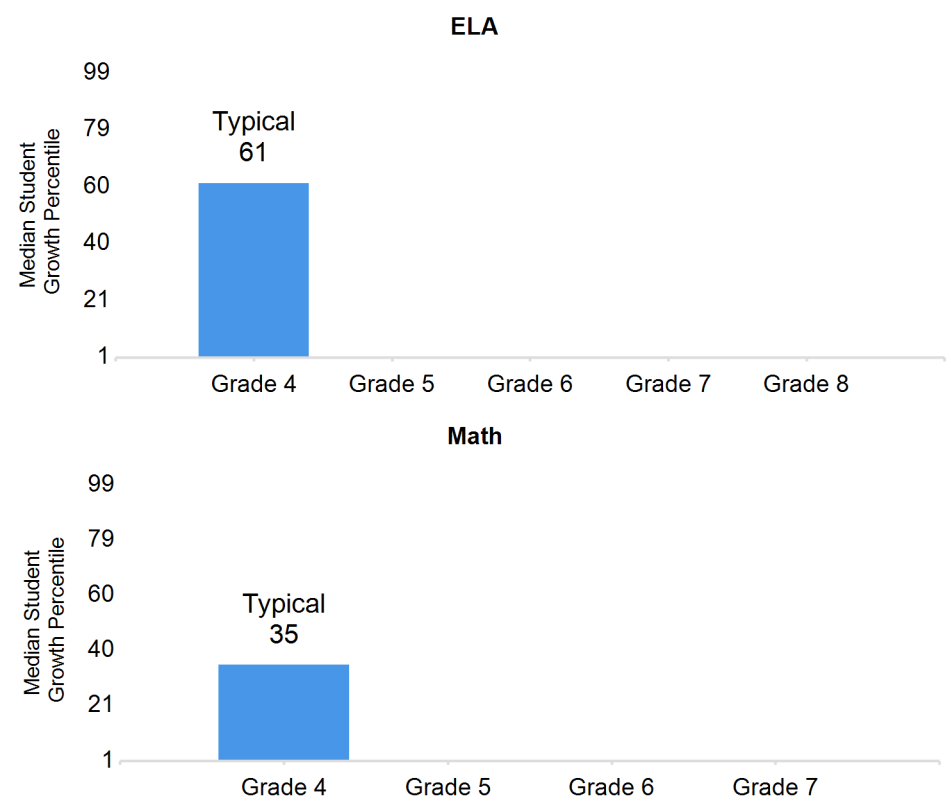
Student Growth by Performance Level

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



Student Growth by Grade

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





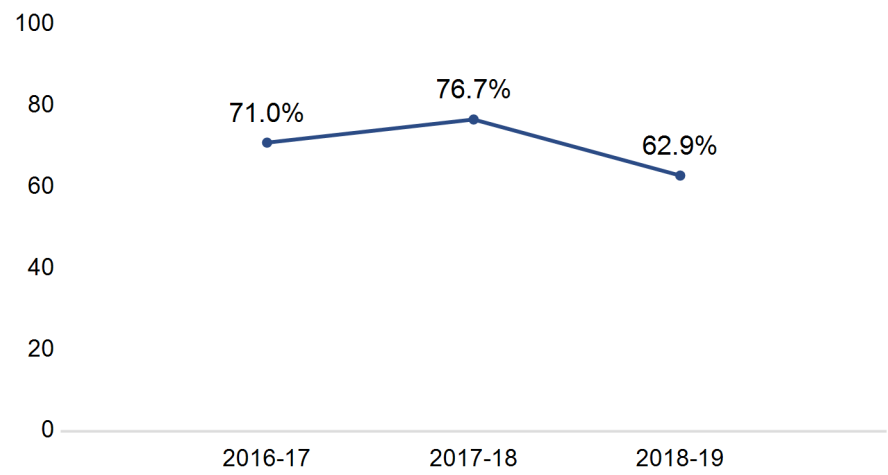
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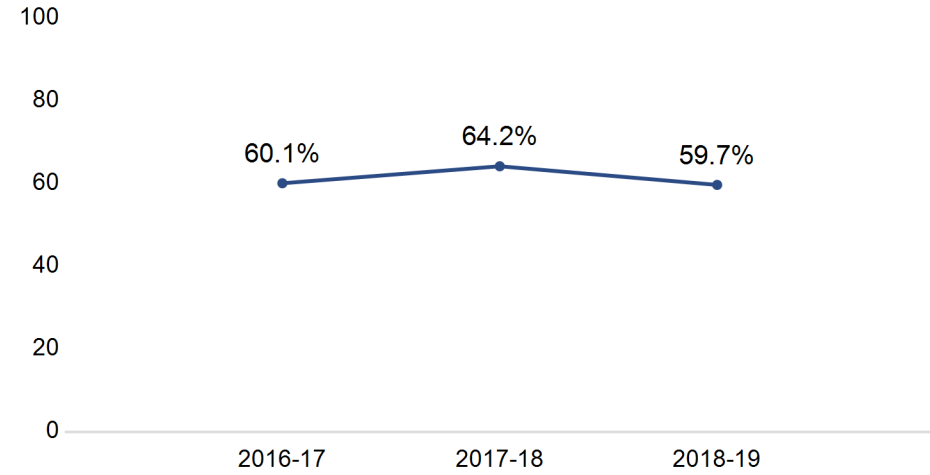
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	93.2%	94.9%	95.0%	92.5%	95.0%
Proficiency Rate for Federal Accountability	71.0%	76.7%	62.9%	60.1%	64.2%	59.7%
Annual Target	68.9%	69.5%	70.1%	58.3%	59.5%	60.6%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	116	94.9	62.9	63.9	57.9	62.9	70.1	Met Target†
White	30	93.7	70.0	68.3	66.9	69.1	66.6	Met Target
Hispanic	27	93.7	48.1	53.9	43.9	47.1	60.5	Met Target†
Black or African American	*	*	*	54.3	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	41	98.1	70.7	78.4	82.9	70.7	80	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	64	97.2	60.9	73.6	64.8	60.9		
Male	52	92.5	65.4	54.5	51.3	63.9		
Economically Disadvantaged Students	24	92.9	54.2	52.3	40.0	52.6	58.8	Met Target†
Non-Economically Disadvantaged Students	92	95.5	65.2	66.8	67.9	65.2		
Students with Disabilities	15	77.3	33.3	*	22.7	27.6	N	N
Students without Disabilities	101	98.3	67.3	*	65.1	67.3		
English Learners	*	*	*	23.5	29.3	*	**	**
Non-English Learners	*	*	*	64.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

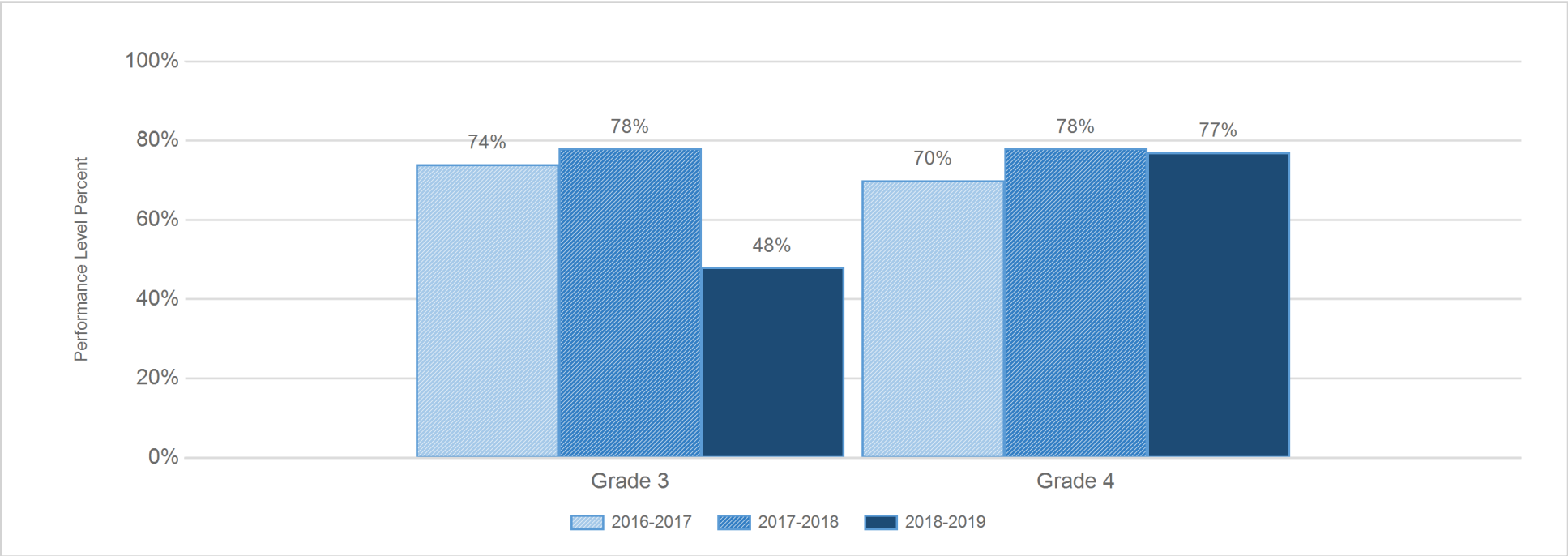


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	747	756	748	*	*	31%	*	*	48%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	16	736	750	734	*	*	*	*	*	31%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	29	758	762	773	*	*	*	*	*	66%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	752	761	753	*	*	*	*	*	52%	55%
Male	33	742	752	743	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	15	732	*	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	49	751	*	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Roosevelt Elementary School

(23-4910-080)

Grades Offered: PK-04

2018-2019

Report Key:
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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 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	65	771	769	755	*	*	17%	51%	26%	77%	57%
White	20	776	775	763	*	*	*	*	*	80%	67%
Hispanic	14	751	759	743	*	*	*	*	*	57%	44%
Black or African American	10	774	*	739	*	0%	*	*	*	80%	39%
Asian, Native Hawaiian, or Pacific Islander	21	777	779	779	*	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	38	772	775	760	*	*	*	*	*	71%	62%
Male	27	769	763	750	*	*	*	*	*	85%	53%
Economically Disadvantaged Students	11	777	763	740	*	*	0%	*	*	91%	40%
Non-Economically Disadvantaged Students	54	769	771	765	*	*	20%	*	*	74%	69%
Students with Disabilities	*	*	745	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	65	771	769	758	*	*	17%	51%	26%	77%	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%



Roosevelt Elementary School
(23-4910-080)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	119	95.0	59.7	48.4	44.5	59.7	60.6	Met Target†
White	31	93.9	54.8	50.9	54.1	54.2	51.3	Met Target
Hispanic	29	94.1	44.8	39.4	28.8	44.1	52.5	Met Target†
Black or African American	*	*	*	35.1	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	41	98.1	78.0	70.1	76.5	78.0	78.5	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	66	97.3	57.6	49.7	44.9	57.6		
Male	53	92.6	62.3	47.0	44.2	60.9		
Economically Disadvantaged Students	27	93.5	44.4	35.7	26.3	43.5	46	Met Target†
Non-Economically Disadvantaged Students	92	95.5	64.1	51.5	54.9	64.1		
Students with Disabilities	15	77.3	20.0	16.9	17.4	16.6	N	N
Students without Disabilities	104	98.3	65.4	55.0	50.0	65.4		
English Learners	10	92.3	40.0	20.0	25.0	40.0	**	**
Non-English Learners	109	95.3	61.5	49.1	46.5	61.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

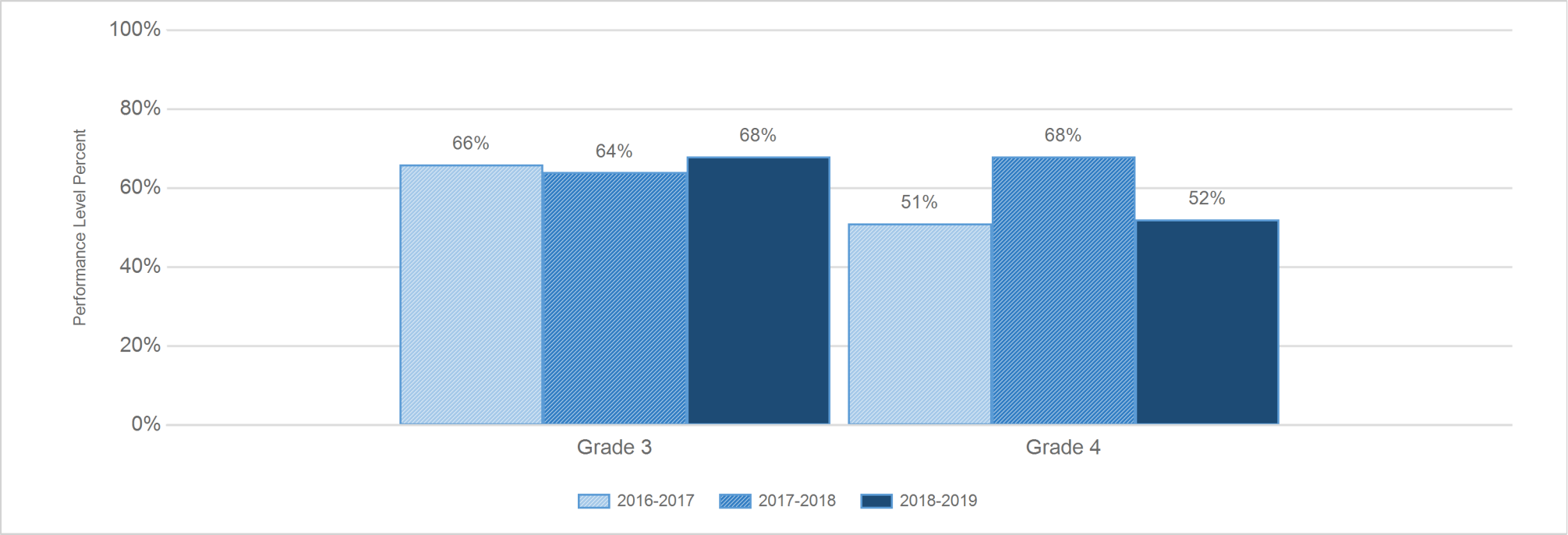


Roosevelt Elementary School
(23-4910-080)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Roosevelt Elementary School

(23-4910-080)

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	760	762	752	*	*	17%	52%	17%	68%	55%
White	10	756	765	760	0%	*	*	*	*	70%	66%
Hispanic	17	746	753	739	*	*	*	*	*	59%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	775	772	778	*	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	764	762	751	*	*	*	*	*	75%	54%
Male	34	757	763	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	17	733	*	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	49	770	*	761	*	*	*	*	*	78%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Roosevelt Elementary School
(23-4910-080)
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	754	761	749	*	15%	30%	*	*	52%	51%
White	20	754	765	757	*	*	*	*	*	50%	62%
Hispanic	15	731	753	737	*	*	*	*	*	20%	36%
Black or African American	10	752	*	731	*	*	*	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	21	773	772	776	*	*	*	*	*	76%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	39	753	761	749	*	*	*	*	*	46%	50%
Male	27	757	761	749	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	12	747	753	734	*	0%	*	*	*	50%	32%
Non-Economically Disadvantaged Students	54	756	763	759	*	19%	*	*	*	52%	63%
Students with Disabilities	*	*	745	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



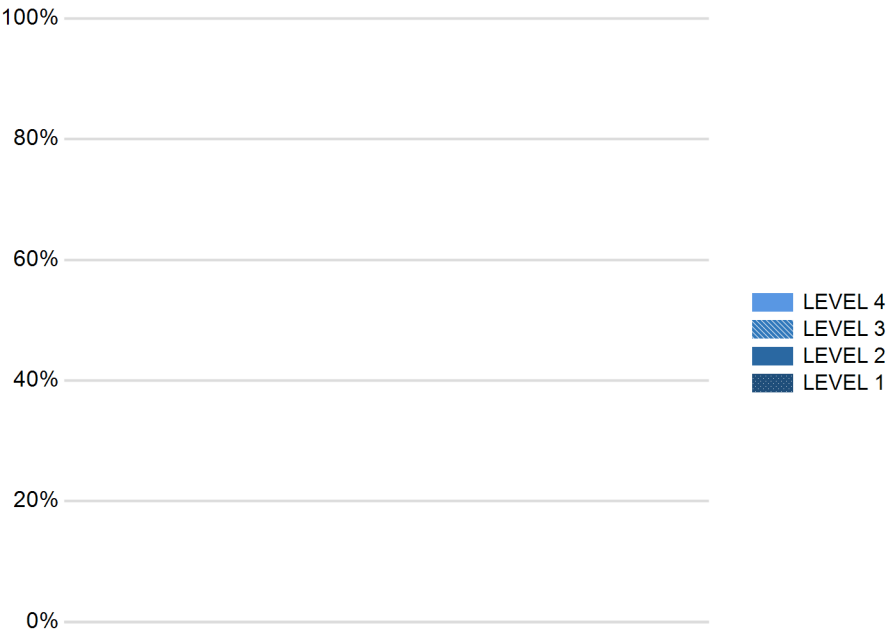
Roosevelt Elementary School
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2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

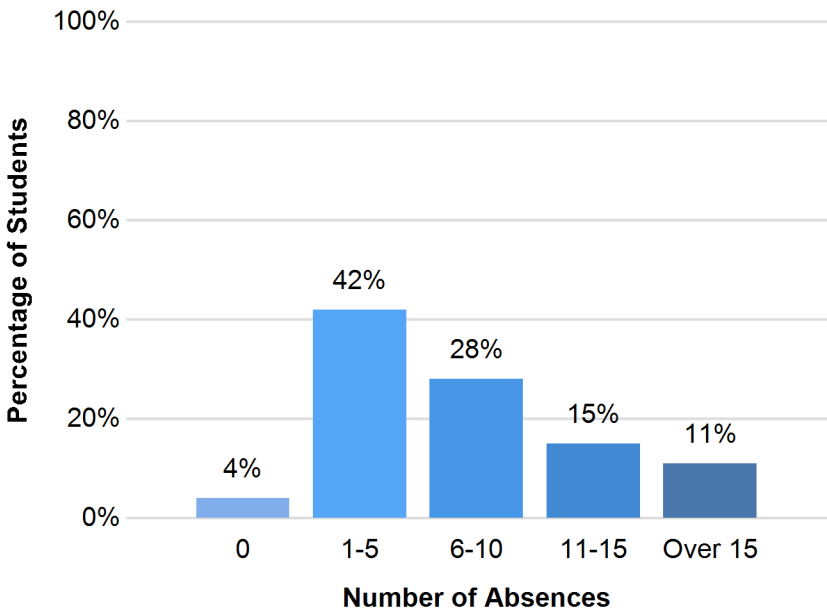
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	8.2	9.2	Met
White	6	6.5	9.2	Met
Hispanic	9	9.6	9.2	Not Met
Black or African American	1	2.9	9.2	Met
Asian, Native Hawaiian, or Pacific	11	7.4	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	8.1		
Male	16	8.2		
Economically Disadvantaged Students	12	14.1	9.2	Not Met
Students with Disabilities	7	15.6	9.2	Not Met
English Learners	3	16.7	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





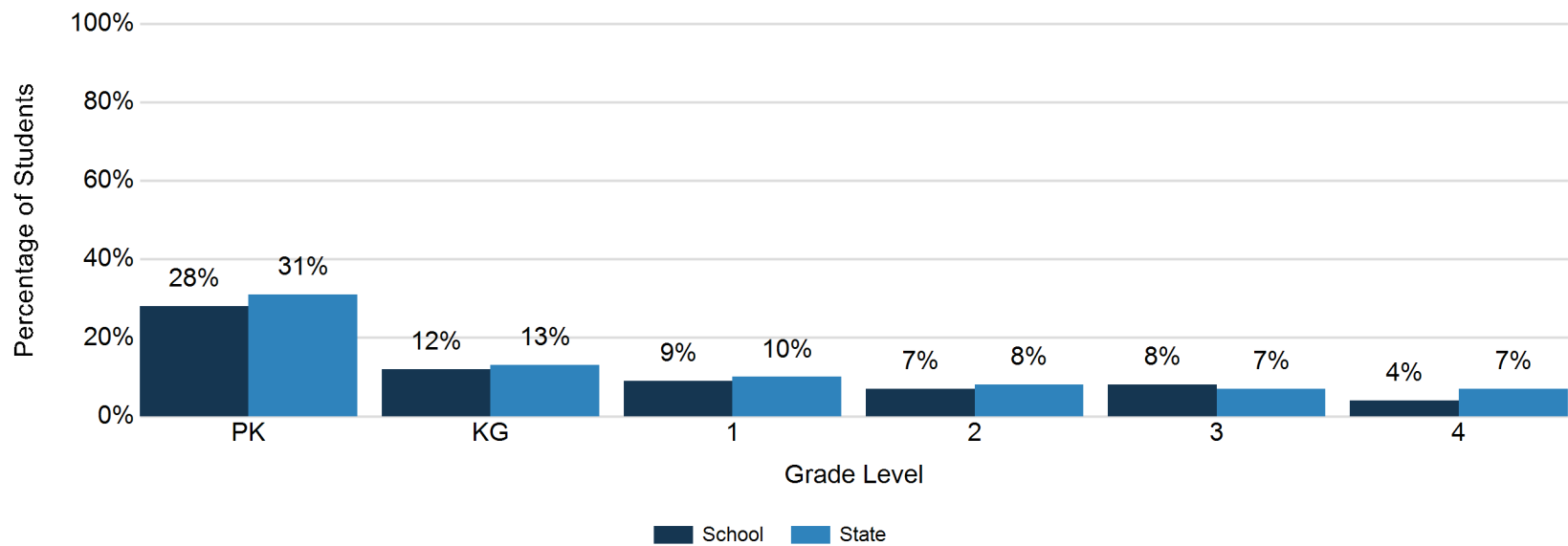
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	1	0	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	69.0%	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	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	417:1	129:1
Teachers to Administrators	42:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	97.6%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	2.4%	100.0%	51.6%	22.9%	45.1%
White	23.5%	88.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.4%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	37.4%	4.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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† 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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



Roosevelt Elementary School
(23-4910-080)
Grades Offered: PK-04
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Roosevelt Elementary School

(23-4910-080)

Grades Offered: PK-04

2018-2019

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

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

ESSA Accountability Status

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

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

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



Roosevelt Elementary School

(23-4910-080)

Grades Offered: PK-04

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.0%	76.7%	62.9%
Math Proficiency	60.1%	64.2%	59.7%
ELA Growth	54	55	64
Math Growth	59	62	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.0%	5.0%	8.2%

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



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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Roosevelt School has a professional staff of certified and highly qualified teachers. Technology is integrated into the daily lesson planning. Roosevelt School has peer mediation, a safety patrol, student council and a Gifted and Talented program.
 <div>Mission, Vision, Theme:</div>	<p>It is the vision and mission of Roosevelt Elementary School to create and maintain a learning environment that promotes and encourages learning. We have a dedicated staff of highly qualified professionals that work towards excellence in education. Along with our supportive parent organization and school community, we promote Character Education as a daily part of our curriculum. Our mission is to prepare our students for the diverse, competitive and challenging world in which we live.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Our school features several programs and activities throughout the year that are open to our school community. Along with our many school wide fundraising efforts, we host several concerts and special events. We have received recognition form our local Veteran's organization for our annual Veteran's Day Program and have been recognized by our local media for our Annual Multicultural Day Program.</p>

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<div>  <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div> <div>The school provides a full day environment for children in Pre-Kindergarten through fourth grades. The well-defined curriculum focuses on the areas of reading, writing, mathematics, social studies and science. Specialty area classes such as art, music, library, Spanish, computers and physical education are offered to all students. Chorus classes are also offered before school for third and fourth grade students.</div> </div>
<div>  <div> <div>Clubs and Activities:</div> </div> </div>	<div> <div>Roosevelt School offers a wide variety of clubs and activities. We currently have a Fourth Grade Student Council, a School Safety Patrol, a group of Peer Mediators and a "Girls on The Run" Club. Students also have the opportunity to join our Poetry Club, Chorus, Band, Orchestra or School Newspaper. Our Spelling Bee, Geography Bee and Science Fair is open to all Fourth Grade students. We also have students that are active in Boy Scouts and Girl Scouts.</div> </div>



Roosevelt Elementary School

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<div> <div>Before and After School Programs:</div> </div>	<div>Roosevelt School offers a Before and After School Care Program. The service is available to all students in Kindergarten through Fourth Grade. The program is organized with activities. Tuition is required for enrollment.</div>
<div> <div>Staff and Professional Learning:</div> </div>	<div>Roosevelt utilizes professional development to focus on specific needs of the faculty. Faculty are also involved in ongoing Professional Learning Communities (PLCs) 2-3 times a month that are driven by data, student needs, and vertical and horizontal articulation. Teachers have built in professional development days where staff get together to improve their practice.</div>



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An icon representing student supports and services, showing a stylized person with a sunburst above their head and an upward-pointing arrow.	<p>Student Supports and Services:</p> <p>Roosevelt School has an ESL teacher for students who know English as a Second Language. We also have an Intervention and Referral Services Program (IR&S). This program allows us to identify students who demonstrate weaknesses in academic subject areas or that may have behavioral or emotional issues. Our Child Study Team and Student Assistance Counselor assist us with students who have learning disabilities and behavioral difficulties. Section 504 modifications are monitored regularly.</p>
An icon representing student health and wellness, showing a stylized apple with a heart inside it.	<p>Student Health and Wellness:</p> <p>Roosevelt School curriculum includes two sessions of Physical Education per class each week. Students also enjoy a recess period daily. Our school nurse is proactive in educating our school population on healthy living habits and providing first aid treatments. Medical doctors visit the school annually to conduct classes on health care. A healthy breakfast program is offered.</p>
An icon representing parent and community involvement, showing two hands shaking in a firm grip.	<p>Parent and Community Involvement:</p> <p>The Roosevelt School Parent Teacher Organization is very active and is instrumental in supporting our students with programs and activities. Through fund raising efforts, our PTO is able to purchase technology equipment, contract educational assembly programs, fund class trips, facilitate special night events and give gifts. Our district also has a Special Educational Parent Advisory Committee (SEPAC) that provides families with information dealing with Special Education.</p>



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<div>  <div>Climate Surveys:</div> </div>	<div>The school distributes a school climate survey to the staff. Data is used to improve school culture and climate.</div>
<div>  <div>Facilities:</div> </div>	<div>Roosevelt School was designed and built as an elementary school. It has a capacity of approximately 500 students. The building was completed in 2003 and features central heating and air conditioning. It has a staff parking lot, open grass areas, a playground and a large recess area with a ball field. Along with our academic classrooms we also feature a computer lab, music rooms, a media center, gym, cafeteria, occupational therapy rooms and several offices.</div>




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School Narrative

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 <div>Other Information</div>	<p>During the school year, all third and fourth grade students were assessed in language arts and mathematics proficiency through the NJSLA assessment. We continue to work diligently to help our children improve by implementing our instructional programs, providing extra help, along with our professional learning communities, project based learning, professional development programs, learning centers, and ongoing communication with parents and families. The above-mentioned list of programs and activities augment the exciting educational programs that can be seen on a daily basis in each classroom at Roosevelt Elementary School. The highly qualified teaching staff and instructional aides address the state mandated Core Curriculum Standards to ensure students are ready to proceed to the next grade level. The district offers the teachers and staff professional development training, workshops, and faculty meetings so they can provide students with appropriate challenges and curricula for a well-rounded education.</p>
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South Plainfield High School
 (23-4910-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Ronnie Spring
Address	200 LAKE STREET SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	rspring@spboe.org
Website	http://spboehs.ss13.sharpschool.com/
Facebook	https://www.facebook.com/spboe.org/
Twitter	https://twitter.com/SPHSPrincipal



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	237	266	260
10	253	228	266
11	270	258	234
12	258	273	263
Total	1,018	1,025	1,023

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	47.9%	49.1%
Male	51.2%	52.1%	50.9%
Economically Disadvantaged Students	24.5%	24.6%	20.3%
Students with Disabilities	13.3%	13.6%	13.6%
English Learners	1.7%	2.0%	1.4%
Homeless Students	0.1%	0.1%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.5%	0.7%	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	44.6%	43.6%	42.8%
Hispanic	24.0%	27.0%	28.7%
Black or African American	16.7%	14.9%	14.8%
Asian	13.9%	13.8%	13.1%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,018	1,025	1,023
Shared Time Students	0	0	0
Full Time Equivalent	1,018	1,025	1,023

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	77.1%
Spanish	13.9%
Gujarati	2.0%
Vietnamese	1.8%
Other Languages	5.3%



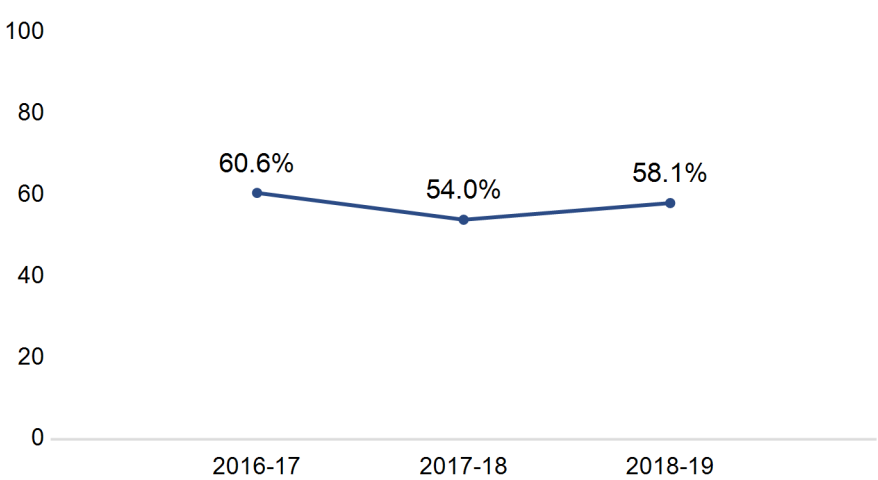
South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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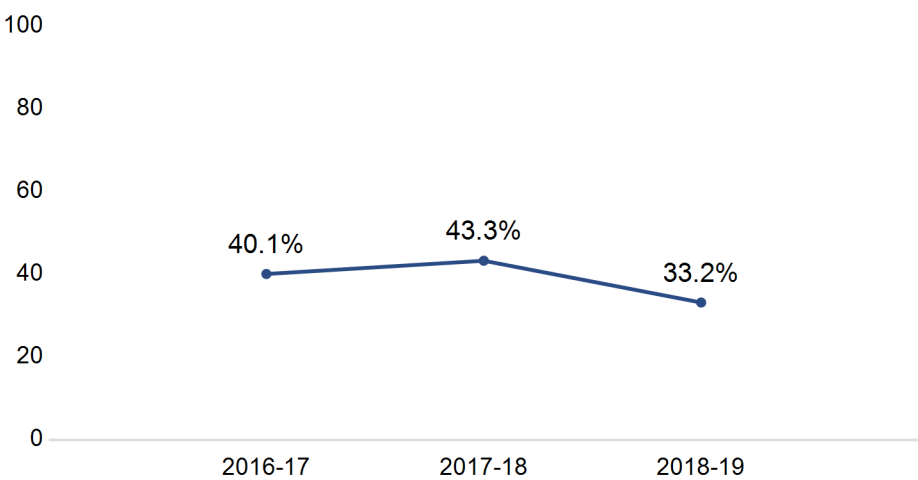
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	97.8%	98.5%	99.2%	98.4%	98.5%
Proficiency Rate for Federal Accountability	60.6%	54.0%	58.1%	40.1%	43.3%	33.2%
Annual Target	61.2%	62.2%	63.2%	37.7%	39.9%	42.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	506	98.5	58.1	63.9	57.9	58.1	63.2	Not Met
White	224	97.8	62.1	68.3	66.9	62.1	63.7	Met Target†
Hispanic	140	98.6	47.1	53.9	43.9	47.1	54.8	Not Met
Black or African American	76	100.0	46.1	54.3	38.5	46.1	63	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	100.0	81.8	78.4	82.9	81.8	75.4	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	63.2	64.4	N	**	**
Female	253	99.2	69.6	73.6	64.8	69.6		
Male	253	97.7	46.6	54.5	51.3	46.6		
Economically Disadvantaged Students	94	97.0	46.8	52.3	40.0	46.8	51.5	Met Target†
Non-Economically Disadvantaged Students	412	98.8	60.7	66.8	67.9	60.7		
Students with Disabilities	75	95.0	13.3	*	22.7	13.3	28.2	Not Met
Students without Disabilities	431	99.1	65.9	*	65.1	65.9		
English Learners	10	100.0	10.0	23.5	29.3	10.0	**	**
Non-English Learners	496	98.4	59.1	64.7	60.6	59.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

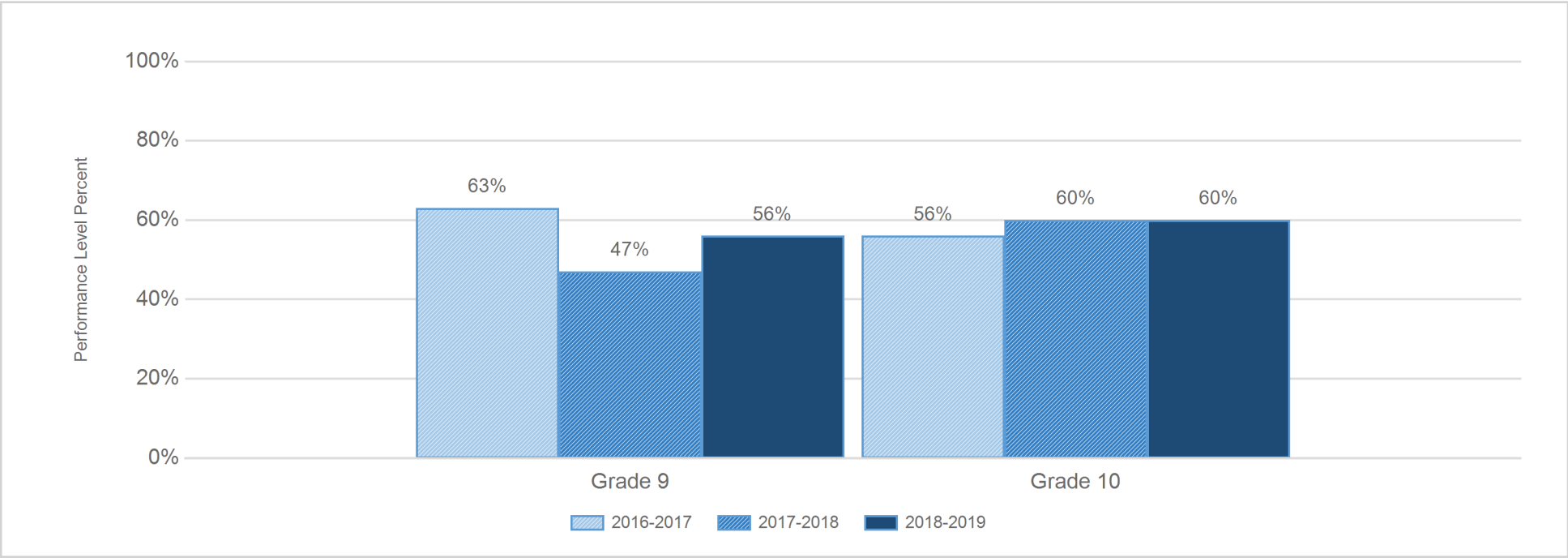


South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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.





South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	758	758	753	*	*	31%	39%	17%	56%	56%
White	114	758	758	762	*	*	25%	43%	18%	61%	65%
Hispanic	71	751	751	737	*	*	41%	*	*	48%	40%
Black or African American	41	752	752	732	0%	*	*	*	*	39%	33%
Asian, Native Hawaiian, or Pacific Islander	29	780	780	783	0%	*	*	48%	38%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	138	766	766	760	*	*	26%	*	*	67%	63%
Male	117	748	748	746	*	*	36%	*	*	44%	49%
Economically Disadvantaged Students	43	750	750	734	*	*	33%	*	*	47%	36%
Non-Economically Disadvantaged Students	212	759	759	762	*	*	30%	*	*	58%	65%
Students with Disabilities	42	722	722	717	*	*	40%	*	*	10%	17%
Students without Disabilities	213	765	765	760	*	*	29%	*	*	66%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	759	759	757	10%	12%	19%	38%	22%	60%	58%
White	110	762	762	767	*	*	19%	43%	22%	65%	67%
Hispanic	69	746	746	738	17%	*	25%	*	*	46%	43%
Black or African American	36	751	751	733	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	37	782	782	792	*	*	*	32%	46%	78%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	117	769	769	766	*	*	13%	44%	27%	72%	66%
Male	135	750	750	749	*	*	24%	33%	17%	50%	51%
Economically Disadvantaged Students	54	746	746	735	*	*	26%	*	*	46%	40%
Non-Economically Disadvantaged Students	198	763	763	767	*	*	17%	*	*	64%	67%
Students with Disabilities	29	718	718	711	*	*	*	*	*	17%	19%
Students without Disabilities	223	765	765	765	*	*	*	*	*	65%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	515	98.5	33.2	48.4	44.5	33.2	42.2	Not Met
White	227	97.9	32.2	50.9	54.1	32.2	46.6	Not Met
Hispanic	146	98.0	28.1	39.4	28.8	28.1	29	Met Target†
Black or African American	77	100.0	27.3	35.1	23.0	27.3	35.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	76.5	*	57	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	255	98.9	31.8	49.7	44.9	31.8		
Male	260	98.1	34.6	47.0	44.2	34.6		
Economically Disadvantaged Students	96	96.1	27.1	35.7	26.3	27.1	28.3	Met Target†
Non-Economically Disadvantaged Students	419	99.1	34.6	51.5	54.9	34.6		
Students with Disabilities	80	96.4	*	16.9	17.4	*	15.9	Not Met
Students without Disabilities	435	98.9	*	55.0	50.0	*		
English Learners	15	100.0	*	20.0	25.0	*	**	**
Non-English Learners	500	98.4	*	49.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

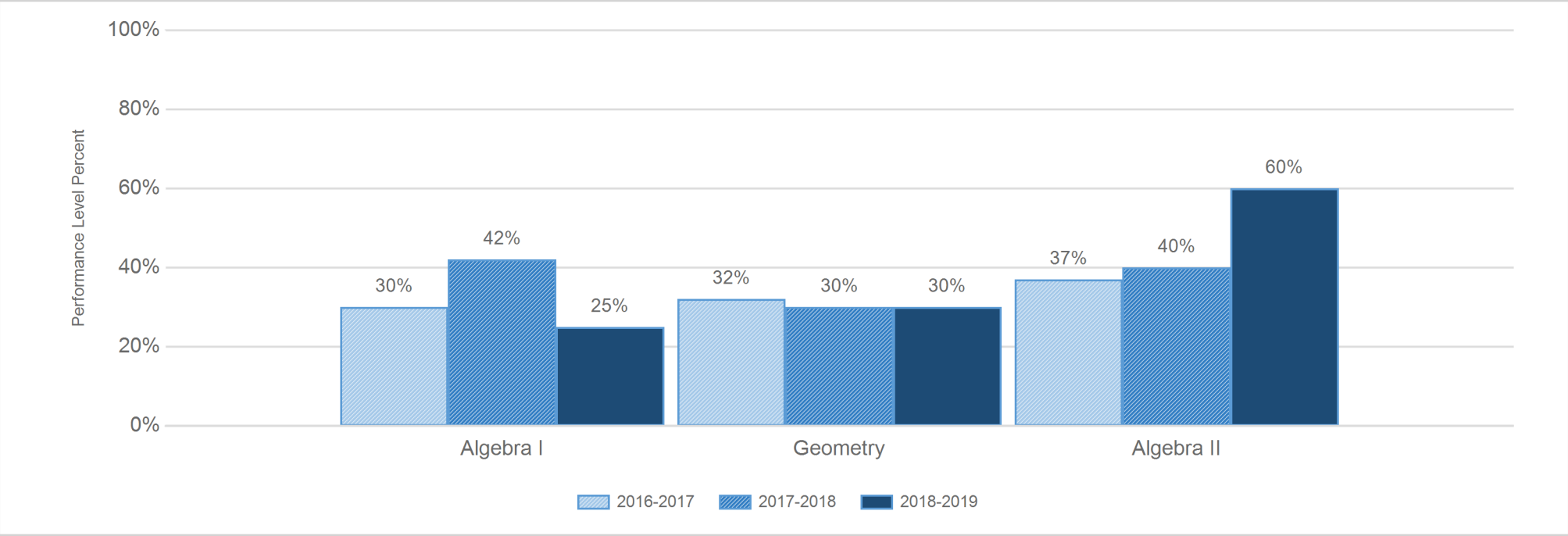


South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	731	744	744	12%	29%	34%	*	*	25%	42%
White	75	733	747	752	*	27%	35%	*	*	27%	53%
Hispanic	61	726	*	728	*	39%	30%	*	*	20%	24%
Black or African American	31	731	*	725	*	*	45%	*	*	23%	20%
Asian, Native Hawaiian, or Pacific Islander	12	737	760	775	*	*	*	*	*	42%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	92	733	746	745	*	32%	37%	*	*	24%	44%
Male	87	728	741	743	*	26%	31%	*	*	25%	41%
Economically Disadvantaged Students	37	727	*	727	*	27%	32%	*	*	22%	23%
Non-Economically Disadvantaged Students	142	732	*	752	*	30%	35%	*	*	25%	52%
Students with Disabilities	49	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	130	736	750	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%



South Plainfield High School
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	738	738	737	7%	22%	41%	24%	6%	30%	35%
White	113	738	738	743	*	24%	43%	*	*	27%	43%
Hispanic	71	732	732	724	*	27%	41%	*	*	25%	17%
Black or African American	35	734	734	720	*	*	46%	*	*	26%	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	120	739	739	738	*	23%	43%	*	*	28%	36%
Male	131	736	736	736	*	21%	39%	*	*	31%	34%
Economically Disadvantaged Students	49	734	734	722	*	22%	51%	*	*	22%	16%
Non-Economically Disadvantaged Students	202	738	738	743	*	22%	39%	*	*	32%	43%
Students with Disabilities	27	720	720	712	*	*	*	*	*	*	*
Students without Disabilities	224	740	740	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



South Plainfield High School
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	757	757	755	*	12%	27%	*	*	60%	58%
White	39	754	754	758	*	*	26%	59%	0%	59%	62%
Hispanic	14	761	761	731	*	*	*	79%	0%	79%	34%
Black or African American	12	753	753	725	*	*	*	*	*	42%	27%
Asian, Native Hawaiian, or Pacific Islander	21	762	762	777	*	*	*	*	*	62%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	45	753	753	752	*	*	*	*	*	56%	55%
Male	41	761	761	758	*	*	*	*	*	66%	62%
Economically Disadvantaged Students	13	757	757	729	*	*	*	*	*	54%	32%
Non-Economically Disadvantaged Students	73	757	757	761	*	*	*	*	*	62%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	86	757	757	756	*	12%	27%	*	*	60%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	86	757	757	755	*	12%	27%	*	*	60%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



South Plainfield High School
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	*	*
3-4	*	*	*
5 or more	N	N	N



South Plainfield High School
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2018-2019

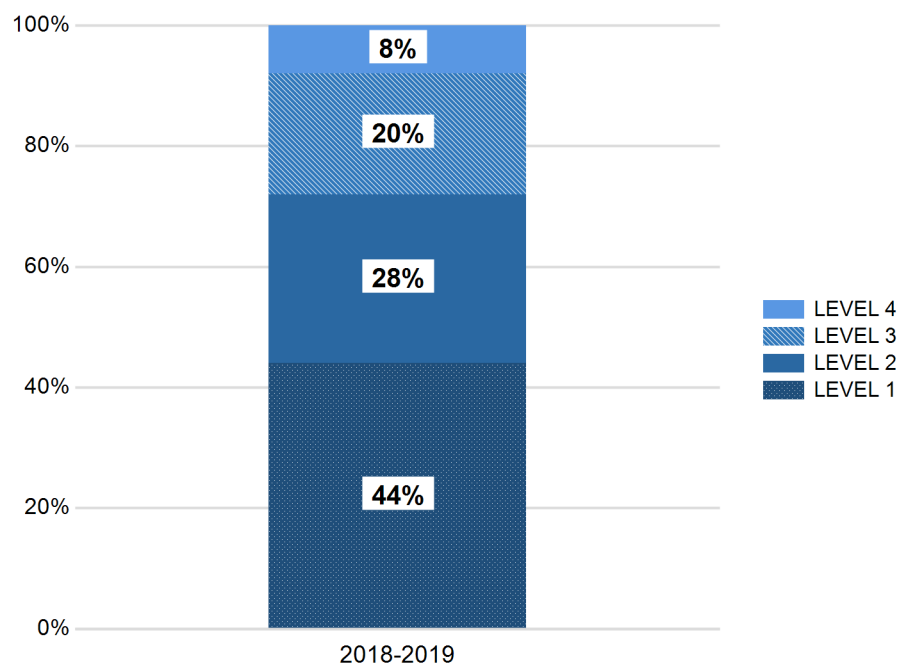
Report Key:

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	28	20	8
White	38	31	23	8
Hispanic	53	30	13	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	35	19	26	19
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	40	33	19	9
Male	46	25	21	8
Economically Disadvantaged Students	53	24	18	5
Non-Economically Disadvantaged Students	41	29	20	9
Students with Disabilities	81	19	0	0
Students without Disabilities	37	30	23	10
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



South Plainfield High School
(23-4910-050)
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2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	468	476	Grade 10: 430 Grade 11: 460	65%	61%
PSAT 10/NMSQT - Math	479	477	Grade 10: 480 Grade 11: 510	49%	43%
SAT - Reading and Writing	532	539	480	72%	70%
SAT - Math	538	541	530	51%	53%
ACT - Reading	24	25	22	70%	66%
ACT - English	23	24	18	84%	81%
ACT - Math	24	24	22	70%	65%
ACT - Science	24	24	23	59%	57%



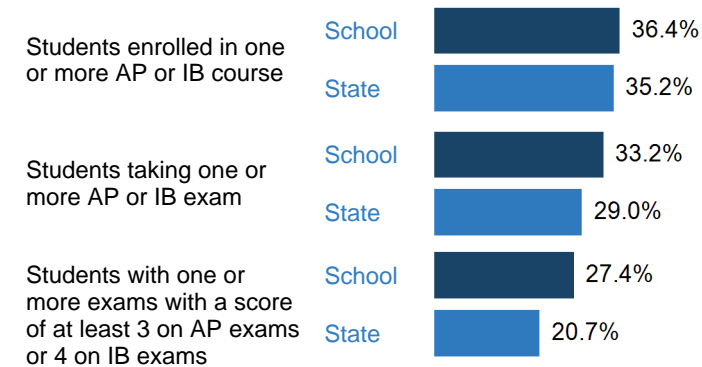
South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

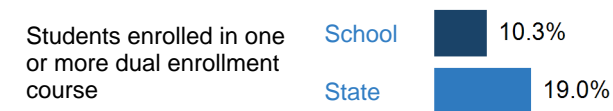
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	28
AP Calculus AB	25	19
AP Calculus BC	0	5
AP Chemistry	15	14
AP Computer Science A	17	14
AP English Language and Composition	23	24
AP English Literature and Composition	21	21
AP Environmental Science	16	15
AP Macroeconomics	0	1
AP Microeconomics	48	43
AP Music Theory	8	5
AP Physics 1	0	43
AP Physics 2	0	12
AP Physics B	60	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	2



South Plainfield High School

(23-4910-050)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	70	63
AP Spanish Language	15	12
AP Statistics	22	21
AP U.S. Government and Politics	9	8
AP U.S. History	36	33
AP World History	40	33
Total Exams taken		417
Exams with scores of at least 3 on AP exams or 4 on IB exams		340



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

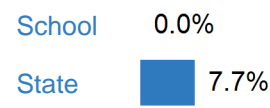
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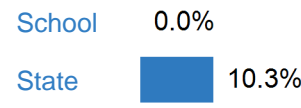
Career and Technical Education Participation

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)



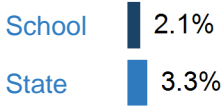
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

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



South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



South Plainfield High School
(23-4910-050)
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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	168	96	1	0	0	0	40
10	18	168	86	3	0	1	1
11	1	17	151	60	1	15	17
12	3	6	29	69	35	6	126
Total	190	287	267	132	36	22	184
Enrolled in AP/IB Course					25	22	0
Enrolled in Dual Enrollment Course	0	0	0	33	3	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	191	0	0	72	0	0
10	21	175	0	92	1	1
11	14	82	0	16	133	17
12	26	24	0	22	82	98
Total	252	281	0	202	216	116
Enrolled in AP/IB Course	29	15		16	60	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



South Plainfield High School
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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	262	1	2	0	0	0
10	14	260	1	11	0	2
11	3	236	27	17	15	30
12	4	23	63	42	85	67
Total	283	520	93	70	100	99
Enrolled in AP/IB Course	40	36	48	70		9
Enrolled in Dual Enrollment Course	0	0	0	0	17	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	152	38	54	15	0	0	0
10	175	30	40	23	0	0	0
11	89	29	24	10	0	0	0
12	20	16	7	2	0	0	0
Total	436	113	125	50	0	0	0
Enrolled in AP/IB Course	15	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	62	37	26	6	0	0	0



South Plainfield High School
 (23-4910-050)
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 2018-2019

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

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	5	0	0	0	0	0
11	10	0	0	0	0	0
12	2	0	0	0	0	0
Total	17	0	0	0	0	0
Enrolled in AP/IB Course	17		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



South Plainfield High School
(23-4910-050)
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2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



South Plainfield High School
(23-4910-050)
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2018-2019

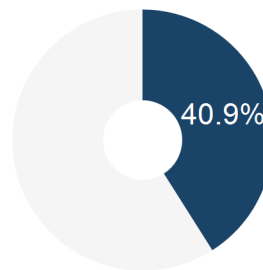
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Visual and Performing Arts – Course Participation

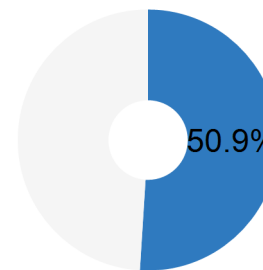
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

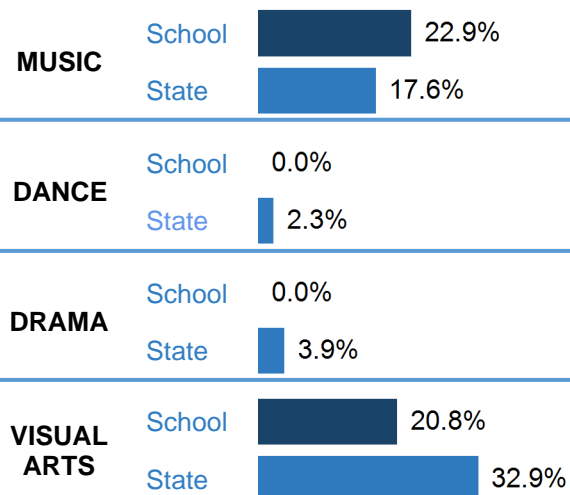


School



State

Students enrolled in one or more classes by discipline:





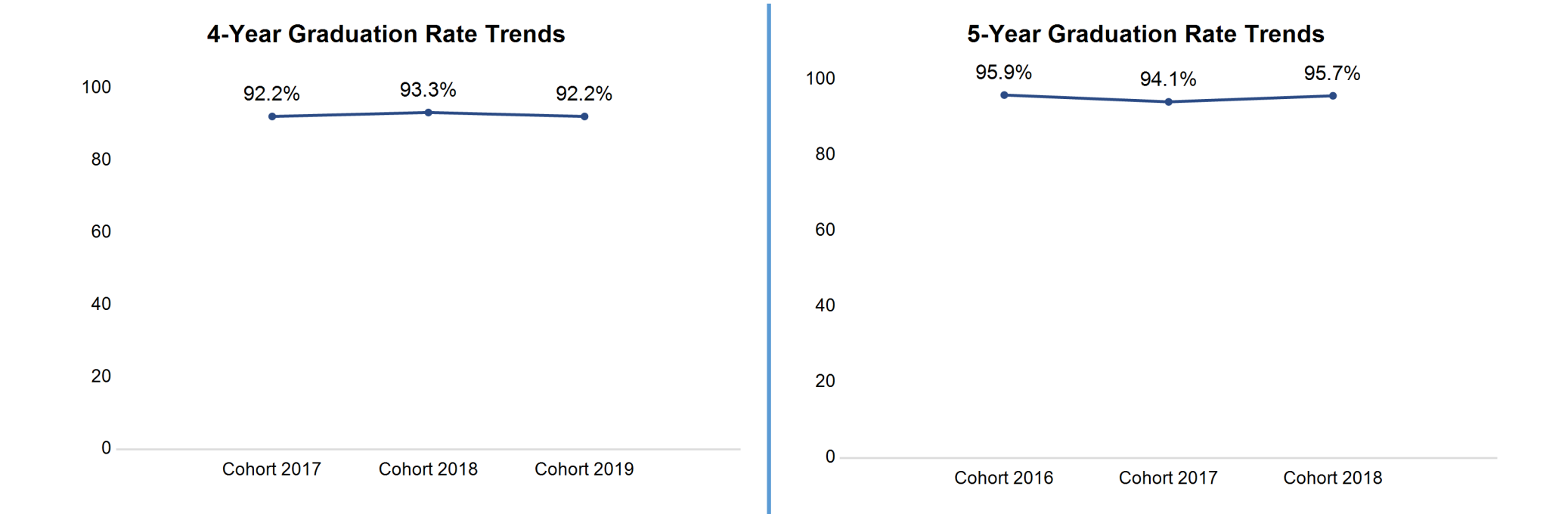
South Plainfield High School
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.2%	93.3%	92.2%	95.9%	94.1%	95.7%
Annual Target	95.0%	95.0%		N	95.1%	
Met Annual Target?	Not Met	Not Met		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.2%	90.6%	95.7%	92.5%	93.3%	95.0%	Not Met	94.1%	95.1%	Not Met
White	93.2%	94.9%	96.8%	95.9%	94.4%	95.0%	Not Met	94.0%	95.4%	Not Met
Hispanic	91.7%	84.5%	94.3%	87.3%	90.0%	90.2%	Not Met	89.5%	93.0%	Not Met
Black or African American	93.0%	83.3%	94.0%	87.1%	94.0%	95.0%	Not Met	95.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	89.2%	96.9%	*	97.8%	*	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	95.4%	92.8%	96.5%	94.4%	95.0%			95.8%		
Male	89.2%	88.5%	95.0%	90.8%	91.5%			92.8%		
Economically Disadvantaged Students	86.8%	84.0%	92.8%	87.3%	89.2%	90.5%	Not Met	94.1%	96.0%	Not Met
Students with Disabilities	75.0%	79.2%	90.3%	83.8%	90.3%	87.8%	Met Target	78.7%	84.4%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	79.9%	72.7%
Substitute Competency Test	12.4%	17.3%
Portfolio Appeals Process	4.4%	5.2%
Alternate Requirements specified in IEP	3.2%	4.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.9%	1.2%
2016-2017	1.2%	1.1%



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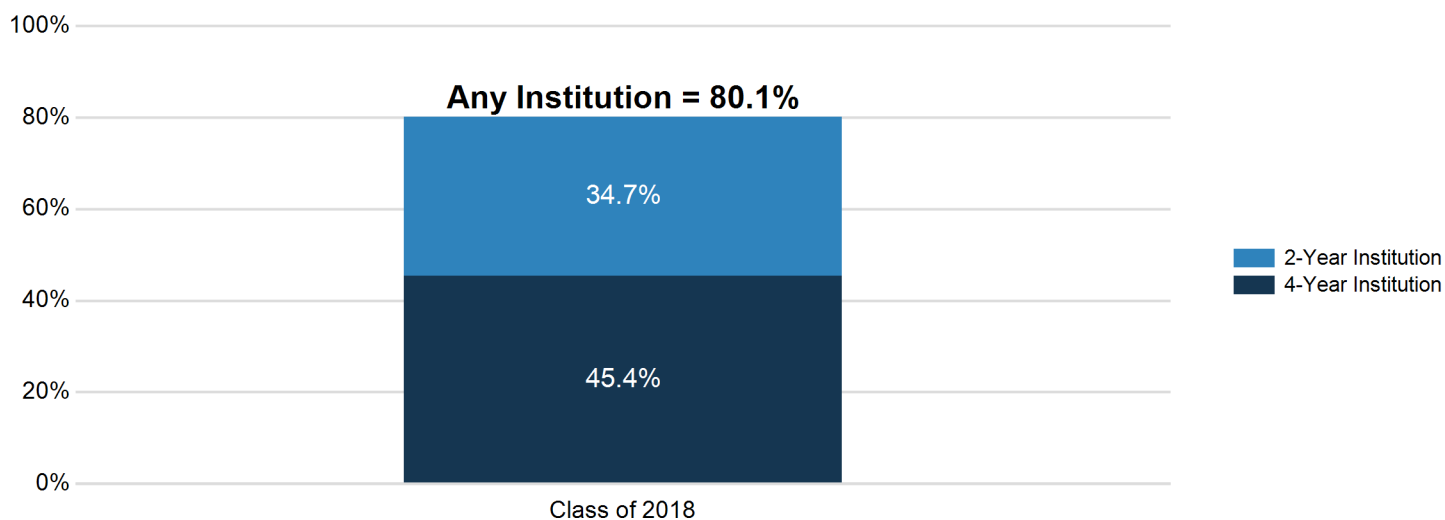
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.7%
% Enrolled in 4-Year Institution	45.4%
% Enrolled in Any Postsecondary Institution	80.1%



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

Postsecondary Enrollment 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	73%	38.5%	61.5%
White	74.1%	39.8%	60.2%
Hispanic	57.7%	51.2%	48.8%
Black or African American	85%	29.4%	70.6%
Asian, Native Hawaiian, or Pacific Islander	87.9%	27.6%	72.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	67.3%	45.7%	54.3%
Students with Disabilities	52%	69.2%	30.8%
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	80.1%	43.3%	56.7%	79.3%	20.7%	80.2%	19.8%
White	84%	43%	57%	82%	18%	82%	18%
Hispanic	68.7%	58.7%	41.3%	73.9%	26.1%	80.4%	19.6%
Black or African American	85.4%	29.3%	70.7%	78%	22%	70.7%	29.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77.6%	50%	50%	75%	25%	88.5%	11.5%
Students with Disabilities	52.9%	77.8%	22.2%	88.9%	11.1%	100%	0%
English Learners	*	*	*	*	*	*	*



South Plainfield High School

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2018-2019

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

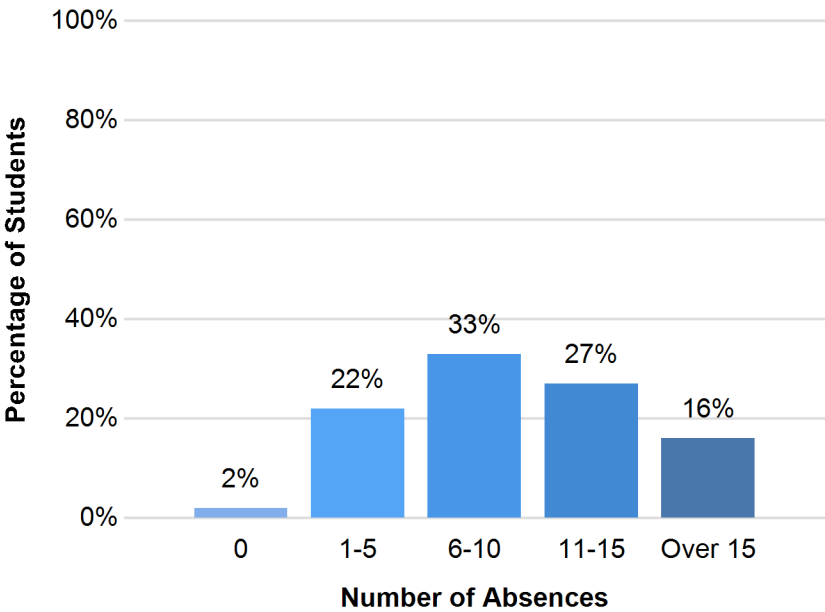
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	115	11.0	14.2	Met
White	63	14.0	14.2	Met
Hispanic	33	11.1	14.2	Met
Black or African American	11	7.1	14.2	Met
Asian, Native Hawaiian, or Pacific	8	5.7	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	54	10.7		
Male	61	11.3		
Economically Disadvantaged Students	20	9.5	14.2	Met
Students with Disabilities	25	15.3	14.2	Not Met
English Learners	2	13.3	**	**
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.





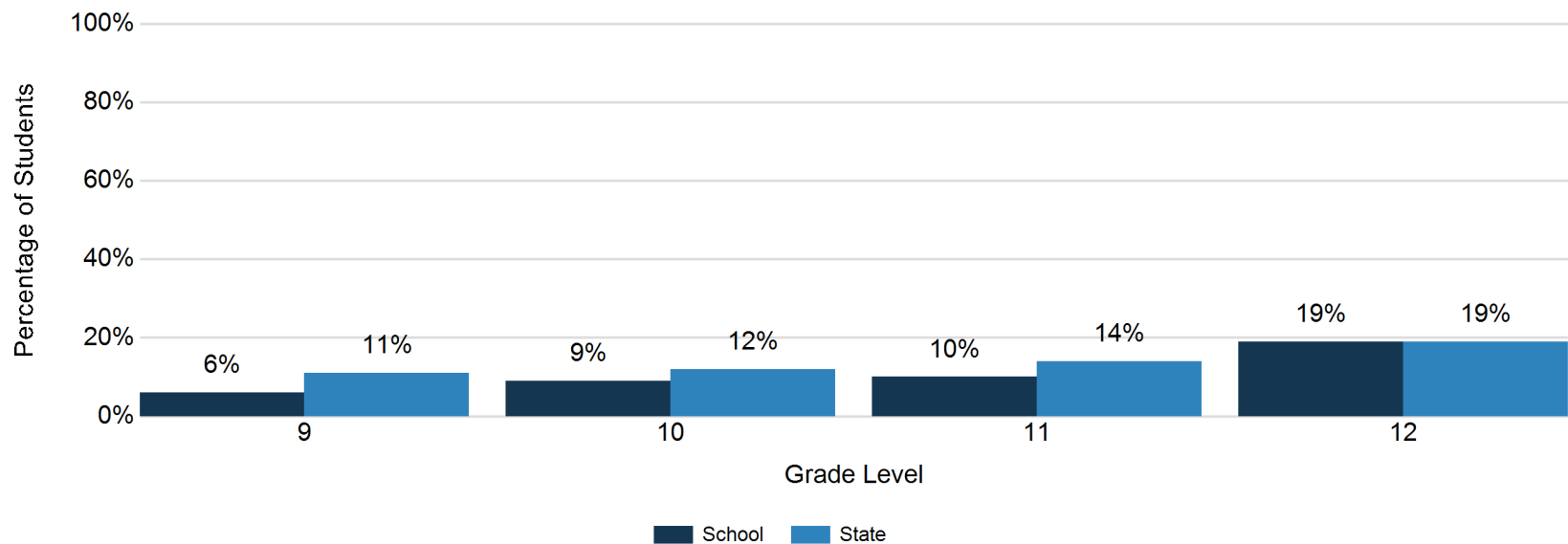
South Plainfield High School
(23-4910-050)
Grades Offered: 09-12
2018-2019

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

Chronic Absenteeism by Grade

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





South Plainfield High School

(23-4910-050)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.88

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	3	7	10
Sexual Orientation	1	1	2
Disability	0	0	0
Other	9	6	15
No Identified Nature	1		1

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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
11



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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	2:25 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 13 Mins
Shared Time - Instructional Time	5 Hrs. 13 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	93	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.5%	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	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	256:1	129:1
Teachers to Administrators	23:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	52.7%	25.0%	48.4%	77.1%	54.9%
Male	50.9%	47.3%	75.0%	51.6%	22.9%	45.1%
White	42.8%	87.1%	75.0%	42.4%	83.6%	77.4%
Hispanic	28.7%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.8%	3.2%	25.0%	15.0%	6.6%	13.9%
Asian	13.1%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	3.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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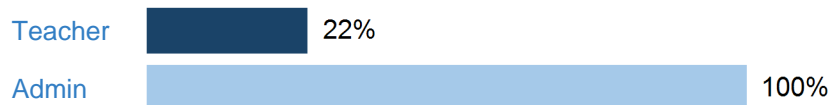
Teachers and Administrators - Level of Education

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

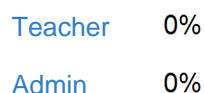
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.6%	54.0%	58.1%
Math Proficiency	40.1%	43.3%	33.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.2%	93.3%	92.2%
5-Year Graduation Rate†	95.9%	94.1%	95.7%
Progress toward English Language Proficiency		27.3%	*
Chronic Absenteeism	9.9%	8.9%	11.0%

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



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Recently, SPHS added 2 STEM labs with multiple 3-D printers, and other technological tools, as well as a glass enclosed maker space, redesigned science labs and a new graphics lab. Two major renovat
- This year South Plainfield High School introduced a schoolwide 1:1 Chromebook inititaitve. All SPHS students, grades 9-12 were provided with a Chromebook to use during the 2019-2020 school year both
- Our co-curricular clubs and athletic teams have won local, state and national competitions.



Mission, Vision, Theme:

South Plainfield High School is a comprehensive, four-year liberal arts high school meeting the needs of an ethnically and culturally diverse student body. SPHS provides every student with the opportunity for a comprehensive education for a successful and productive life in a global community. SPHS aspires to educational excellence supported by a partnership with the students' families and South Plainfield's diverse community.





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 <div>Courses, Curriculum, Instruction:</div>	<p>South Plainfield High School offers Advanced Placement classes in US Government & Politics, World History, US History, English Literature and Language, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Environmental Science, Physics 1 & 2, Physics C Mechanics, Physics C Electricity and Magnetism, Computer Science, Computer Science Principals, Economics, Psychology, Music Theory, AP Seminar and Spanish. Other innovative programs include Engineering, STEM classes, TV Broadcasting, Teen Pep and Robotics.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>The year was highlighted by the South Plainfield Wrestling Team finishing as the #4 team in the State of New Jersey. It was an outstanding year for the wrestling team winning its 35th consecutive district title along with winning a division, conference, and sectional championship. Then finishing the season with a Group II State Title. The Competition Cheer team was also very successful winning the NJCDCA Group II State Championship and the Medium Division State Championship. Team division championships were also won in boys' and girls' winter track, and spring boys' and girls' track. On the individual level, South Plainfield was also productive. In the Winter Season Zach DelVecchio was crowned a State Champion in wrestling. Many of the athletes and coaches were recognized with All Division and All Conference Honors. With the combination of great leadership from the coaches and seniors, our athletes were able to excel in both the classroom and athletics during the year.</p>



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 <div>Clubs and Activities:</div>	<p>SPHS offers approximately 40 clubs and co-curricular programs that have won local, state and national acclaim and recognition. They include Robotics, Student Leadership, Heroes & Cool Kids, Model UN, Jerseyan History Club, National Honor Society, Student Council, DECA, Odyssey of the Mind, and Drama Club. The Marching Band, Chorus and Orchestra represented South Plainfield through multiple performances, including performances in Walt Disney World Florida.</p>
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 <div>Postsecondary Information:</div>	<p>As recorded on our SPHS Profile, approximately 80% of seniors enrolled in a 2 or 4 year college, as well as 2% attending technical schools, 1.2% enlisting in the military, 10.5% entering the workforce, and 4.7% undecided. In AP testing, SPHS students attaining a score of 3 and above surpassed the national and state average. In addition, SPHS students have earned the distinction of being of AP Scholars, AP Scholars with Honors, AP Scholars with Distinction and National AP Scholars.</p>
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 <div>Student Supports and Services:</div>	<p>SPHS provides ESL supports and services as well as varied supports and services to students with disabilities in order to provide students with the least restrictive learning environments. In addition, SPHS provides before and after school tutoring by teachers as well as peer tutoring.</p>
 <div>Parent and Community Involvement:</div>	<p>SPHS has many opportunities for parent involvement. In addition to its PTO, SPHS has many parent organizations, including the SPHS Athletic Boosters, Music Boosters, and numerous club and athletic parent clubs.</p>






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School Narrative

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

 <p>Climate Surveys:</p>	<p>The school distributes a school climate survey to the staff. Data is used to improve school culture and climate.</p>
 <p>Facilities:</p>	<p>SPHS is approximately 45 years old. Recently, a new TV Broadcast Studio and STEM lab were added to the facility. In the past 2 years, SPHS has gotten new science labs, 2 STEM labs, a new graphics lab, and other upgrades to the building and its athletic facilities. Two major renovations were completed this year that included our Culinary Lab or Foods Lab and our Information/Media Center. New construction underway features a newly designed Greenhouse that will enhance our Science and Foods curriculum while serving as an outdoor classroom. Several other smaller improvements have already been completed.</p>
 <p>School Safety:</p>	<p>The school conducts regular safety drills and works with safety committee to improve emergency routines and protocols.</p>



South Plainfield Middle School
(23-4910-053)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	South Plainfield School District
Principal Name	Mr. Roger Vroom
Address	2201 PLAINFIELD AVENUE SOUTH PLAINFIELD, NJ 07080
Phone Number	908-754-4620
Email Address	rvroom@spboe.org
Website	http://spboems.ss13.sharpschool.com/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	0	0	0
6	5	2	0
7	291	278	255
8	270	283	271
9	0	0	0
Total	566	563	526

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	49.9%	46.6%
Male	51.1%	50.1%	53.4%
Economically Disadvantaged Students	27.4%	23.4%	20.7%
Students with Disabilities	17.0%	17.4%	16.7%
English Learners	0.5%	0.5%	0.8%
Homeless Students	0.5%	0.2%	0.2%
Students in Foster Care	0.2%	0.4%	0.0%
Military-Connected Students	0.5%	0.7%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	45.4%	42.8%	42.8%
Hispanic	24.7%	26.3%	27.6%
Black or African American	15.4%	16.3%	15.0%
Asian	14.0%	13.9%	13.3%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	1.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	566	563	526
Shared Time Students	0	0	0
Full Time Equivalent	566	563	526

Enrollment by Home Language

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

Home Language	% of Students
English	76.0%
Spanish	14.3%
Gujarati	2.3%
Vietnamese	1.7%
Chinese	1.0%
Other Languages	4.8%



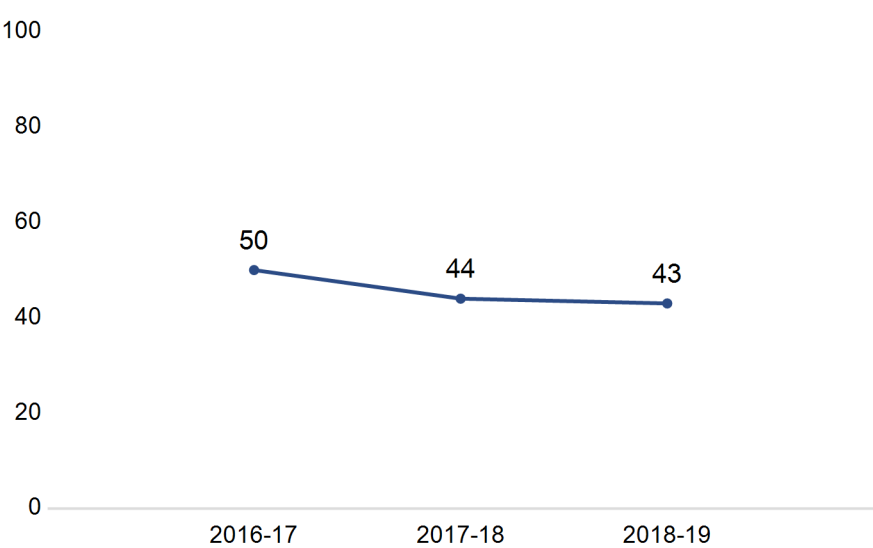
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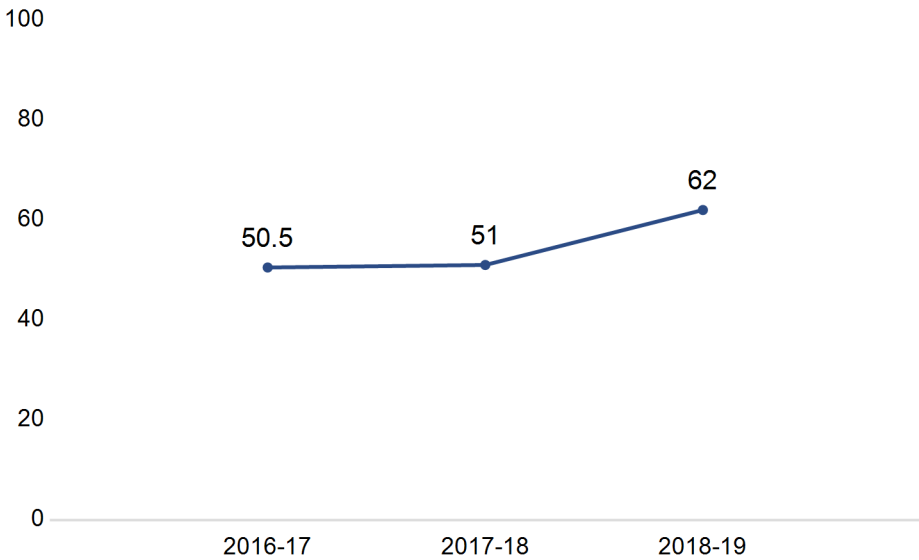
Student Growth Trends and Progress

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

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	50	44	43	50.5	51	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	53	50	Met Standard	62	58	50	Exceeds Standard
White	46.5	53	50	Met Standard	60	53	52	Exceeds Standard
Hispanic	40.5	50	49	Met Standard	60.5	61	47	Exceeds Standard
Black or African American	37	52	45	Not Met	69	54	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	44	60.5	59	Met Standard	69	62	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	49	49	**	*	42	52	**
Female	47	60	53	N	60.5	57	50	N
Male	41	47	47	N	63	58	51	N
Economically Disadvantaged Students	41	50.5	48	Met Standard	57	54	46	Met Standard
Students with Disabilities	48	52	43	Met Standard	43	52	45	Met Standard
English Learners	*	59	52	**	*	69.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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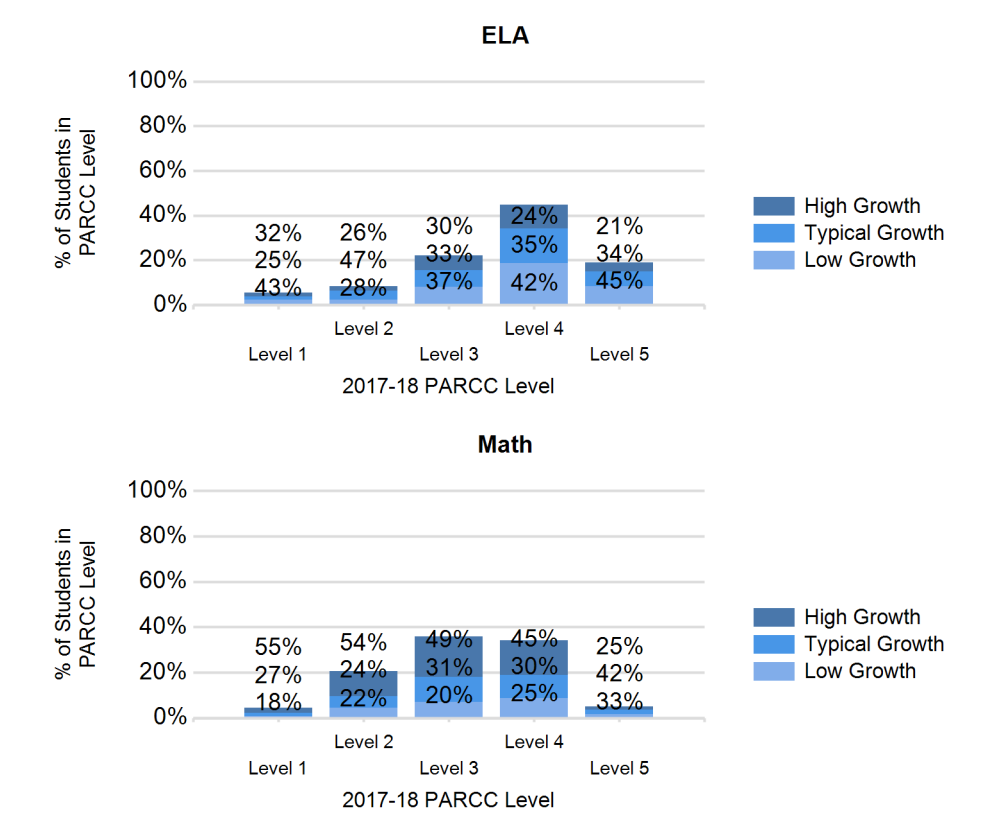
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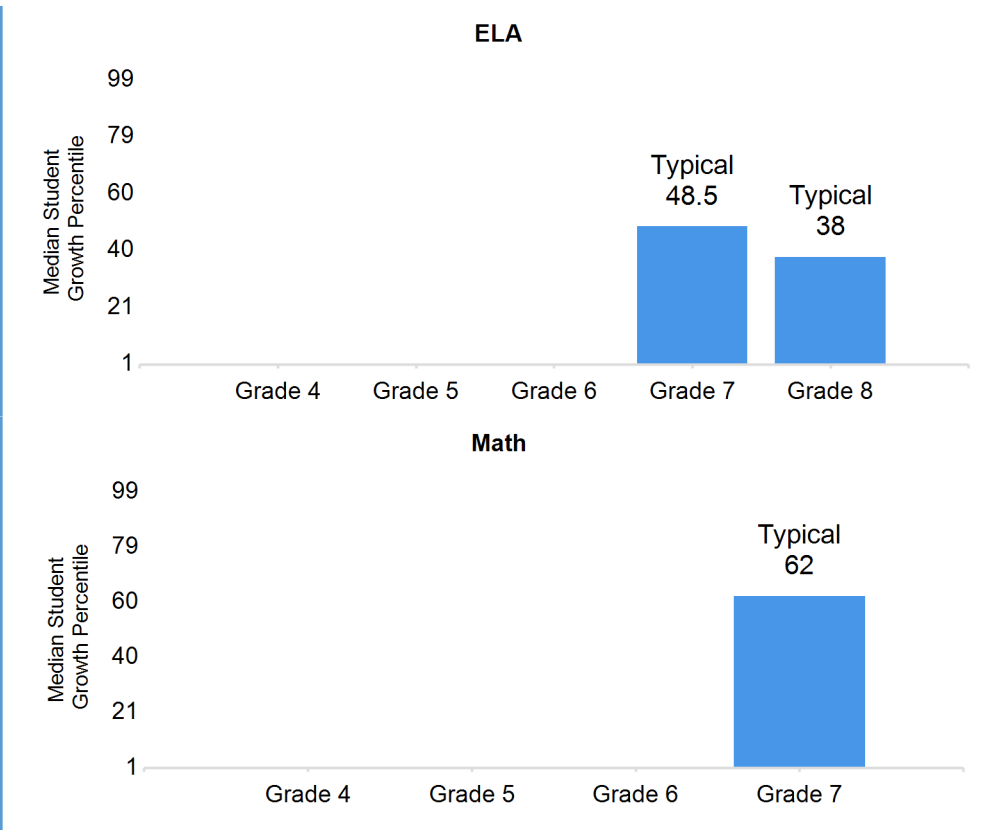
Student Growth by Performance Level

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



Student Growth by Grade

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



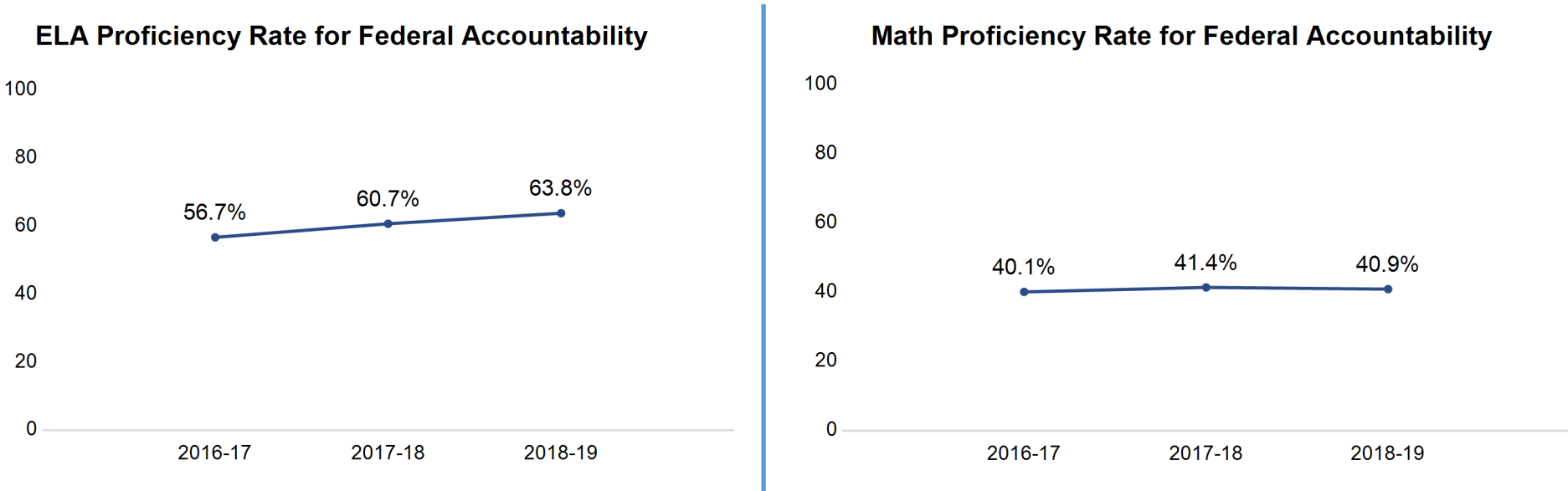


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	98.1%	98.5%	97.4%	98.1%	98.3%
Proficiency Rate for Federal Accountability	56.7%	60.7%	63.8%	40.1%	41.4%	40.9%
Annual Target	61.5%	62.5%	63.4%	49.9%	51.5%	53.1%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	514	98.5	63.8	63.9	57.9	63.8	63.4	Met Target
White	223	98.2	71.7	68.3	66.9	71.7	66.2	Met Target
Hispanic	139	99.3	53.2	53.9	43.9	53.2	56.3	Met Target†
Black or African American	76	96.3	53.9	54.3	38.5	53.9	55.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.4	82.9	*	71.8	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	63.2	64.4	*	**	**
Female	238	99.2	76.1	73.6	64.8	76.1		
Male	276	97.9	53.3	54.5	51.3	53.3		
Economically Disadvantaged Students	102	97.3	52.0	52.3	40.0	52.0	53.9	Met Target†
Non-Economically Disadvantaged Students	412	98.8	66.7	66.8	67.9	66.7		
Students with Disabilities	90	95.7	13.3	*	22.7	13.3	28.2	Not Met
Students without Disabilities	424	99.1	74.5	*	65.1	74.5		
English Learners	*	*	*	23.5	29.3	*	**	**
Non-English Learners	*	*	*	64.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

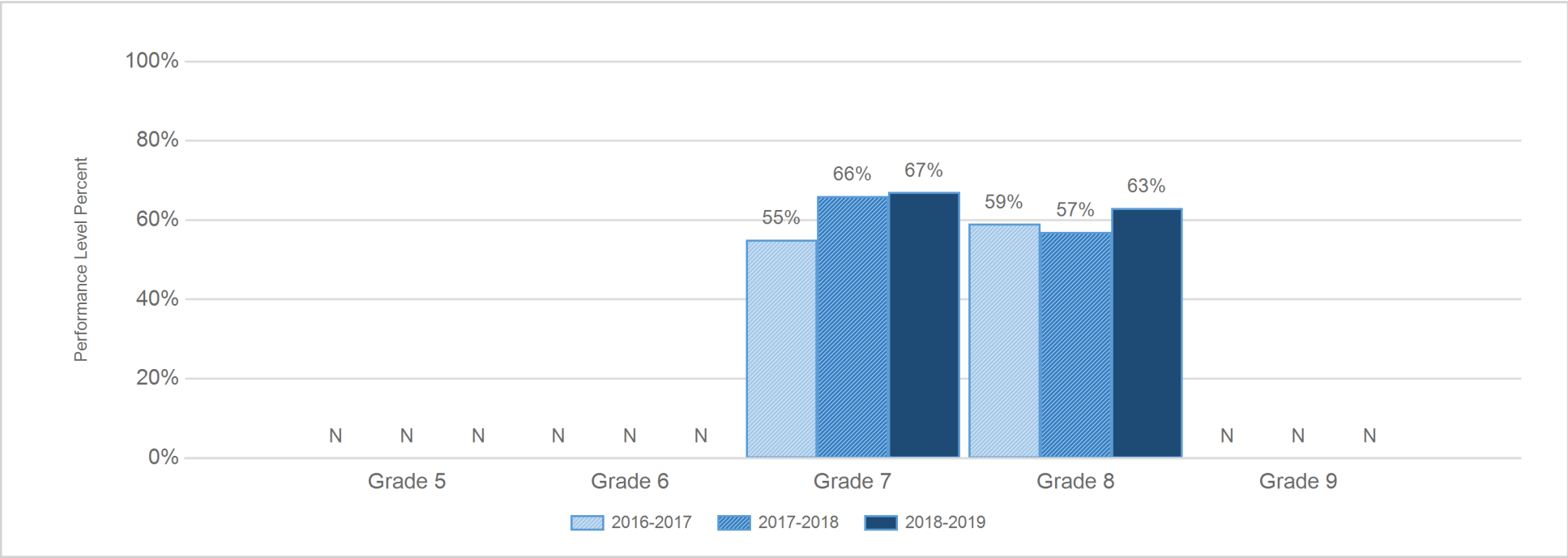


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	249	763	763	761	4%	8%	21%	41%	26%	67%	63%
White	110	764	764	769	*	*	19%	48%	25%	73%	72%
Hispanic	68	757	757	747	*	*	29%	35%	19%	54%	50%
Black or African American	35	757	757	741	*	*	*	*	*	69%	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	118	774	774	769	*	*	14%	42%	36%	79%	71%
Male	131	754	754	753	*	*	27%	40%	16%	56%	55%
Economically Disadvantaged Students	43	756	756	743	0%	*	26%	*	*	60%	45%
Non-Economically Disadvantaged Students	206	765	765	771	5%	*	20%	*	*	68%	73%
Students with Disabilities	44	725	725	720	*	*	36%	*	*	20%	22%
Students without Disabilities	205	772	772	769	*	*	18%	*	*	77%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	249	763	763	763	4%	8%	21%	41%	26%	67%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	266	759	759	762	7%	12%	19%	45%	18%	63%	63%
White	110	766	766	770	*	*	15%	53%	20%	73%	72%
Hispanic	75	752	752	747	*	19%	21%	*	*	55%	49%
Black or African American	42	743	743	741	*	*	*	*	*	45%	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	126	770	770	771	*	*	16%	46%	29%	75%	71%
Male	140	748	748	753	*	*	21%	44%	9%	52%	55%
Economically Disadvantaged Students	64	740	740	743	*	*	20%	*	*	48%	45%
Non-Economically Disadvantaged Students	202	764	764	772	*	*	18%	*	*	67%	72%
Students with Disabilities	38	711	711	721	*	*	*	*	*	*	22%
Students without Disabilities	228	767	767	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	516	98.3	40.9	48.4	44.5	40.9	53.1	Not Met
White	222	97.8	47.3	50.9	54.1	47.3	54.2	Not Met
Hispanic	141	99.3	31.2	39.4	28.8	31.2	42.5	Not Met
Black or African American	76	96.3	26.3	35.1	23.0	26.3	46.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	76.5	*	69.7	Not Met
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	40.0	53.3	*	**	**
Female	238	99.2	42.4	49.7	44.9	42.4		
Male	278	97.6	39.6	47.0	44.2	39.6		
Economically Disadvantaged Students	102	96.4	27.5	35.7	26.3	27.5	43.7	Not Met
Non-Economically Disadvantaged Students	414	98.8	44.2	51.5	54.9	44.2		
Students with Disabilities	89	94.7	*	16.9	17.4	*	20.6	Not Met
Students without Disabilities	427	99.1	*	55.0	50.0	*		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	49.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

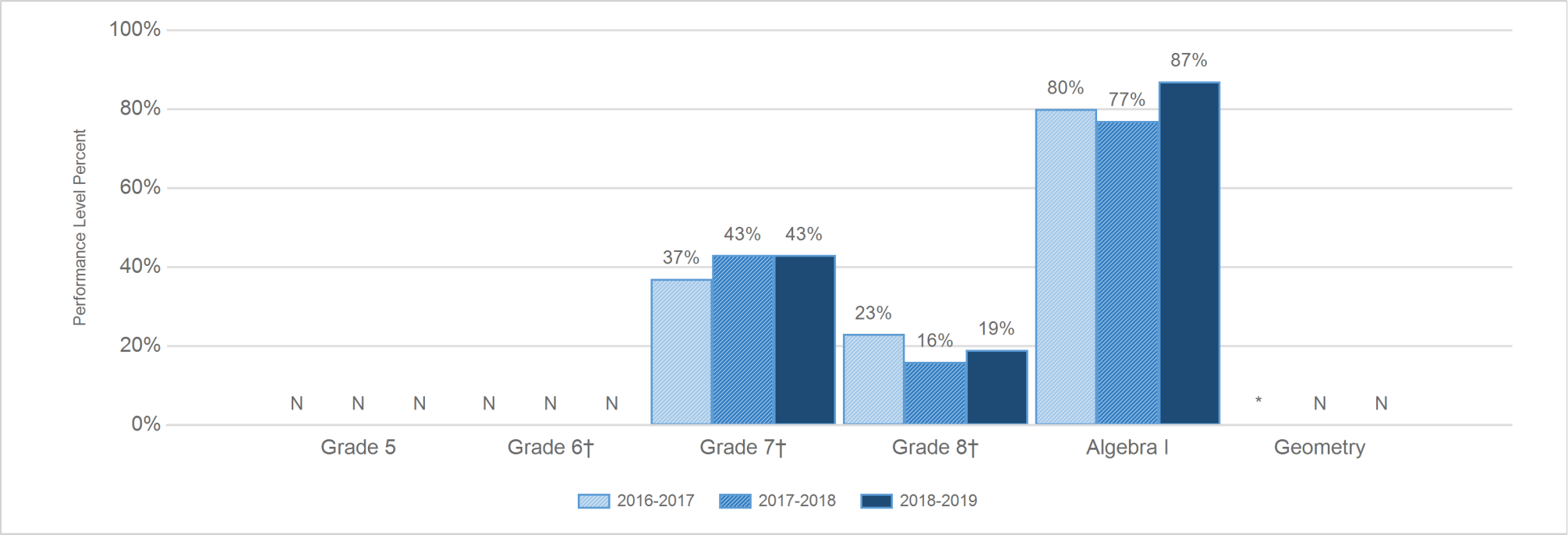


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Mathematics Assessment – Performance Trends

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



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



South Plainfield Middle School
(23-4910-053)
Grades Offered: 07-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	748	748	744	*	15%	39%	*	*	43%	42%
White	109	748	748	751	*	13%	41%	*	*	44%	53%
Hispanic	70	740	740	733	*	24%	37%	*	*	36%	26%
Black or African American	35	743	743	727	*	*	51%	*	*	29%	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	118	749	749	744	*	17%	37%	*	*	44%	42%
Male	133	747	747	743	*	14%	41%	*	*	42%	42%
Economically Disadvantaged Students	43	743	743	731	*	*	49%	*	*	33%	24%
Non-Economically Disadvantaged Students	208	749	749	751	*	*	38%	*	*	45%	53%
Students with Disabilities	43	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	208	754	754	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	727	727	728	16%	32%	33%	19%	0%	19%	29%
White	62	729	729	737	16%	24%	34%	26%	0%	26%	38%
Hispanic	61	725	725	722	16%	36%	33%	*	*	15%	22%
Black or African American	36	721	721	714	*	42%	28%	*	*	11%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	86	728	728	731	13%	36%	34%	17%	0%	17%	31%
Male	96	726	726	726	20%	28%	32%	20%	0%	20%	27%
Economically Disadvantaged Students	55	721	721	719	20%	36%	29%	*	*	15%	20%
Non-Economically Disadvantaged Students	127	729	729	735	15%	30%	35%	*	*	20%	36%
Students with Disabilities	38	704	704	707	*	*	*	*	*	*	10%
Students without Disabilities	144	732	732	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	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	772	744	744	0%	0%	13%	*	*	87%	42%
White	48	770	747	752	0%	0%	*	*	*	85%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	16	777	760	775	0%	0%	*	*	*	81%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	40	777	746	745	0%	0%	*	*	*	93%	44%
Male	44	768	741	743	0%	0%	*	*	*	82%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	715	717	N	N	N	N	N	N	12%
Students without Disabilities	84	772	750	748	0%	0%	13%	*	*	87%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	84	772	*	745	0%	0%	13%	*	*	87%	*
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%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	738	737	N	N	N	N	N	N	35%
White	N	N	738	743	N	N	N	N	N	N	43%
Hispanic	N	N	732	724	N	N	N	N	N	N	17%
Black or African American	N	N	734	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	739	738	N	N	N	N	N	N	36%
Male	N	N	736	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	734	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	738	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	720	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	740	741	N	N	N	N	N	N	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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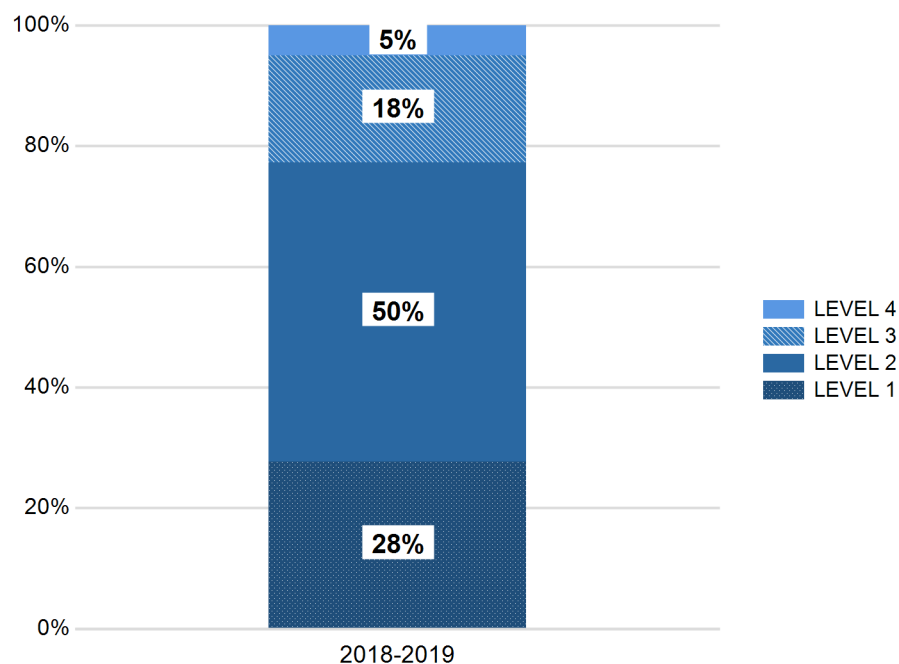
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	50	18	5
White	18	55	19	7
Hispanic	36	49	12	3
Black or African American	40	45	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	51	18	4
Male	28	49	17	6
Economically Disadvantaged Students	38	52	6	3
Non-Economically Disadvantaged Students	24	49	21	5
Students with Disabilities	74	24	3	0
Students without Disabilities	20	54	20	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	0	0	263
8	85	0	203
Total	85	0	466

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	254	0	0	0	0	0	0
8	275	0	0	0	0	0	0
Total	529	0	0	0	0	0	0



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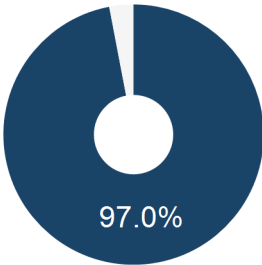
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Visual and Performing Arts – Course Participation

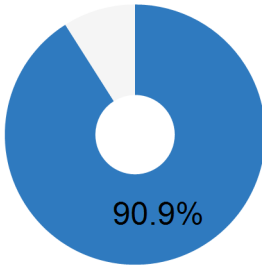
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

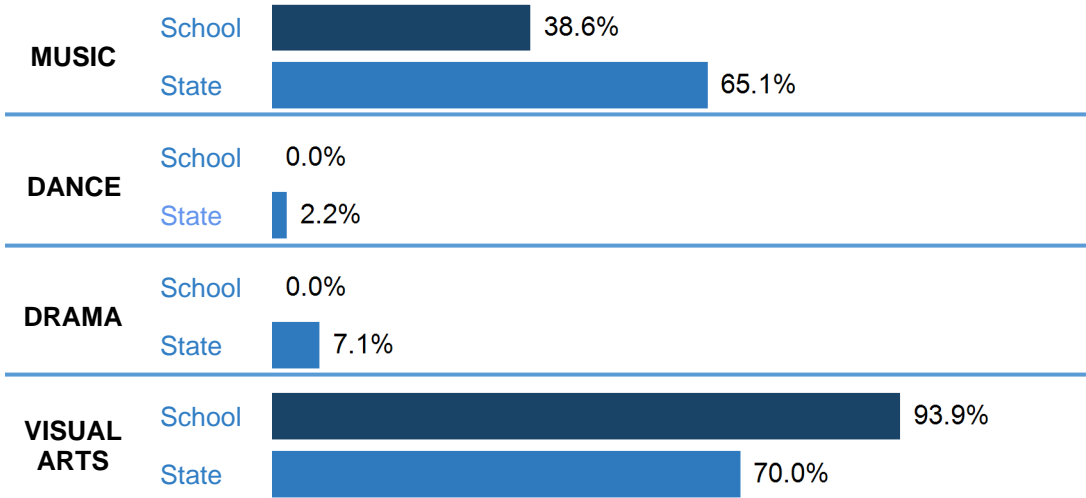


School



State

Students enrolled in one or more classes by discipline:





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

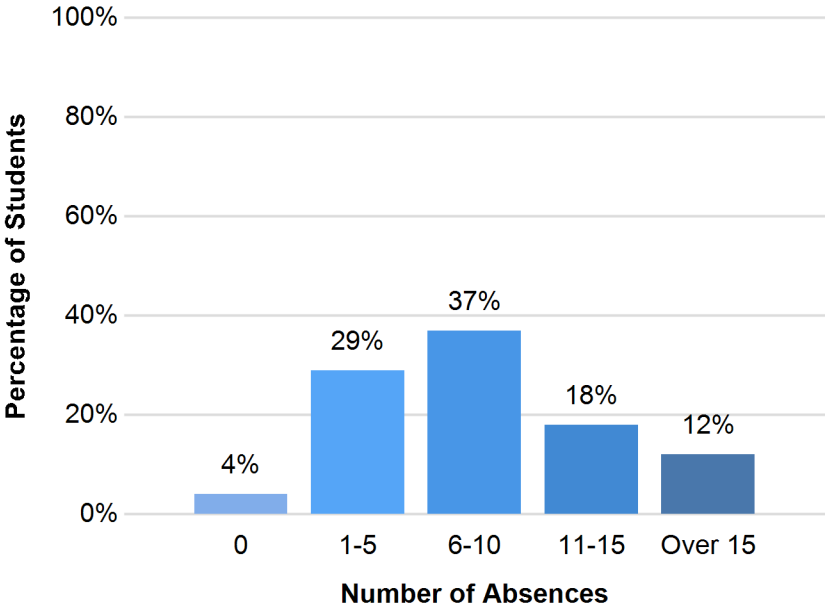
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	8.6	9.5	Met
White	24	10.5	9.5	Not Met
Hispanic	15	10.2	9.5	Not Met
Black or African American	5	6.2	9.5	Met
Asian, Native Hawaiian, or Pacific	*	*	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	20	8.1		
Male	26	9.1		
Economically Disadvantaged Students	11	10.1	9.5	Not Met
Students with Disabilities	15	15.6	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





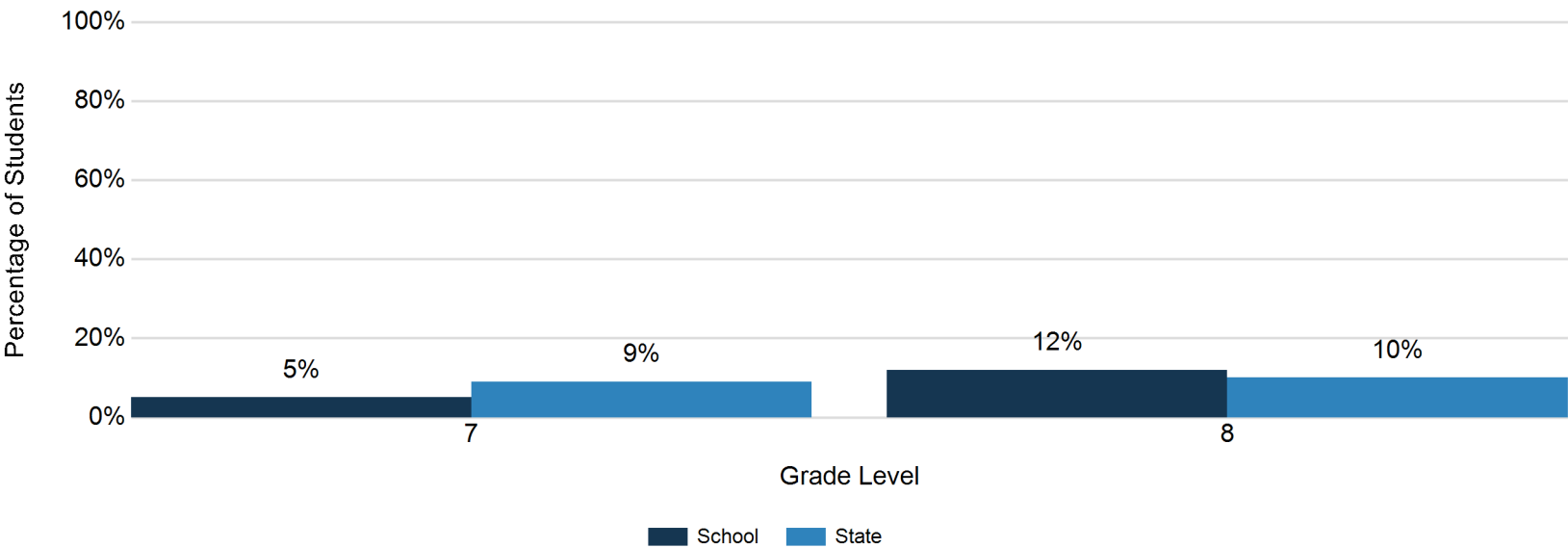
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.09

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	1	1	2
Religion	1	0	1
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	3	1	4
Disability	1	0	1
Other	9	7	16
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	1
Harassment, Intimidation, Bullying (HIB)	1
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	*	*

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



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	263:1	129:1
Teachers to Administrators	26:1	12:1
Students to Librarians/Media Specialists		673:1
Students to Nurses		481:1
Students to Counselors		306:1
Students to Child Study Team Members		374:1



South Plainfield Middle School
(23-4910-053)
Grades Offered: 07-08
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	76.9%	50.0%	48.4%	77.1%	54.9%
Male	53.4%	23.1%	50.0%	51.6%	22.9%	45.1%
White	42.8%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.0%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	13.3%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.8%	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	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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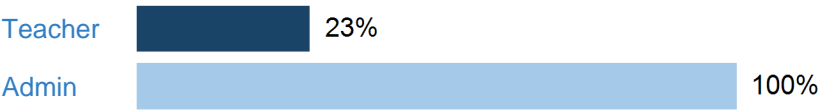
Teachers and Administrators - Level of Education

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

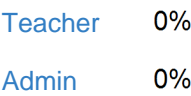
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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	95.3%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.7%	60.7%	63.8%
Math Proficiency	40.1%	41.4%	40.9%
ELA Growth	50	44	43
Math Growth	50	51	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.8%	7.2%	8.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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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"> Technology is a part of each school day. Student utilize Chromebooks in all courses to enhance learning experiences. Curriculum includes higher level course in all core content areas and Next Gen Science Standards. All subjects have 54 minutes of instruction. Award-winning concert band, chorus and orchestra.
 <div>Mission, Vision, Theme:</div>	<p>At the South Plainfield Middle School, we make every effort to provide each student with opportunities to successfully master the skills that will be necessary to meet the challenges of the 21st Century and the future. With high expectations for student achievement, a highly qualified and effective staff, and interested and supportive parents, the South Plainfield Middle School community is dedicated to providing our children with the confidence, sense of responsibility, and academic preparation they need to succeed.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	Academically Enriched and Honors courses offered as well as a Pre-AP History course and Gifted and Talented program. Students also benefit from a 1 to 1 chromebook program.
<div>  <div> Sports and Athletics: </div> </div>	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys)
<div>  <div> Clubs and Activities: </div> </div>	Cancer Awareness Club, Odyssey of the Mind, Drama Club, Science Club, Yearbook Club, School Newspaper Club, Literary Magazine and STEM Club.




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 <div>Staff and Professional Learning:</div>	Professional learning is created in line with building professional development goals. Staff complete peer observations throughout the year to learn through collaboration. Every Wednesday is a meeting date where teachers meet in PLC's, Grade Levels or department levels with supervisors. At these meetings teachers review formative data to help guide their classroom instruction.
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 <div>Student Supports and Services:</div>	<p>We provide support to our students that have been identified as English Language Learners. We also support teachers through our intervention and referral service (I&RS) committee when students are experiencing learning, behavior or health difficulties. Teachers also offer after school extra help, twice a week, for students who are struggling.</p>
 <div>Student Health and Wellness:</div>	<p>Students have the ability to receive breakfast each morning, with our Grab and Go breakfast program. Health courses are aligned to the New Jersey Student Learning Standards. Students participate in physical education classes five day a week.</p>
 <div>Parent and Community Involvement:</div>	<p>At the South Plainfield Middle School, the PTO continued to provide cultural and educational experiences through school-wide assemblies and activities. Other special activities include, 7th Grade Student Parent Orientation, 911 Ceremony, Veterans Day Ceremony and the 8th grade Promotion. All of these activities were organized and carried out with great success.</p>





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 Climate Surveys:	The school distributes a school climate survey to the staff. Data is used to improve school culture and climate.
 Facilities:	The building was originally built in 1949. We have a courtyard that features a pond with a newly refurbished waterfall as well as outdoor tables for a golden table lunch program. We are in the process of making improvements to our building through a bond referendum, which included central air conditioning in all our classrooms this year.




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 <div>Other Information</div>	<p> The school day for students begin with students enter the building at the 7:55 A.M. bell. Instruction begins promptly at 8:05 A.M. each day. The student day ends at 2:20 P.M. Parents are encouraged to visit the school and district websites from time to time; they contain a wealth of information regarding school procedures and activities, teacher contact information, PTO events and activities, and much more. In our effort to “go green” most information is posted on the website and emailed home to our families. Please visit www.spboe.org click on “schools”, then “Middle School” to stay updated and informed. </p>
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