



**Alfred C. MacKinnon Middle School**  
(27-5770-030)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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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](mailto: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	Morris
District	Wharton Borough School District
Principal Name	Dr. Patrick Ketch
Address	137 East Central Avenue Wharton, NJ 07885-2431
Phone Number	973-361-1253
Email Address	<a href="mailto:pketch@wbps.org">pketch@wbps.org</a>
Website	<a href="https://www.wbps.org">https://www.wbps.org</a>
Twitter	<a href="https://@WBPS_NJ">https://@WBPS_NJ</a>



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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
6	82	85	92
7	95	88	98
8	118	97	91
Total	295	270	281

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	49.6%	54.8%
Male	50.2%	50.4%	45.2%
Economically Disadvantaged Students	55.3%	53.0%	48.0%
Students with Disabilities	20.0%	21.9%	18.5%
English Learners	6.1%	4.8%	5.0%
Homeless Students	0.7%	1.1%	0.4%
Students in Foster Care	0.7%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	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	23.7%	22.6%	21.7%
Hispanic	67.8%	69.3%	70.1%
Black or African American	5.8%	4.8%	2.5%
Asian	2.4%	3.3%	5.3%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	52.3%
Spanish	45.6%
Other Languages	2.1%



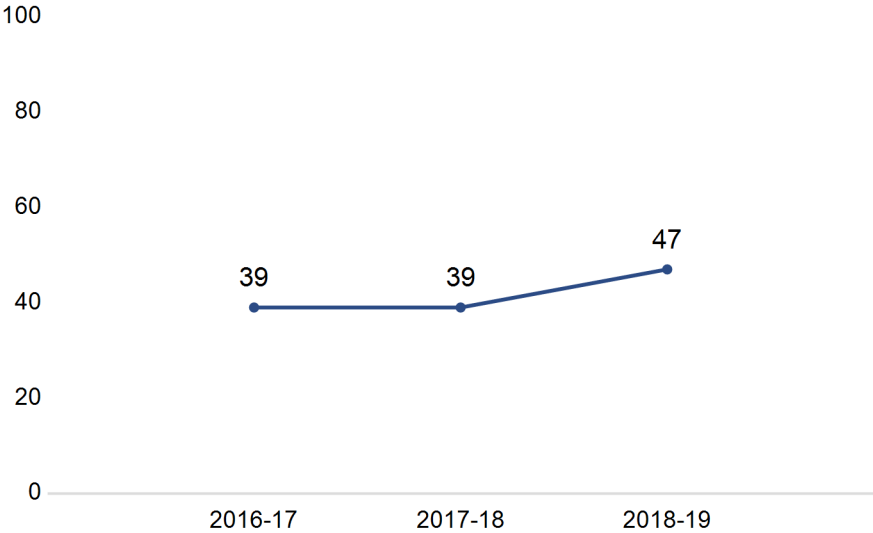
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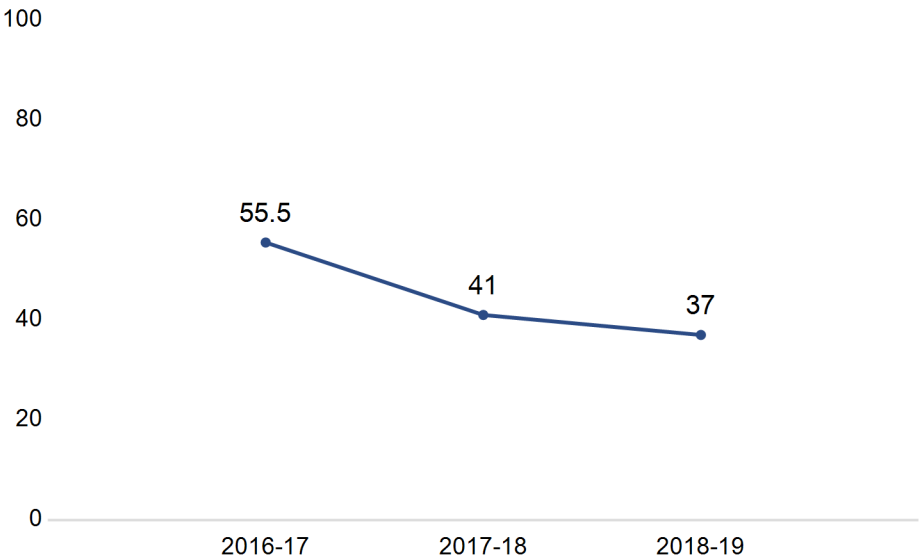
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	39	47	55.5	41	37
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	50	50	Met Standard	37	41	50	Not Met
White	52	52.5	50	Met Standard	32	49	52	Not Met
Hispanic	45	48	49	Met Standard	36	39	47	Not Met
Black or African American	*	47	45	**	*	28.5	43	**
Asian, Native Hawaiian, or Pacific Islander	54	54	59	**	*	60	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	46	51	53	N	40	41	50	N
Male	48.5	48	47	N	35	41.5	51	N
Economically Disadvantaged Students	45	48.5	48	Met Standard	31	39	46	Not Met
Students with Disabilities	55.5	52	43	Met Standard	45	45	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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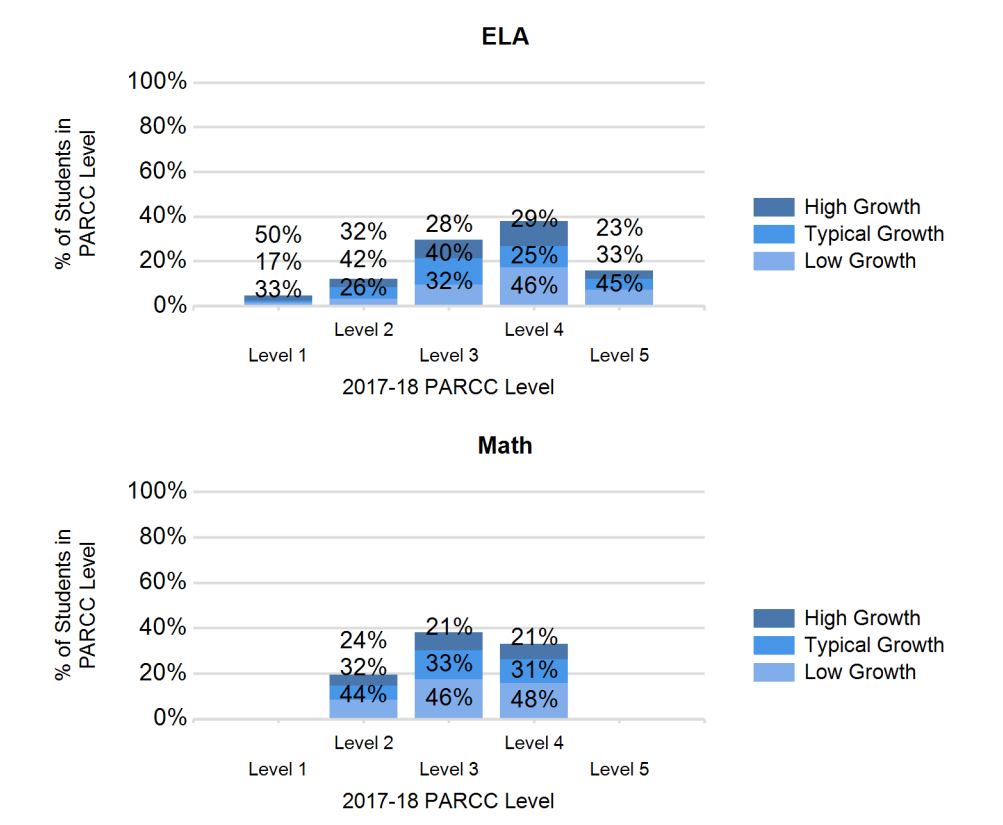
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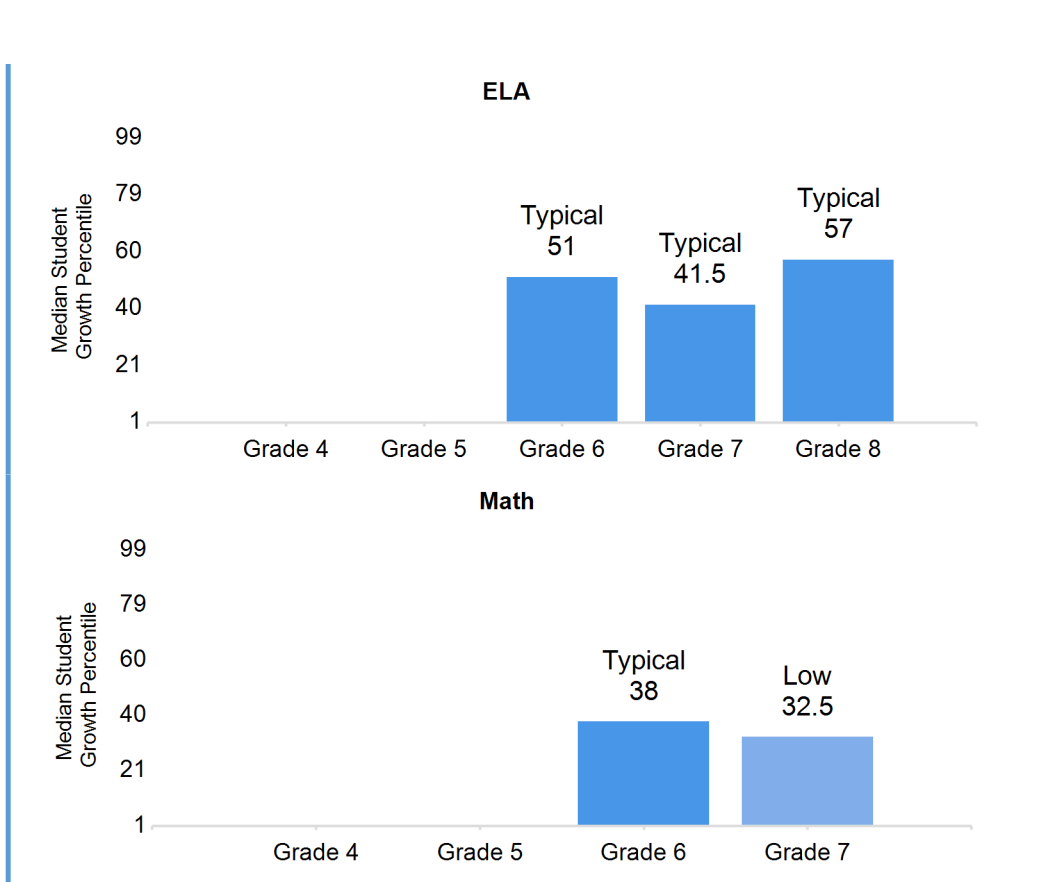
### Student Growth by Performance Level

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



### Student Growth by Grade

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



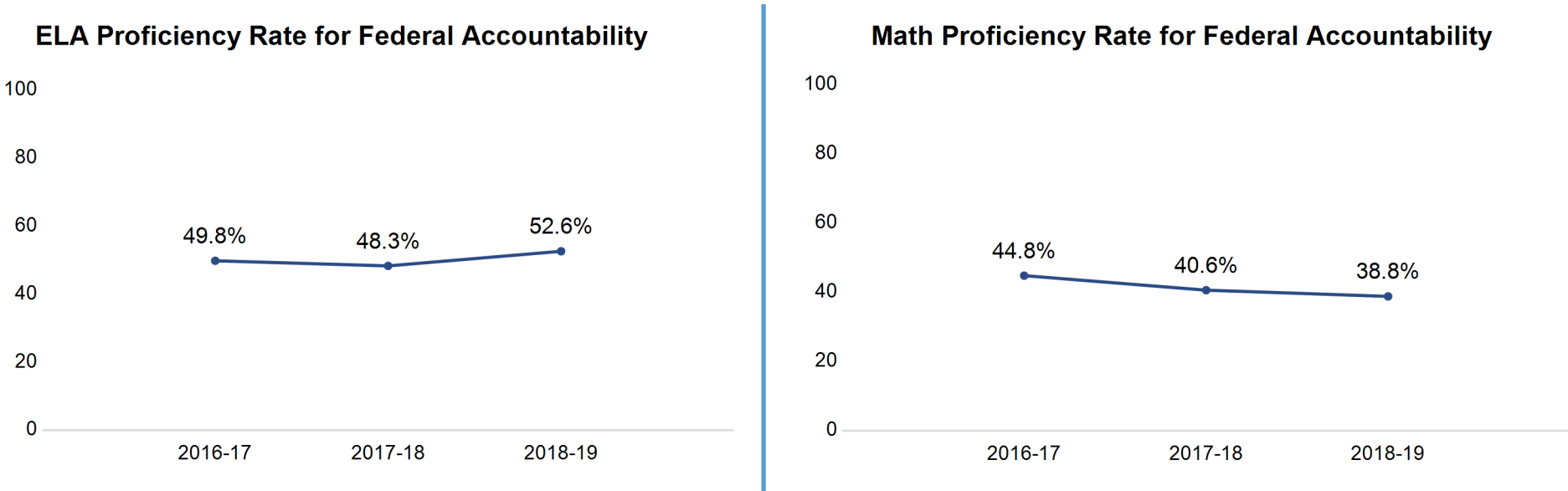


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	97.8%	98.9%	99.0%	98.2%	98.9%
Proficiency Rate for Federal Accountability	49.8%	48.3%	52.6%	44.8%	40.6%	38.8%
Annual Target	53.0%	54.4%	55.9%	43.2%	45.2%	47.1%
Met Annual Target?	Met Target†	Not Met	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	266	98.9	52.6	52.6	57.9	52.6	55.9	Met Target†
White	60	98.4	66.7	64.1	66.9	66.7	66.9	Met Target†
Hispanic	184	99.0	45.1	47.1	43.9	45.1	52.1	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.9	84.6	82.9	92.9	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	144	98.7	63.9	61.3	64.8	63.9		
Male	122	99.2	39.3	43.3	51.3	39.3		
Economically Disadvantaged Students	125	98.5	40.0	42.4	40.0	40.0	50.8	Not Met
Non-Economically Disadvantaged Students	141	99.3	63.8	63.1	67.9	63.8		
Students with Disabilities	52	98.1	13.5	18.4	22.7	13.5	13.5	Met Target
Students without Disabilities	214	99.1	62.1	62.0	65.1	62.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



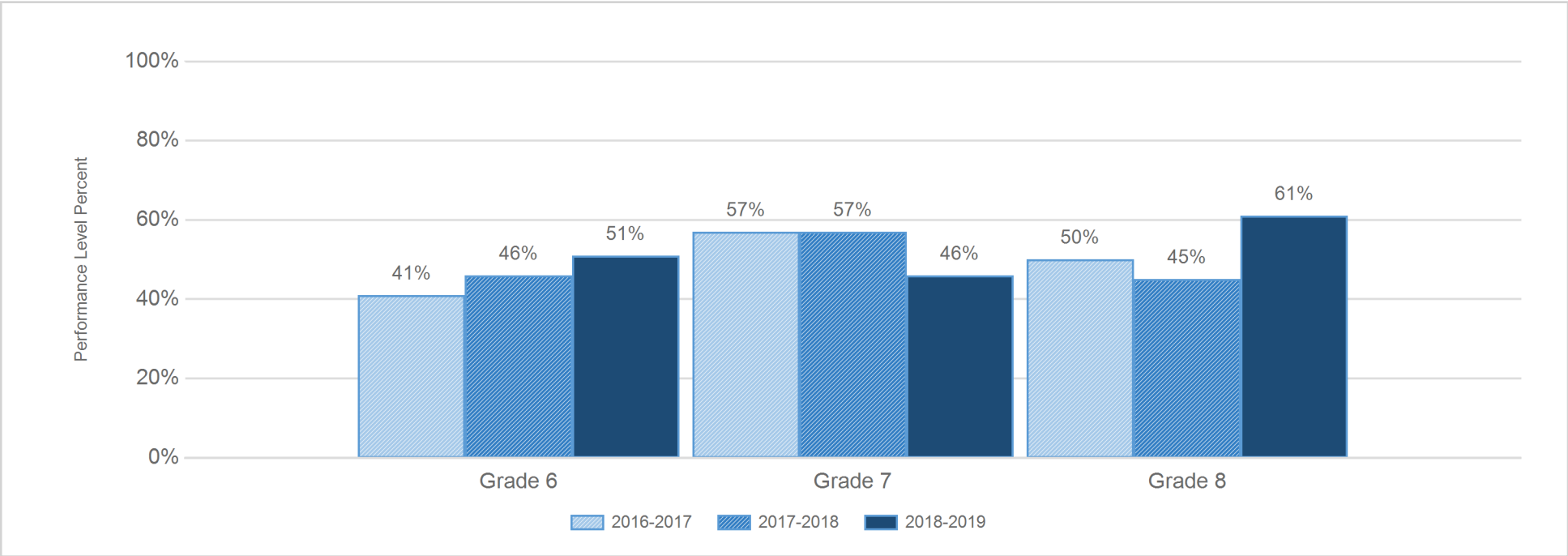


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	88	752	752	754	*	*	33%	39%	13%	51%	56%
White	15	766	766	762	0%	*	*	*	*	67%	65%
Hispanic	64	748	748	743	*	*	34%	*	*	45%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	53	758	758	762	*	*	30%	*	*	60%	64%
Male	35	743	743	748	*	*	37%	*	*	37%	48%
Economically Disadvantaged Students	45	747	747	740	*	*	36%	*	*	44%	39%
Non-Economically Disadvantaged Students	43	758	758	763	*	*	30%	*	*	58%	67%
Students with Disabilities	14	723	723	722	*	*	*	*	*	21%	19%
Students without Disabilities	74	758	758	761	*	*	*	*	*	57%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	746	746	761	*	21%	23%	*	*	46%	63%
White	16	758	758	769	*	*	*	*	*	50%	72%
Hispanic	74	742	742	747	*	24%	22%	*	*	43%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	N	N	N	768	N	N	N	N	N	N	68%
Female	47	755	755	769	*	*	*	*	*	62%	71%
Male	48	738	738	753	*	*	*	*	*	31%	55%
Economically Disadvantaged Students	51	739	739	743	*	*	*	*	*	37%	45%
Non-Economically Disadvantaged Students	44	755	755	771	*	*	*	*	*	57%	73%
Students with Disabilities	22	719	719	720	*	*	*	*	*	*	22%
Students without Disabilities	73	755	755	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	95	746	746	763	*	21%	23%	*	*	46%	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	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	767	767	762	*	*	26%	30%	32%	61%	63%
White	29	784	784	770	*	0%	*	*	*	76%	72%
Hispanic	51	753	753	747	*	*	31%	*	*	49%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	N	N	N	769	N	N	N	N	N	N	69%
Female	48	777	777	771	*	*	23%	*	*	69%	71%
Male	40	755	755	753	*	*	30%	*	*	53%	55%
Economically Disadvantaged Students	32	745	745	743	*	*	38%	*	*	41%	45%
Non-Economically Disadvantaged Students	56	779	779	772	*	*	20%	*	*	73%	72%
Students with Disabilities	15	722	722	721	*	*	*	*	*	13%	22%
Students without Disabilities	73	776	776	770	*	*	*	*	*	71%	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	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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Schoolwide	268	98.9	38.8	41.8	44.5	38.8	47.1	Not Met
White	60	98.4	58.3	63.1	54.1	58.3	53.8	Met Target
Hispanic	186	99.0	29.6	33.0	28.8	29.6	45.1	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.6	80.8	76.5	78.6	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	145	98.7	41.4	41.8	44.9	41.4		
Male	123	99.2	35.8	41.8	44.2	35.8		
Economically Disadvantaged Students	126	98.5	26.2	31.1	26.3	26.2	42.1	Not Met
Non-Economically Disadvantaged Students	142	99.3	50.0	52.7	54.9	50.0		
Students with Disabilities	52	98.1	*	*	17.4	*	18.2	Not Met
Students without Disabilities	216	99.1	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

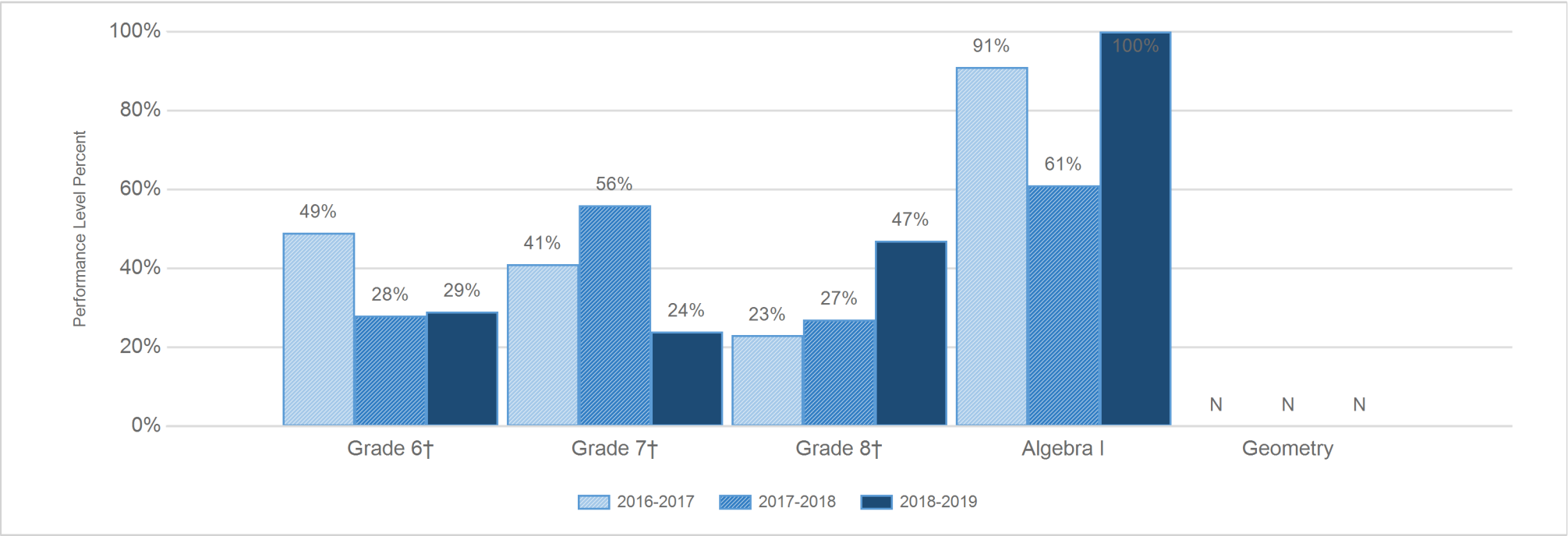


Alfred C. MacKinnon Middle School  
(27-5770-030)  
Grades Offered: 06-08  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	735	735	741	*	22%	41%	*	*	29%	41%
White	15	747	747	749	0%	*	*	*	*	47%	51%
Hispanic	66	731	731	729	*	24%	41%	*	*	23%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	737	737	742	*	*	36%	*	*	33%	42%
Male	36	732	732	740	*	*	47%	*	*	22%	40%
Economically Disadvantaged Students	48	729	729	726	*	*	35%	*	*	23%	21%
Non-Economically Disadvantaged Students	43	743	743	750	*	*	47%	*	*	35%	53%
Students with Disabilities	14	719	719	716	*	*	*	*	*	14%	12%
Students without Disabilities	77	738	738	746	*	*	*	*	*	31%	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	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%





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### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	95	731	731	744	*	35%	33%	*	*	24%	42%
White	16	740	740	751	*	*	*	*	*	38%	53%
Hispanic	75	729	729	733	*	37%	33%	*	*	21%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	N	N	N	749	N	N	N	N	N	N	51%
Female	46	733	733	744	*	30%	33%	*	*	28%	42%
Male	49	730	730	743	*	39%	33%	*	*	20%	42%
Economically Disadvantaged Students	52	724	724	731	*	42%	31%	*	*	15%	24%
Non-Economically Disadvantaged Students	43	740	740	751	*	26%	35%	*	*	35%	53%
Students with Disabilities	22	716	716	718	*	*	*	*	*	*	13%
Students without Disabilities	73	736	736	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	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	743	743	728	*	22%	17%	*	*	47%	29%
White	17	760	760	737	*	*	*	59%	0%	59%	38%
Hispanic	44	734	734	722	*	30%	*	*	*	39%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	33	736	736	731	*	*	*	*	*	42%	31%
Male	31	750	750	726	*	*	*	*	*	52%	27%
Economically Disadvantaged Students	30	733	733	719	*	*	*	*	*	40%	20%
Non-Economically Disadvantaged Students	34	752	752	735	*	*	*	*	*	53%	36%
Students with Disabilities	15	717	717	707	*	*	*	*	*	13%	10%
Students without Disabilities	49	751	751	734	*	*	*	*	*	57%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	27	790	790	744	0%	0%	0%	*	*	100%	42%
White	12	788	788	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	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	17	788	788	745	0%	0%	0%	*	*	100%	44%
Male	10	794	794	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	27	790	790	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	27	790	790	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	N	N	N	737	N	N	N	N	N	N	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	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	N	745	N	N	N	N	N	N	46%
Female	N	N	N	738	N	N	N	N	N	N	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%


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**DLM Alternate Assessment - Participation**

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

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

**English Language Progress to Proficiency**

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

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

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

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



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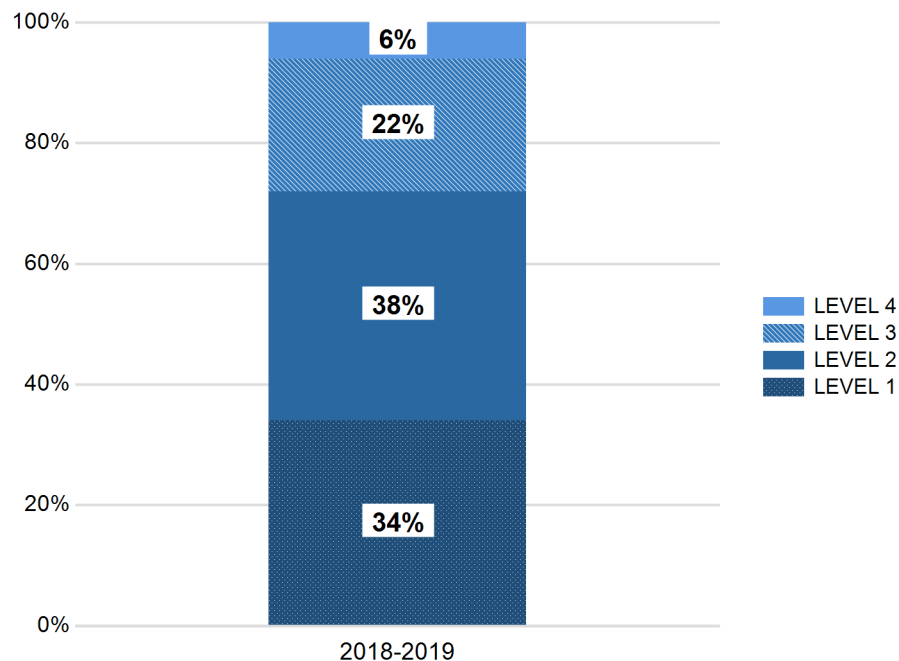
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	34	38	22	6
White	14	34	38	14
Hispanic	48	40	12	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	49	18	2
Male	38	25	28	10
Economically Disadvantaged Students	59	34	6	0
Non-Economically Disadvantaged Students	19	40	32	9
Students with Disabilities	67	27	7	0
Students without Disabilities	27	41	26	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	94
7	1	0	99
8	27	0	67
Total	28	0	260

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	93	0	0	0	0	0	0
7	99	0	0	0	0	0	0
8	91	0	0	0	0	0	0
Total	283	0	0	0	0	0	0



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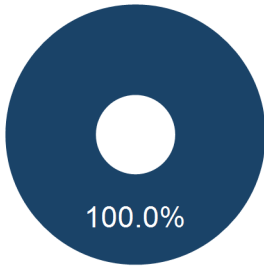
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Visual and Performing Arts – Course Participation

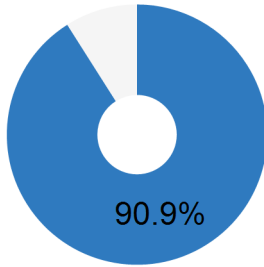
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

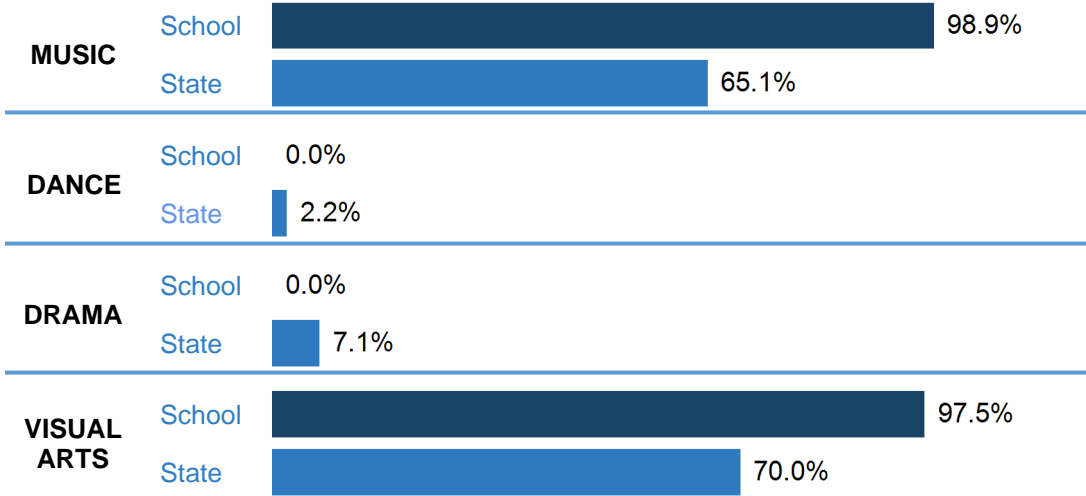


School



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.

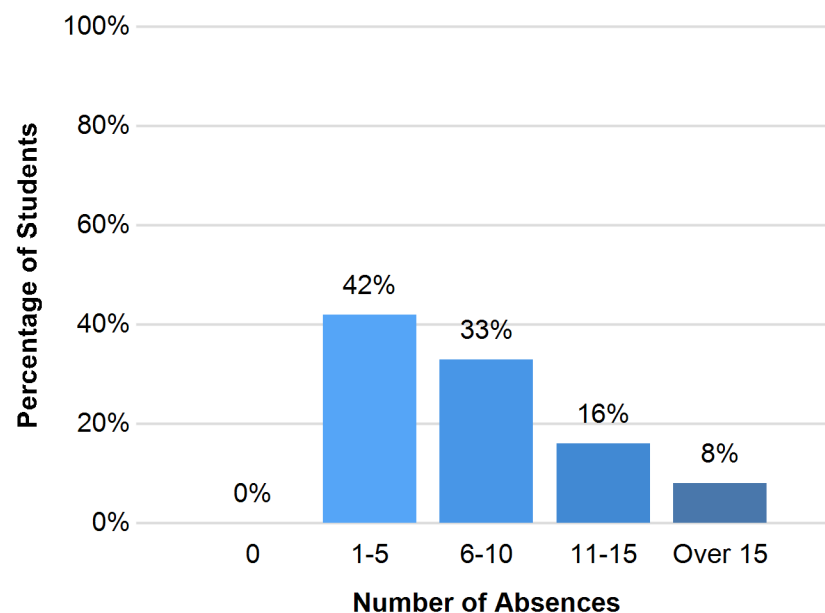
### Chronic Absenteeism

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	19	6.9	9.1	Met
White	4	6.7	9.1	Met
Hispanic	14	7.3	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	6.7		
Male	9	7.2		
Economically Disadvantaged Students	11	8.3	9.1	Met
Students with Disabilities	3	6.3	9.1	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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







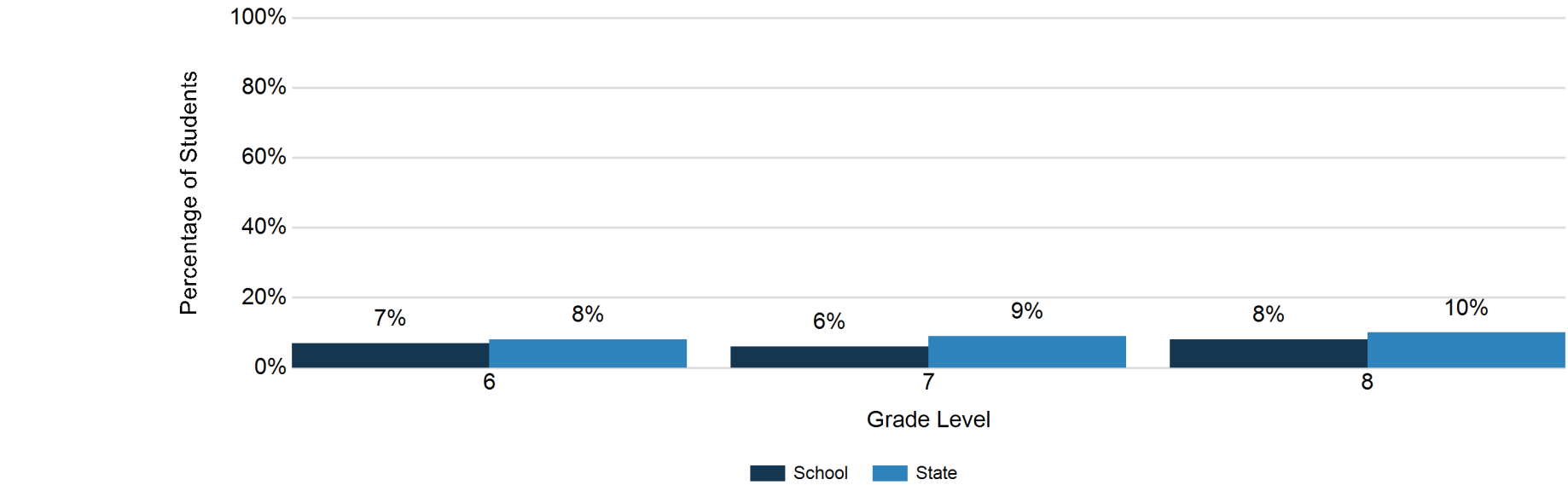
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### Chronic Absenteeism by Grade

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





Alfred C. MacKinnon Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	3	0	3
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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


**Alfred C. MacKinnon Middle School**

(27-5770-030)

Grades Offered: 06-08

2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:05 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

**Device Ratios**

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	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	10:1
Students to Administrators	281:1	149:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		745:1
Students to Nurses		745:1
Students to Counselors		373:1
Students to Child Study Team Members		N



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.8%	72.4%	0.0%	48.4%	77.1%	54.9%
Male	45.2%	27.6%	100.0%	51.6%	22.9%	45.1%
White	21.7%	93.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	70.1%	6.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	88.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	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	98.0%



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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	49.8%	48.3%	52.6%
Math Proficiency	44.8%	40.6%	38.8%
ELA Growth	39	39	47
Math Growth	56	41	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.7%	7.4%	6.9%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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




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School Narrative

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

 <div>Sports and Athletics:</div>	<div>Sports Offered: Baseball (Boys), Cross Country (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Wrestling (Coed)</div>
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 <div>Before and After School Programs:</div>	<p>                             The Wharton Public School District offers a variety of programs before and after school. Band and performing arts are available to both elementary and middle school students prior to school. The district also offers a full range of athletic teams in the middle school. Sports offered are boys and girls soccer, boys and girls cross-country, boys and girls wrestling , boys and girls basketball, baseball and softball. The elementary school offers a morning “Drop-In” program in which students may seek extra support from their teachers. A full breakfast program is offered to all students by the district and the area YMCA offers an afterschool program to care for children. Two of our support organizations, Wharton Kids First Foundation and Municipal Alliance offer both academic and social programs and events for students outside of school hours.                         </p>
 <div>Staff and Professional Learning:</div>	<p>                             Staff is able to access professional development in a variety of ways including workshops, in-class coaching sessions, our on-site instructional coach, participating in virtual learning opportunities, as well as external study for advanced degrees. Staff participate in professional learning communities centered around research based instructional practices and standards based assessing. In addition, educational consultants in readers and writers workshop, assessment strategies, engaging students to meet the standards, and math workshop, work with teachers on improving their instructional practices. Administrators work with educational consultants to improve feedback provided to staff to improve educational practices.                         </p>



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#### Student Supports and Services:

Assessments used to identify students needing support services include the Access (ELL), universal benchmarks in key content areas, data collection and work samples (Rtl), as well as the C-TOP and the Connors. Students with health difficulties documented by medical diagnoses may require a 504 or IEP. The district provides daily push-in and/or pull-out services for identified ELLs. Behavioral supports include restorative justice, counseling, and PBIS. Behavioral coaches are teachers with time scheduled daily to help collect data and address patterns by providing relevant support to students and staff. Behaviorists work with students identified through I & RS or as delineated in their IEPs. Supports and services for students with disabilities include OT/PT, Speech & Language, Behaviorists, counseling, self-contained settings, ABA programming, Additional supports available include extended day and extended school year programs as well as Title I programs.



#### Student Health and Wellness:

The District offers the following programs to promote health and wellness of students: The school lunch program offers promotional days during the school where at least one new nutritional alternative menu item will be featured. The Principal encourages food products that meet the nutrition standards of the Healthy, Hunger Free Kids Act of 2010. Periodically the students will have input on menu planning that will include taste testing of new Nutritional food, satisfaction surveys, and other activities that will promote nutrition awareness. A School Wellness Week is held annually with special activities throughout the week to promote nutrition and physical activity. All students receive health/physical education The Art Department incorporates healthy nutrition in the art projects. Age-appropriate equipment and supplies are available during recess time. Fundraisers are encouraged that promote physical activity.



#### Parent and Community Involvement:

The Wharton Public School District prides itself on the bond it holds with the greater school community. In addition to individual contributions and a positive relationship with the Town Council, three support groups greatly support the schools. These are the PTA, Wharton Kids First Foundation and the Municipal Alliance. The district also has established a variety of methods for parents and the community to become involved. These include Curriculum Council, Special Education Advisory Council, Early Childhood Education Council and Strategic Planning. Our schools host a plethora of "Academic Celebrations", both during and after school. Additionally, our children host special events for veterans, invite community member in in for "Career Day" and offer several invites to area seniors. Parents have access to student achievement via our parent portal and all announcements through the district website, Twitter and group messages.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All students in the district are in one of six houses for the entire time they are in the district. Monthly house activities and competitions serve to enhance the sense of belonging and community district-wide. The elementary school has Duffy Force, a group of students and teachers volunteering their time to improving the school's culture and climate. The elementary school also has monthly Confidence Booster Statements that are recited daily and posted in the hallways and classrooms. All grades have circle times to focus on social-emotional learning, building community and relationships within each class. MacKinnon is doing "Be Kind or Be Quiet" initiative. The program is to create a positive climate and culture among staff and students. The program includes recognizing acts of kindness as well as songwriting, poster contest, videos, and teaching the "Be Kind" initiative to the lower grades. Staff and students wear "Be Kind" T-shirts on Fridays to show support for the program.</p>
 <p>Facilities:</p>	<p>The Elementary School was constructed in 1964 and the Middle School was constructed in 1999. The two schools are joined and located at one location. The schools have a Library Media Center, Technology Lab, two Science Labs, Gymnasium, Art Room, full-serving Kitchen, Cafeteria/All Purpose Room with Stage, Music Room, Physical and Occupational Therapy Room and a STEM classroom. Recent capital projects included an additional security vestibule installed and four new HVAC roof tops units installed at the MacKinnon Middle School.</p>
 <p>School Safety:</p>	<p>The District recognizes the importance in providing and maintaining a safe environment for the students. The District also maintains a school district security program that includes: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment. The following measures have been implemented to ensure student safety: • New intruder locks and a Security Vestibule were installed. • ID scanners at entrances. • Additional cameras were installed. • Security drills are practiced with local law enforcement. • Business Administrator designated as a School Safety Specialist. • Quarterly safety meetings are held. • Safety trainings are provided throughout the year. • A Class III Officer and crossing guards are employed. • Collaborative Response Graphic available for emergencies.</p>







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

 <p>Technology and STEM:</p>	<p>Our technology has vastly improved in recent years. Schools have access to ChromeBooks for all students and each classroom is equipped with a SmartBoard. Additionally, both schools have access to a full technology lab in our Technology Learning Center as well as a Makerspace area. Some students with special needs are provided individual tablets. Multiple assessment software and online programs are incorporated into our curriculum and Google Apps for Education is used daily. Elementary and middle level students are offered technology classes during the school day and the district runs an afterschool Technology Club for the middle school. After school STEM and Robotics programs are sponsored by our support organizations for both elementary and middle school students. To incorporate our student families, the district also facilitates a series of “Family Technology Nights”. Students have been involved in and highly ranked in State coding competitions.</p>
 <p>Early Childhood Education:</p>	<p>Wharton provides a choice of high-quality preschool programs that address children’s social, emotional and academic needs in an inclusive setting. Preschool classes are limited to 15 students. The district contracts with Head Start of Morris County as well as El Primer Paso, Magic Garden School &amp; Early Learning Center and Morris County Educare &amp; Enrichment Center. The students in these programs are mainly funded through Preschool Expansion Aid. We also have two in-district, half-day, integrated preschool classes and a preschool disabled class. The district maintains a waiting list. Programs have highly trained teachers and assistants, use a state-recommended curriculum and a performance-based assessment system. Preschool providers are enrolled in Grow NJ Kids.</p>






**Alfred C. MacKinnon Middle School**  
(27-5770-030)  
Grades Offered: 06-08  
2018-2019

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School Narrative

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<div><div>Other Information</div></div>	<p>The Wharton Public School District has recently convened its Strategic Planning Team and developed five year goals to continue to move the district forward. Our school district was also awarded the title, “District of Distinction” by DA Magazine for our school climate and culture program. Our elementary and middle school are on the same site and are able to benefit from the ability to share great resources. The Wharton Borough Public School District is a “Choice School” and holds an annual lottery to accept new students and create a “waiting list”. The district provides education to students in PreK-8 and sends to the Morris Hills Regional District for high school.</p>
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**Marie V. Duffy Elementary School**  
(27-5770-040)  
Grades Offered: PK-05  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:

**Marie V. Duffy Elementary School**

(27-5770-040)

Grades Offered: PK-05

2018-2019

**Report Key:**

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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	Morris
District	Wharton Borough School District
Principal Name	Ms. Pamela Blalock
Address	137 East Central Avenue Wharton, NJ 07885-2431
Phone Number	973-361-2506
Email Address	<a href="mailto:pblalock@wbps.org">pblalock@wbps.org</a>
Website	<a href="https://www.wbps.org">https://www.wbps.org</a>
Twitter	<a href="https://@WBPS_NJ">https://@WBPS_NJ</a>



Marie V. Duffy Elementary School  
(27-5770-040)  
Grades Offered: PK-05  
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	23	24	30
KG	78	67	68
1	68	81	66
2	71	70	80
3	86	68	65
4	78	89	66
5	87	88	89
Total	491	487	464

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	48.0%	47.2%
Male	51.3%	52.0%	52.8%
Economically Disadvantaged Students	55.2%	51.1%	51.1%
Students with Disabilities	24.2%	24.8%	24.4%
English Learners	10.8%	6.8%	6.3%
Homeless Students	0.6%	1.0%	0.4%
Students in Foster Care	0.4%	0.6%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	22.8%	20.9%	22.8%
Hispanic	66.8%	66.1%	65.1%
Black or African American	4.9%	6.6%	5.4%
Asian	4.5%	5.3%	5.6%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	0.2%

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	16	22	26
PK - Full Day	7	2	4
KG - Half Day	0	0	1
KG - Full Day	78	67	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	71.3%
Spanish	26.1%
Other Languages	2.6%



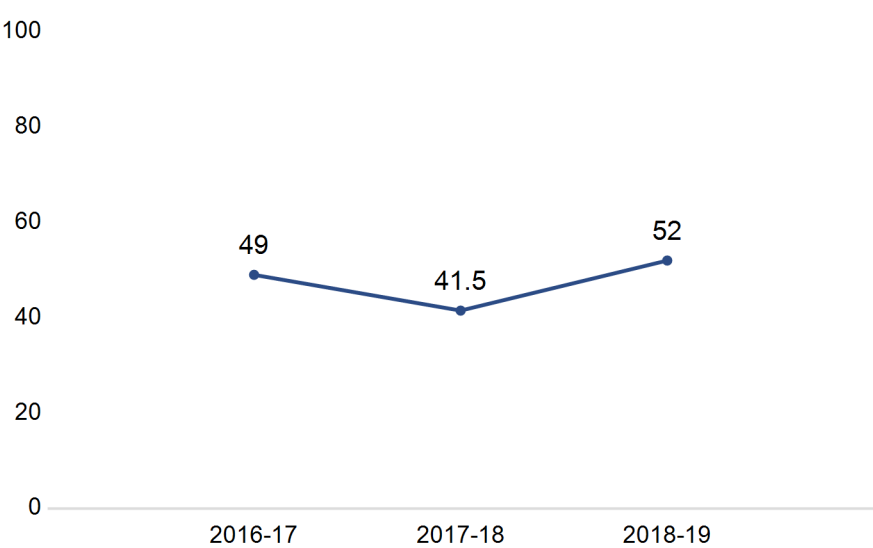
Marie V. Duffy Elementary School  
(27-5770-040)  
Grades Offered: PK-05  
2018-2019

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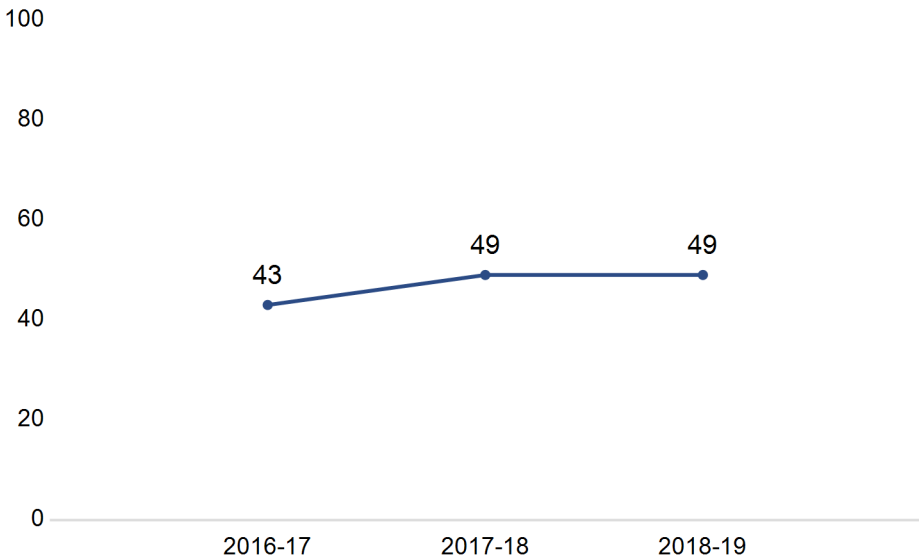
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	49	41.5	52	43	49	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Marie V. Duffy Elementary School

(27-5770-040)

Grades Offered: PK-05

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	50	50	Met Standard	49	41	50	Met Standard
White	53.5	52.5	50	Met Standard	54.5	49	52	Met Standard
Hispanic	52	48	49	Met Standard	47.5	39	47	Met Standard
Black or African American	*	47	45	**	*	28.5	43	**
Asian, Native Hawaiian, or Pacific Islander	58	54	59	**	66.5	60	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	51	53	N	43.5	41	50	N
Male	45	48	47	N	60	41.5	51	N
Economically Disadvantaged Students	52	48.5	48	Met Standard	45.5	39	46	Met Standard
Students with Disabilities	48.5	52	43	Met Standard	44	45	45	Met Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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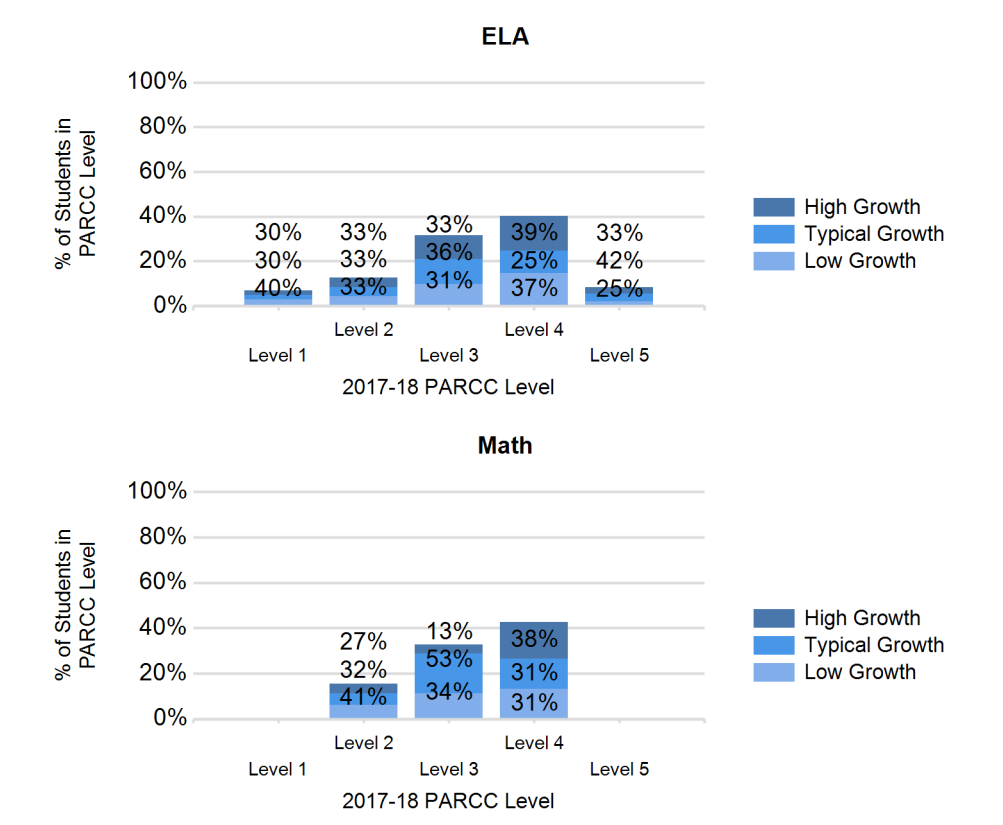
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

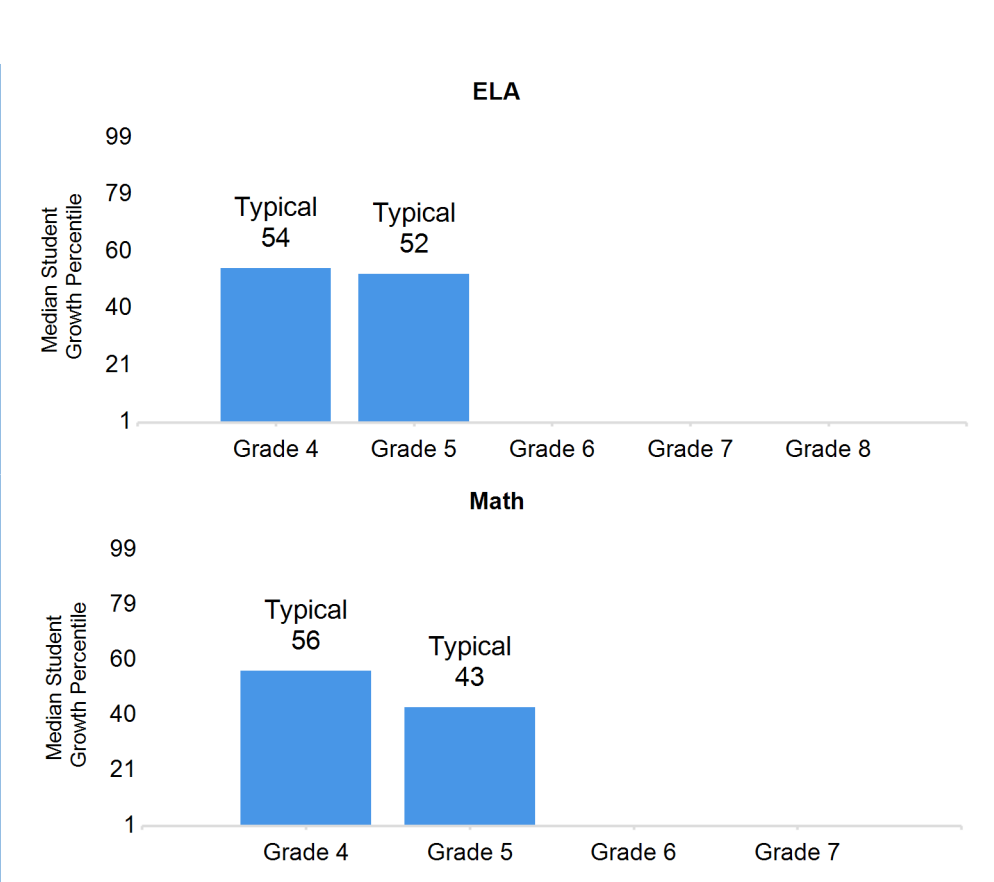
Student Growth by Performance Level

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



Student Growth by Grade

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



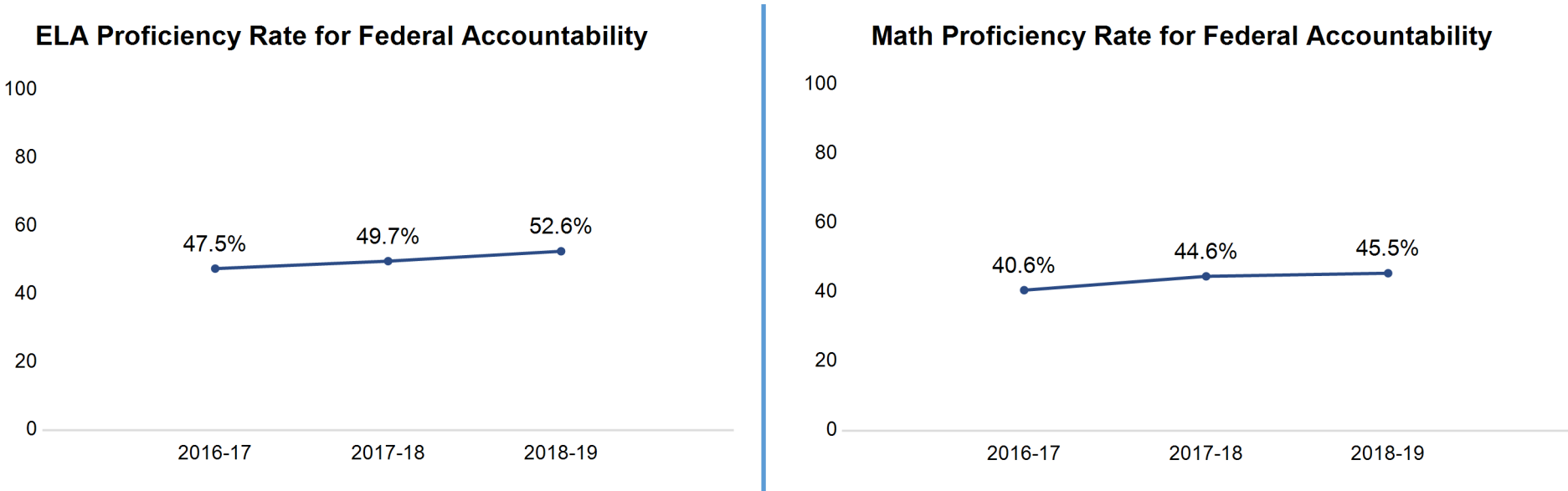


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.8%	98.2%	98.4%	98.8%	98.2%
Proficiency Rate for Federal Accountability	47.5%	49.7%	52.6%	40.6%	44.6%	45.5%
Annual Target	45.0%	46.9%	48.7%	47.2%	49.0%	50.7%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





Marie V. Duffy Elementary School

(27-5770-040)

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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	213	98.2	52.6	52.6	57.9	52.6	48.7	Met Target
White	43	97.8	60.5	64.1	66.9	60.5	63.9	Met Target†
Hispanic	147	98.7	49.7	47.1	43.9	49.7	44.6	Met Target
Black or African American	11	100.0	36.4	*	38.5	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	84.6	82.9	75.0	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	104	99.1	57.7	61.3	64.8	57.7		
Male	109	97.4	47.7	43.3	51.3	47.7		
Economically Disadvantaged Students	118	98.4	44.9	42.4	40.0	44.9	39.2	Met Target
Non-Economically Disadvantaged Students	95	98.0	62.1	63.1	67.9	62.1		
Students with Disabilities	51	96.2	23.5	18.4	22.7	23.5	23.3	Met Target
Students without Disabilities	162	98.8	61.7	62.0	65.1	61.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

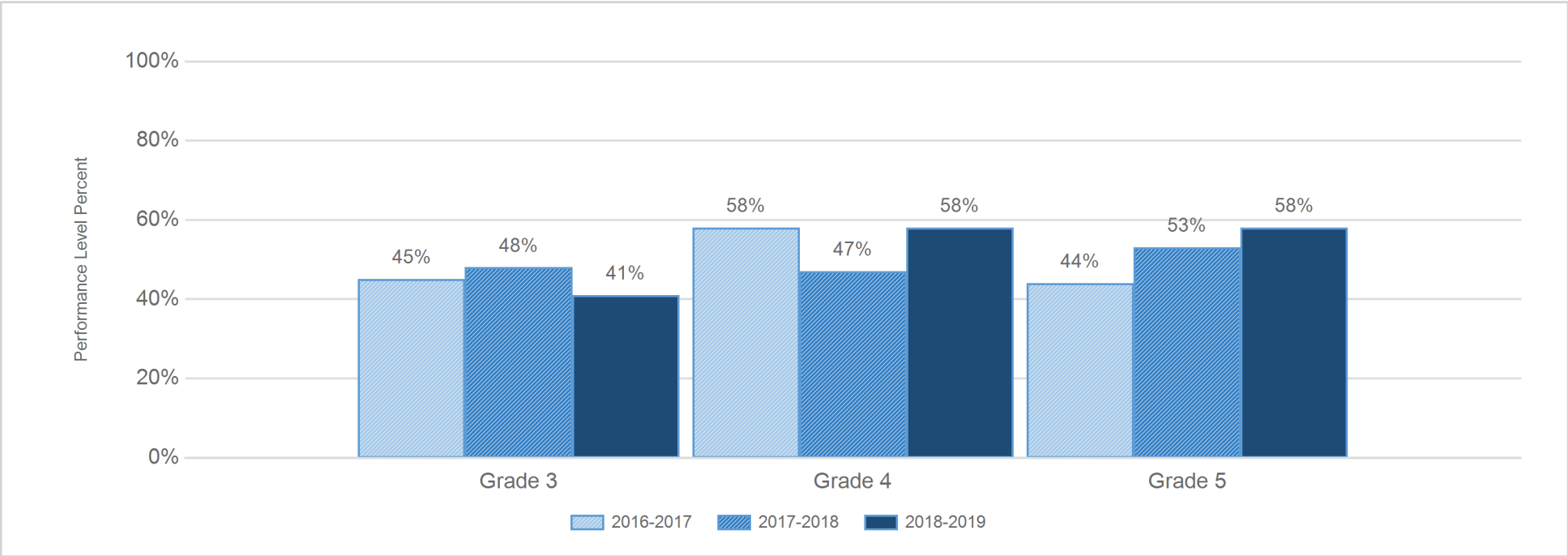


Marie V. Duffy Elementary School  
(27-5770-040)  
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2018-2019

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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.





Marie V. Duffy Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	739	739	748	22%	22%	16%	*	*	41%	50%
White	17	746	746	757	*	*	*	*	*	47%	60%
Hispanic	42	734	734	734	*	24%	*	*	*	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	24	747	747	753	*	*	*	*	*	50%	55%
Male	40	734	734	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	35	732	732	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	29	748	748	759	*	*	*	*	*	52%	61%
Students with Disabilities	13	706	706	719	*	*	0%	*	*	15%	24%
Students without Disabilities	51	747	747	754	*	*	20%	*	*	47%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	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%



Marie V. Duffy Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	753	753	755	*	*	27%	42%	16%	58%	57%
White	14	756	756	763	*	0%	*	*	*	57%	67%
Hispanic	43	748	748	743	*	*	26%	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	32	758	758	760	*	*	*	*	*	59%	62%
Male	32	749	749	750	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	31	749	749	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	33	757	757	765	*	*	*	*	*	61%	69%
Students with Disabilities	15	724	724	725	*	*	*	*	*	27%	25%
Students without Disabilities	49	762	762	761	*	*	*	*	*	67%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	64	753	753	758	*	*	27%	42%	16%	58%	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Marie V. Duffy Elementary School

(27-5770-040)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	756	756	756	*	14%	25%	*	*	58%	58%
White	13	768	768	764	0%	0%	*	*	*	77%	68%
Hispanic	59	754	754	743	*	*	25%	*	*	56%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	45	761	761	761	*	*	22%	*	*	64%	64%
Male	38	749	749	750	*	*	29%	*	*	50%	52%
Economically Disadvantaged Students	49	749	749	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	34	765	765	766	*	*	*	*	*	71%	69%
Students with Disabilities	17	728	728	724	*	*	*	*	*	24%	23%
Students without Disabilities	66	763	763	762	*	*	*	*	*	67%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	83	756	756	758	*	14%	25%	*	*	58%	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%



**Marie V. Duffy Elementary School**  
(27-5770-040)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	213	98.2	45.5	41.8	44.5	45.5	50.7	Met Target†
White	43	97.8	69.8	63.1	54.1	69.8	65.7	Met Target
Hispanic	147	98.7	37.4	33.0	28.8	37.4	46.3	Not Met
Black or African American	11	100.0	18.2	*	23.0	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	80.8	76.5	83.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	104	99.1	42.3	41.8	44.9	42.3		
Male	109	97.4	48.6	41.8	44.2	48.6		
Economically Disadvantaged Students	118	98.4	36.4	31.1	26.3	36.4	44.6	Not Met
Non-Economically Disadvantaged Students	95	98.0	56.8	52.7	54.9	56.8		
Students with Disabilities	51	96.2	19.6	*	17.4	19.6	30.9	Not Met
Students without Disabilities	162	98.8	53.7	*	50.0	53.7		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

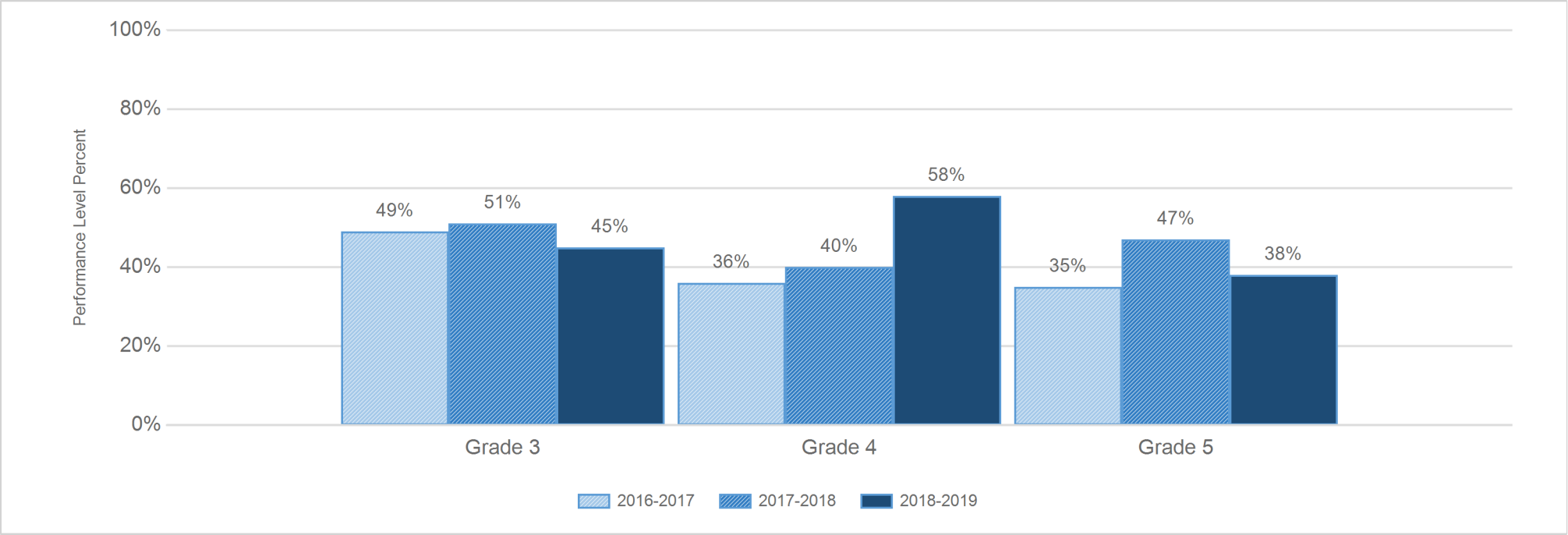


Marie V. Duffy Elementary School  
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	741	741	752	16%	*	33%	*	*	45%	55%
White	17	746	746	760	*	*	*	*	*	65%	66%
Hispanic	42	741	741	739	*	*	45%	*	*	38%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	24	739	739	751	*	*	*	*	*	54%	54%
Male	40	743	743	752	*	*	*	*	*	40%	56%
Economically Disadvantaged Students	35	738	738	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	29	746	746	761	*	*	*	*	*	59%	67%
Students with Disabilities	13	707	707	731	*	*	*	*	*	15%	31%
Students without Disabilities	51	750	750	756	*	*	*	*	*	53%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	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%





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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	64	752	752	749	*	*	25%	*	*	58%	51%
White	14	762	762	757	*	*	*	79%	0%	79%	62%
Hispanic	43	745	745	737	*	*	30%	*	*	49%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	32	748	748	749	*	*	*	*	*	47%	50%
Male	32	756	756	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	31	745	745	734	*	*	*	*	*	48%	32%
Non-Economically Disadvantaged Students	33	759	759	759	*	*	*	*	*	67%	63%
Students with Disabilities	15	726	726	726	*	*	*	*	*	33%	25%
Students without Disabilities	49	760	760	754	*	*	*	*	*	65%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	64	752	752	751	*	*	25%	*	*	58%	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	742	742	747	*	22%	38%	*	*	38%	47%
White	13	756	756	755	0%	*	*	*	*	69%	58%
Hispanic	61	739	739	735	*	23%	44%	*	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	45	741	741	747	*	*	44%	*	*	36%	47%
Male	40	743	743	747	*	*	30%	*	*	40%	47%
Economically Disadvantaged Students	49	739	739	732	*	*	41%	*	*	33%	27%
Non-Economically Disadvantaged Students	36	746	746	757	*	*	33%	*	*	44%	59%
Students with Disabilities	17	724	724	725	*	*	*	*	*	12%	19%
Students without Disabilities	68	747	747	752	*	*	*	*	*	44%	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	*	*	*	716	*	*	*	*	*	*	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	84.6%	56.6%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	88.5%	11.5%
3-4	11	81.8%	18.2%
5 or more	N	N	N



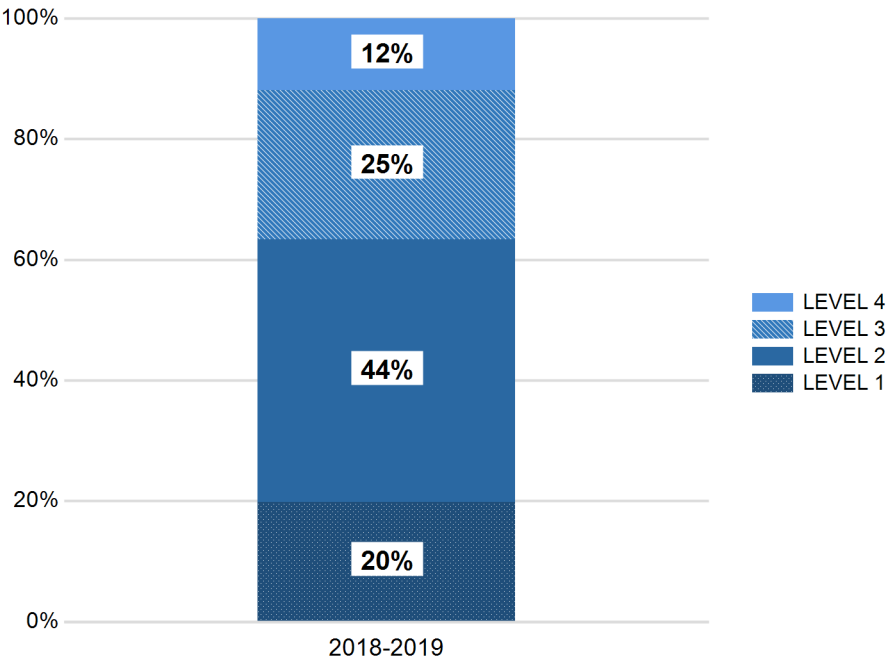
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	44	25	12
White	8	38	38	15
Hispanic	23	44	25	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	44	22	13
Male	20	43	28	10
Economically Disadvantaged Students	24	51	20	6
Non-Economically Disadvantaged Students	15	32	32	21
Students with Disabilities	35	47	18	0
Students without Disabilities	16	43	26	15
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

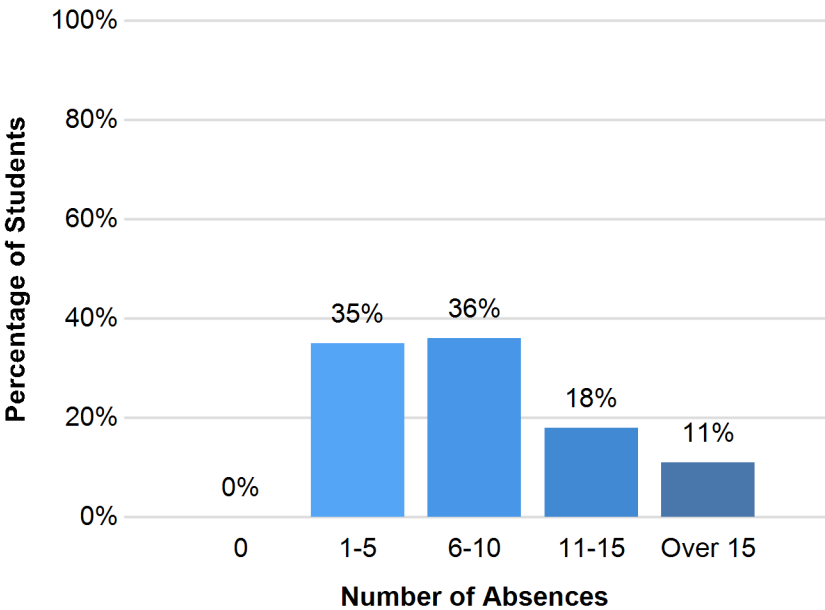
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	7.2	8.9	Met
White	6	6.4	8.9	Met
Hispanic	22	7.7	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	5.3		
Male	20	8.9		
Economically Disadvantaged Students	23	9.9	8.9	Not Met
Students with Disabilities	11	11.2	8.9	Not Met
English Learners	4	14.3	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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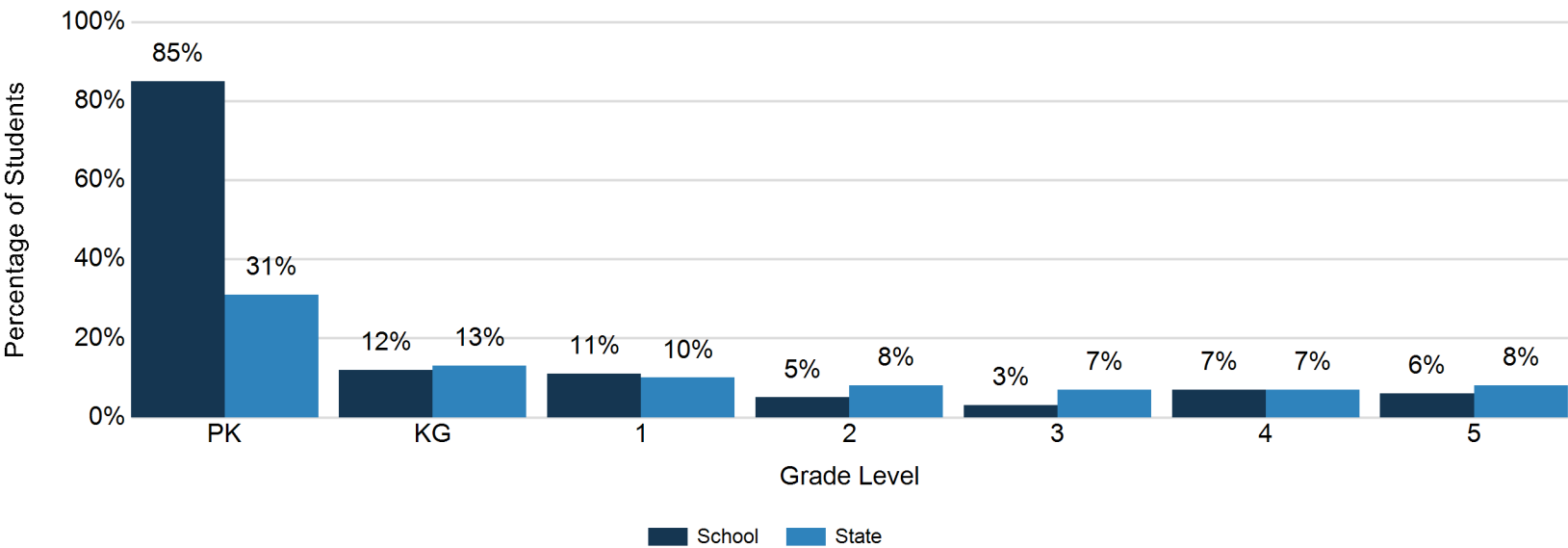
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.65

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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	47	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	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	10:1
Students to Administrators	116:1	149:1
Teachers to Administrators	12:1	15:1
Students to Librarians/Media Specialists		745:1
Students to Nurses		745:1
Students to Counselors		373:1
Students to Child Study Team Members		N



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	95.7%	75.0%	48.4%	77.1%	54.9%
Male	52.8%	4.3%	25.0%	51.6%	22.9%	45.1%
White	22.8%	89.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	65.1%	4.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	5.6%	2.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Marie V. Duffy Elementary School  
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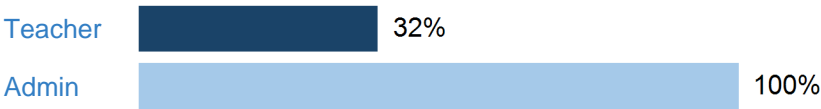
Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	88.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	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	97.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

### ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.5%	49.7%	52.6%
Math Proficiency	40.6%	44.6%	45.5%
ELA Growth	49	42	52
Math Growth	43	49	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	84.6%
Chronic Absenteeism	5.8%	9.0%	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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Annually, NJDOE will identify schools in the following federal category:

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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







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School Narrative

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

 <div>Before and After School Programs:</div>	<p>The Wharton Public School District offers a variety of programs before and after school. Band and performing arts are available to both elementary and middle school students prior to school. The district also offers a full range of athletic teams in the middle school. Sports offered are boys and girls soccer, boys and girls cross-country, boys and girls wrestling , boys and girls basketball, baseball and softball. The elementary school offers a morning “Drop-In” program in which students may seek extra support from their teachers. A full breakfast program is offered to all students by the district and the area YMCA offers an afterschool program to care for children. Two of our support organizations, Wharton Kids First Foundation and Municipal Alliance offer both academic and social programs and events for students outside of school hours.</p>
 <div>Staff and Professional Learning:</div>	<p>Staff is able to access professional development in a variety of ways including workshops, in-class coaching sessions, our on-site instructional coach, participating in virtual learning opportunities, as well as external study for advanced degrees. Staff participate in professional learning communities centered around research based instructional practices and standards based assessing. In addition, educational consultants in readers and writers workshop, assessment strategies, engaging students to meet the standards, and math workshop, work with teachers on improving their instructional practices. Administrators work with educational consultants to improve feedback provided to staff to improve educational practices.</p>



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#### Student Supports and Services:

Assessments used to identify students needing support services include the Access (ELL), universal benchmarks in key content areas, data collection and work samples (Rtl), as well as the C-TOP and the Connors. Students with health difficulties documented by medical diagnoses may require a 504 or IEP. The district provides daily push-in and/or pull-out services for identified ELLs. Behavioral supports include restorative justice, counseling, and PBIS. Behavioral coaches are teachers with time scheduled daily to help collect data and address patterns by providing relevant support to students and staff. Behaviorists work with students identified through I & RS or as delineated in their IEPs. Supports and services for students with disabilities include OT/PT, Speech & Language, Behaviorists, counseling, self-contained settings, ABA programming, Additional supports available include extended day and extended school year programs as well as Title I programs.



#### Student Health and Wellness:

The District offers the following programs to promote health and wellness of students: The school lunch program offers promotional days during the school where at least one new nutritional alternative menu item will be featured. The Principal encourages food products that meet the nutrition standards of the Healthy, Hunger Free Kids Act of 2010. Periodically the students will have input on menu planning that will include taste testing of new Nutritional food, satisfaction surveys, and other activities that will promote nutrition awareness. A School Wellness Week is held annually with special activities throughout the week to promote nutrition and physical activity. All students receive health/physical education The Art Department incorporates healthy nutrition in the art projects. Age-appropriate equipment and supplies are available during recess time. Fundraisers are encouraged that promote physical activity.



#### Parent and Community Involvement:

The Wharton Public School District prides itself on the bond it holds with the greater school community. In addition to individual contributions and a positive relationship with the Town Council, three support groups greatly support the schools. These are the PTA, Wharton Kids First Foundation and the Municipal Alliance. The district also has established a variety of methods for parents and the community to become involved. These include Curriculum Council, Special Education Advisory Council, Early Childhood Education Council and Strategic Planning. Our schools host a plethora of "Academic Celebrations", both during and after school. Additionally, our children host special events for veterans, invite community member in in for "Career Day" and offer several invites to area seniors. Parents have access to student achievement via our parent portal and all announcements through the district website, Twitter and group messages.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All students in the district are in one of six houses for the entire time they are in the district. Monthly house activities and competitions serve to enhance the sense of belonging and community district-wide. The elementary school has Duffy Force, a group of students and teachers volunteering their time to improving the school's culture and climate. The elementary school also has monthly Confidence Booster Statements that are recited daily and posted in the hallways and classrooms. All grades have circle times to focus on social-emotional learning, building community and relationships within each class. MacKinnon is doing "Be Kind or Be Quiet" initiative. The program is to create a positive climate and culture among staff and students. The program includes recognizing acts of kindness as well as songwriting, poster contest, videos, and teaching the "Be Kind" initiative to the lower grades. Staff and students wear "Be Kind" T-shirts on Fridays to show support for the program.</p>
 <div>Facilities:</div>	<p>The Elementary School was constructed in 1964 and the Middle School was constructed in 1999. The two schools are joined and located at one location. The schools have a Library Media Center, Technology Lab, two Science Labs, Gymnasium, Art Room, full-serving Kitchen, Cafeteria/All Purpose Room with Stage, Music Room, Physical and Occupational Therapy Room and a STEM classroom. Recent capital projects included an additional security vestibule installed and four new HVAC roof tops units installed at the MacKinnon Middle School.</p>
 <div>School Safety:</div>	<p>The District recognizes the importance in providing and maintaining a safe environment for the students. The District also maintains a school district security program that includes: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment. The following measures have been implemented to ensure student safety: • New intruder locks and a Security Vestibule were installed. • ID scanners at entrances. • Additional cameras were installed. • Security drills are practiced with local law enforcement. • Business Administrator designated as a School Safety Specialist. • Quarterly safety meetings are held. • Safety trainings are provided throughout the year. • A Class III Officer and crossing guards are employed. • Collaborative Response Graphic available for emergencies.</p>





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 <div>Technology and STEM:</div>	<p>Our technology has vastly improved in recent years. Schools have access to ChromeBooks for all students and each classroom is equipped with a SmartBoard. Additionally, both schools have access to a full technology lab in our Technology Learning Center as well as a Makerspace area. Some students with special needs are provided individual tablets. Multiple assessment software and online programs are incorporated into our curriculum and Google Apps for Education is used daily. Elementary and middle level students are offered technology classes during the school day and the district runs an afterschool Technology Club for the middle school. After school STEM and Robotics programs are sponsored by our support organizations for both elementary and middle school students. To incorporate our student families, the district also facilitates a series of “Family Technology Nights”. Students have been involved in and highly ranked in State coding competitions.</p>
 <div>Early Childhood Education:</div>	<p>Wharton provides a choice of high-quality preschool programs that address children’s social, emotional and academic needs in an inclusive setting. Preschool classes are limited to 15 students. The district contracts with Head Start of Morris County as well as El Primer Paso, Magic Garden School &amp; Early Learning Center and Morris County Educare &amp; Enrichment Center. The students in these programs are mainly funded through Preschool Expansion Aid. We also have two in-district, half-day, integrated preschool classes and a preschool disabled class. The district maintains a waiting list. Programs have highly trained teachers and assistants, use a state-recommended curriculum and a performance-based assessment system. Preschool providers are enrolled in Grow NJ Kids.</p>




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 <div>Other Information</div>	<p>The Wharton Public School District has recently convened its Strategic Planning Team and developed five year goals to continue to move the district forward. Our school district was also awarded the title, “District of Distinction” by DA Magazine for our school climate and culture program. Our elementary and middle school are on the same site and are able to benefit from the ability to share great resources. The Wharton Borough Public School District is a “Choice School” and holds an annual lottery to accept new students and create a “waiting list”. The district provides education to students in PreK-8 and sends to the Morris Hills Regional District for high school.</p>
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