NJ SCHOOL PERFORMANCE REPORT

Columbus School

(03-2740-060)

Grades Offered: KG-05

2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mr. Robert Cannizzaro
Address	370 WESTERVELT PLACE LODI, NJ 07644
Phone Number	973-478-0514
Email Address	robert.cannizzaro@lodi.k12.nj.us
Website	http://lodi.k12.nj.us/schools/columbus
Twitter	https://twitter.com/LodiColumbus_NJ

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	43	33	33
1	45	40	33
2	42	39	38
3	42	43	42
4	41	46	39
5	58	41	39
Total	271	242	224

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	52.5%	50.2%
Male	50.2%	47.5%	49.8%
Economically Disadvantaged Students	55.7%	52.9%	53.3%
Students with Disabilities	5.5%	7.0%	7.1%
English Learners	9.6%	9.9%	11.1%
Homeless Students	0.4%	0.4%	0.4%
Students in Foster Care	1.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	30.6%	28.1%	24.9%
Hispanic	53.1%	57.0%	61.3%
Black or African American	10.0%	7.4%	7.1%
Asian	4.8%	4.5%	4.9%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	2.9%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	43	33	33

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.

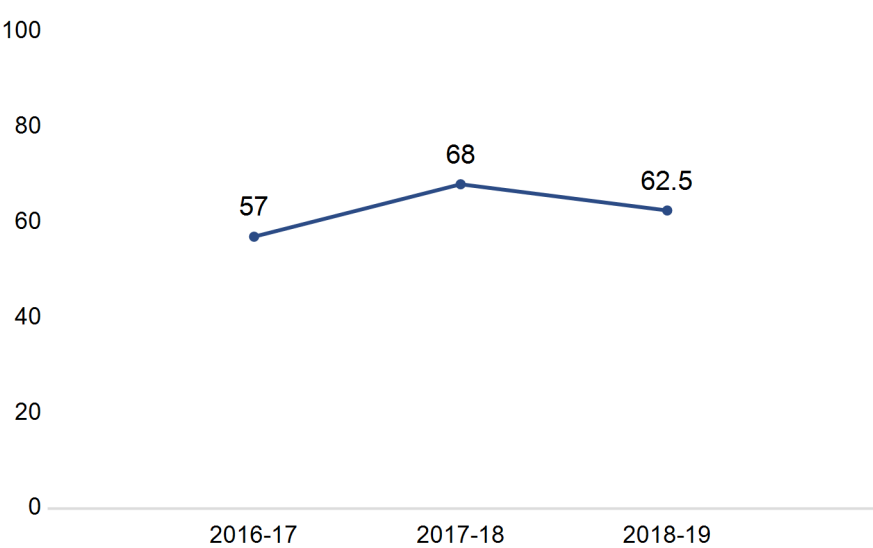| Home Language	% of Students
English	40.4%
Spanish	40.0%
Arabic	4.4%
Albanian	2.2%
Polish	2.2%
Other Languages	10.7%

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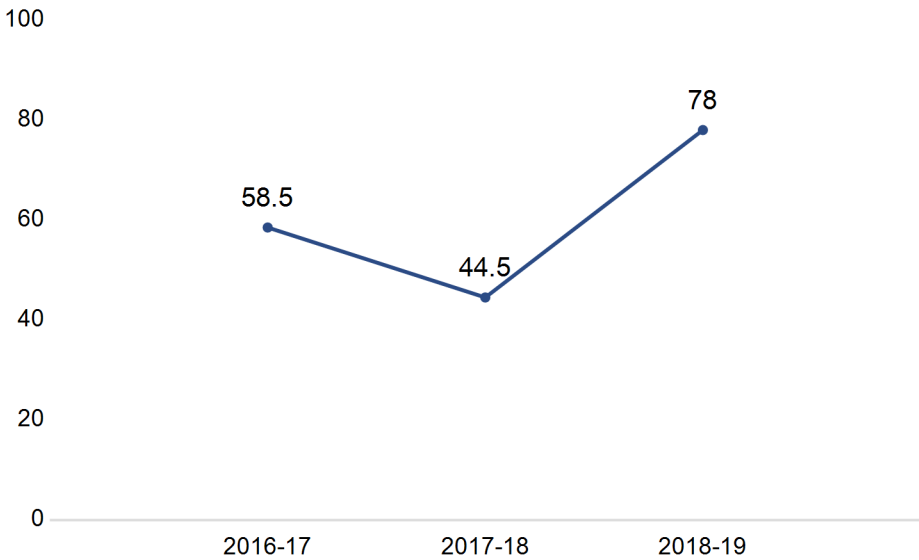* **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	68	62.5	58.5	44.5	78
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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	62.5	63	50	Exceeds Standard	78	56	50	Exceeds Standard
White	52	63.5	50	Met Standard	78	58	52	Exceeds Standard
Hispanic	64.5	65	49	Exceeds Standard	79	57	47	Exceeds Standard
Black or African American	*	58	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	80	49	**	*	85	52	**
Female	69	64	53	N	76	54	50	N
Male	57	63	47	N	78.5	58	51	N
Economically Disadvantaged Students	67	66	48	Exceeds Standard	81	59	46	Exceeds Standard
Students with Disabilities	37	63.5	43	**	66	39	45	**
English Learners	*	70	52	**	*	55	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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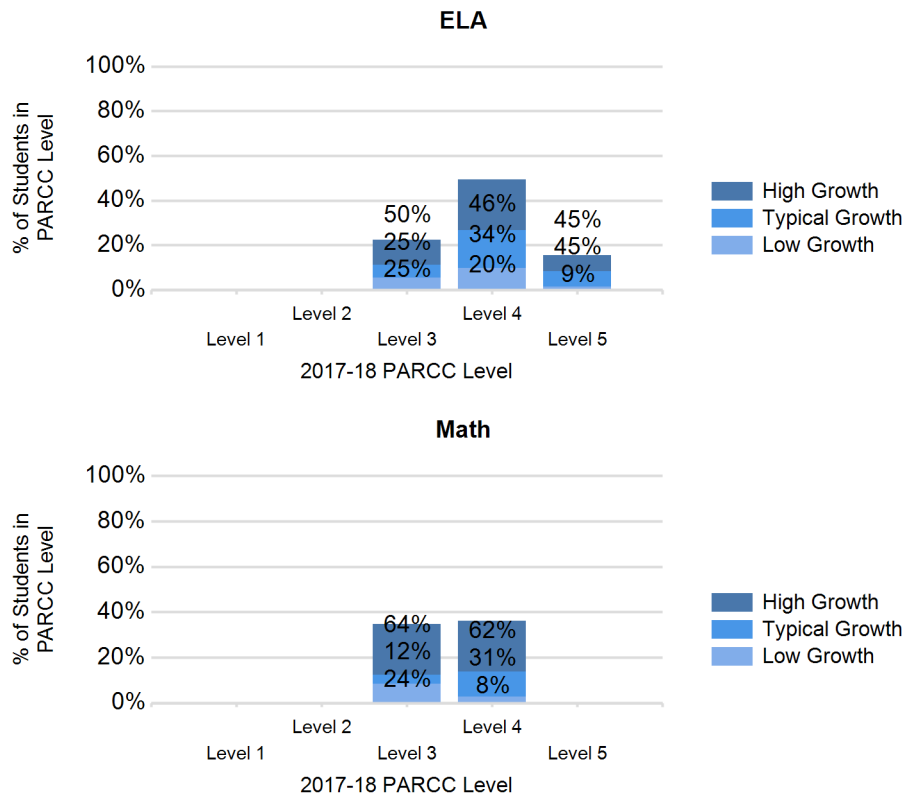- **†** This indicates a table specific note, see note below table

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

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

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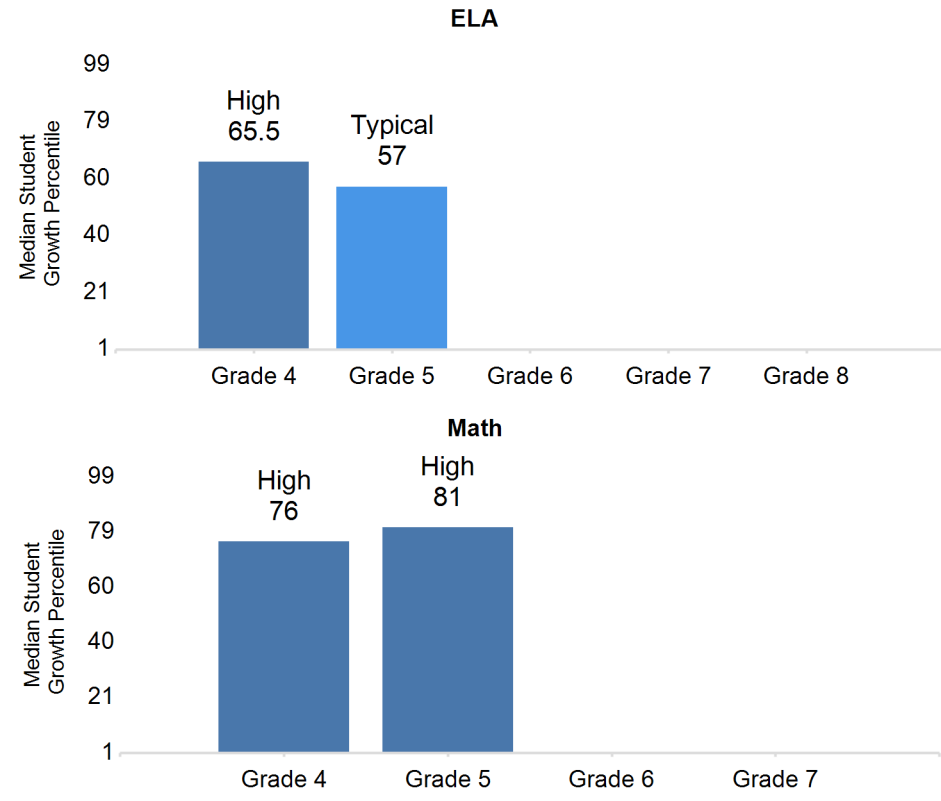
Student Growth by Performance Level

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

Student Growth by Grade

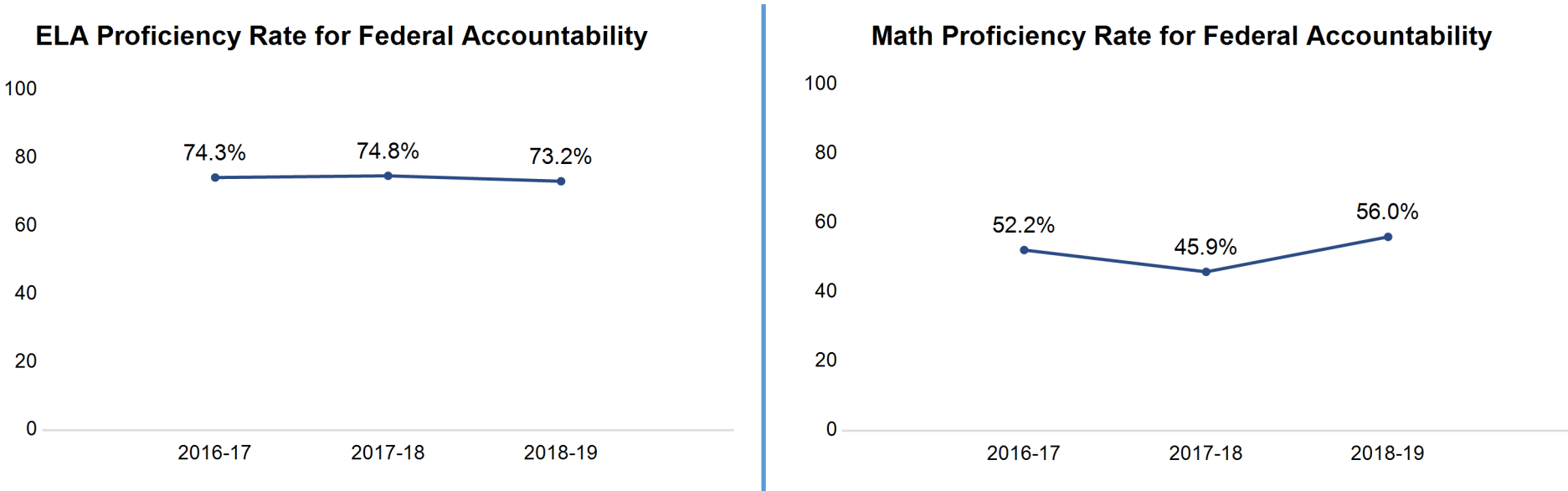These graphs show the median Student Growth Percentile for students in each grade.

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

74.3%   74.8%   73.2%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

52.2%   45.9%   56.0%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	96.5%	98.4%	98.0%	97.9%	98.5%
Proficiency Rate for Federal Accountability	74.3%	74.8%	73.2%	52.2%	45.9%	56.0%
Annual Target	64.4%	65.2%	66.1%	47.9%	49.6%	51.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	123	98.4	73.2	73.4	57.9	73.2	66.1	Met Target
White	36	100.0	77.8	75.8	66.9	77.8	65.1	Met Target
Hispanic	71	100.0	66.2	70.9	43.9	66.2	68.3	Met Target†
Black or African American	*	*	*	67.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	91.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	55	100.0	81.8	80.6	64.8	81.8		
Male	68	97.1	66.2	66.5	51.3	66.2		
Economically Disadvantaged Students	65	97.1	76.9	74.7	40.0	76.9	70.9	Met Target
Non-Economically Disadvantaged Students	58	100.0	69.0	71.9	67.9	69.0		
Students with Disabilities	23	100.0	26.1	33.2	22.7	26.1	37	Met Target†
Students without Disabilities	100	98.1	84.0	80.8	65.1	84.0		
English Learners	*	*	*	55.8	29.3	*	**	**
Non-English Learners	*	*	*	75.0	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

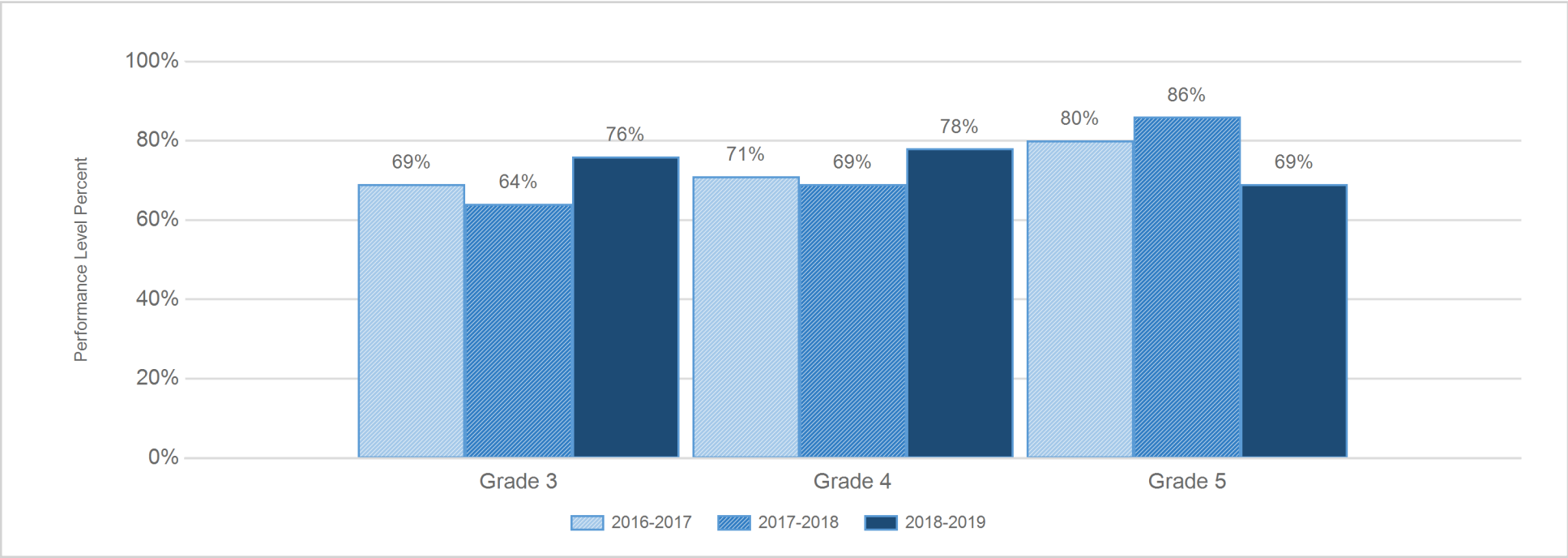**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Performance Trends

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

	Grade 3	Grade 4	Grade 5
2016-2017	69%	71%	80%
2017-2018	64%	69%	86%
2018-2019	76%	78%	69%

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	767	767	748	*	*	*	*	*	76%	50%
White	11	768	*	757	*	0%	*	*	*	73%	60%
Hispanic	27	761	765	734	*	*	*	*	*	70%	36%
Black or African American	*	*	766	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	21	777	775	753	*	*	*	*	*	86%	55%
Male	25	759	758	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	20	774	766	731	*	*	*	*	*	85%	33%
Non-Economically Disadvantaged Students	26	762	768	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	773	754	*	*	*	*	*	*	56%
English Learners	*	*	749	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	40	764	769	755	*	*	*	*	*	78%	57%
White	10	769	773	763	0%	*	*	*	*	80%	67%
Hispanic	25	760	765	743	*	*	*	*	*	76%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	18	771	773	760	*	*	*	*	*	89%	62%
Male	22	759	765	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	26	770	*	740	*	*	*	*	*	85%	40%
Non-Economically Disadvantaged Students	14	753	*	765	*	*	*	*	*	64%	69%
Students with Disabilities	*	*	742	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	756	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

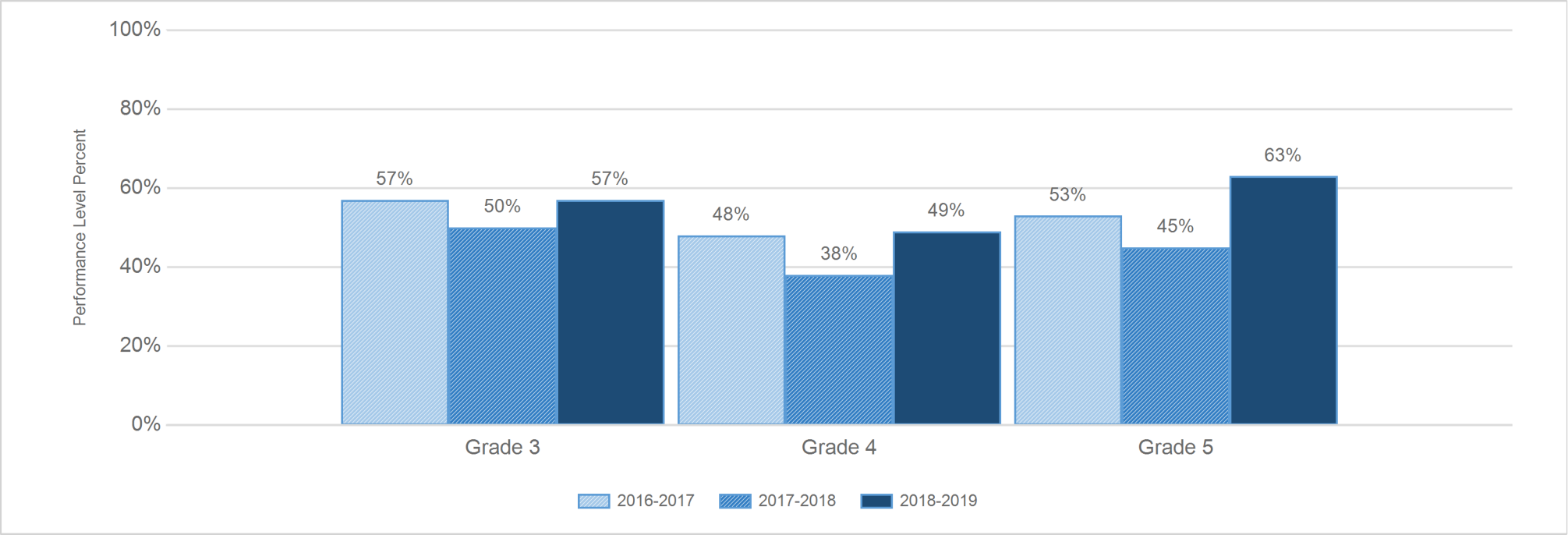| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	766	757	756	*	*	*	*	*	69%	58%
White	12	783	*	764	0%	0%	*	*	*	92%	68%
Hispanic	21	752	*	743	*	*	*	*	*	52%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	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	17	771	764	761	*	*	*	*	*	71%	64%
Male	19	762	749	750	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	21	758	754	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	15	778	760	766	*	*	*	*	*	80%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	N	N	729	713	N	N	N	N	N	N	11%
Non-English Learners	36	766	758	758	*	*	*	*	*	69%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	125	98.5	56.0	50.2	44.5	56.0	51.3	Met Target
White	36	100.0	66.7	57.0	54.1	66.7	54.5	Met Target
Hispanic	73	100.0	49.3	45.3	28.8	49.3	45.6	Met Target
Black or African American	*	*	*	43.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	55	100.0	58.2	53.7	44.9	58.2		
Male	70	97.3	54.3	46.9	44.2	54.3		
Economically Disadvantaged Students	67	97.2	56.7	50.0	26.3	56.7	50.8	Met Target
Non-Economically Disadvantaged Students	58	100.0	55.2	50.6	54.9	55.2		
Students with Disabilities	23	100.0	30.4	17.3	17.4	30.4	24.6	Met Target
Students without Disabilities	102	98.1	61.8	56.2	50.0	61.8		
English Learners	*	*	*	34.4	25.0	*	**	**
Non-English Learners	*	*	*	51.7	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Columbus School
(03-2740-060)
Grades Offered: KG-05
2018-2019

Mathematics Assessment – Performance Trends

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

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

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NJ SCHOOL PERFORMANCE REPORT

Columbus School

(03-2740-060)

Grades Offered: KG-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	755	759	752	*	*	33%	*	*	57%	55%
White	11	762	*	760	*	0%	*	*	*	64%	66%
Hispanic	27	751	757	739	0%	*	*	56%	0%	56%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	21	758	763	751	*	*	*	*	*	57%	54%
Male	25	752	755	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	20	756	756	737	*	*	*	*	*	65%	37%
Non-Economically Disadvantaged Students	26	754	763	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	*	*	759	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-060)

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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	41	746	757	749	*	*	32%	49%	0%	49%	51%
White	10	757	761	757	0%	0%	*	*	*	60%	62%
Hispanic	26	739	753	737	*	*	*	42%	0%	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	18	746	759	749	*	*	*	*	*	50%	50%
Male	23	746	756	749	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	26	754	*	734	*	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	15	732	*	759	*	*	*	*	*	33%	63%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	738	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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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(03-2740-060)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

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

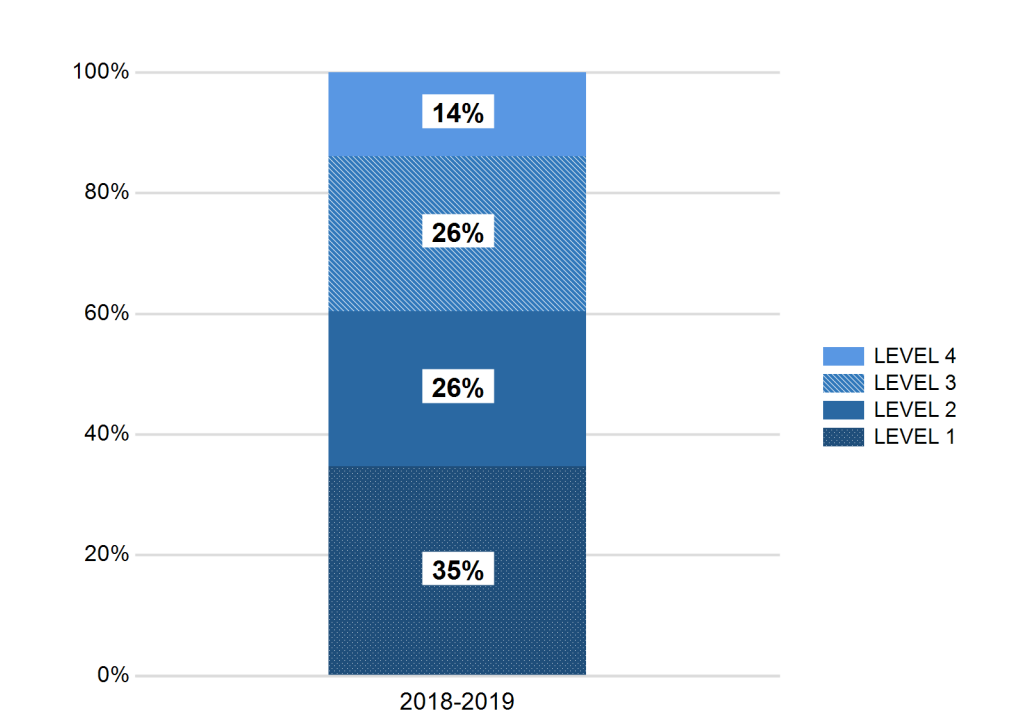| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	757	741	747	*	*	*	*	*	63%	47%
White	12	777	752	755	0%	0%	*	*	*	83%	58%
Hispanic	23	743	*	735	*	*	*	*	*	48%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	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	17	756	744	747	*	*	*	*	*	71%	47%
Male	21	757	737	747	*	*	*	*	*	57%	47%
Economically Disadvantaged Students	23	748	737	732	*	*	*	*	*	48%	27%
Non-Economically Disadvantaged Students	15	769	745	757	*	*	*	*	*	87%	59%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	746	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

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(03-2740-060)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	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	15	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJSLA Science Assessment: Grade 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.

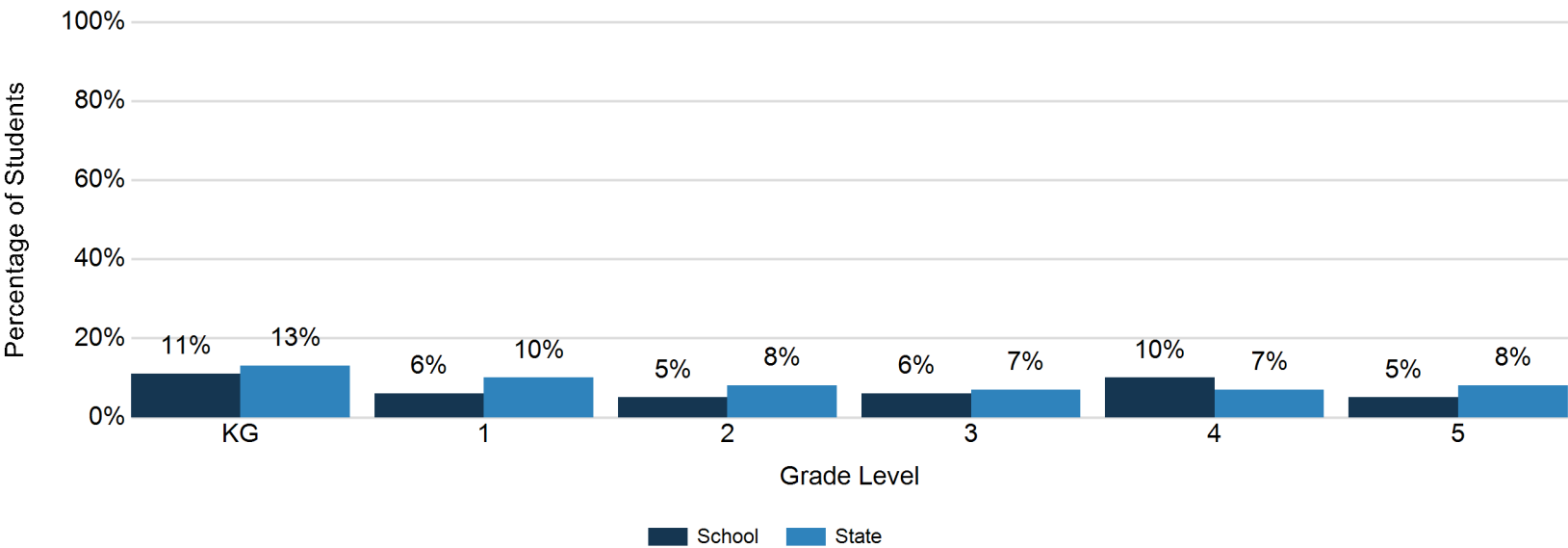| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	35	26	26	14
White	14	21	43	21
Hispanic	50	25	17	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	19	44	19	19
Male	44	15	30	11
Economically Disadvantaged Students	43	22	26	9
Non-Economically Disadvantaged Students	25	30	25	20
Students with Disabilities	77	15	8	0
Students without Disabilities	17	30	33	20
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
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	17	7.3	8.9	Met
White	6	9.8	8.9	Not Met
Hispanic	11	7.7	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	6.3		
Male	10	8.3		
Economically Disadvantaged Students	8	6.6	8.9	Met
Students with Disabilities	8	28.6	8.9	Not Met
English Learners	1	4.2	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
KG	11%	13%
1	6%	10%
2	5%	8%
3	6%	7%
4	10%	7%
5	5%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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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 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1

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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	16	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.5	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	225:1	116:1
Teachers to Administrators	16:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

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2018-2019

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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	50.2%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	0.0%	100.0%	51.6%	22.9%	45.1%
White	24.9%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	61.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 56%
Admin N/A

Master's Degree

Teacher 44%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%

NJ SCHOOL PERFORMANCE REPORT

Columbus School

(03-2740-060)

Grades Offered: KG-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Columbus School
(03-2740-060)
Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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.

Columbus School

(03-2740-060)

Grades Offered: KG-05

2018-2019

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.3%	74.8%	73.2%
Math Proficiency	52.2%	45.9%	56.0%
ELA Growth	57	68	62
Math Growth	58	44	78
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.4%	6.0%	7.3%

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

Columbus School

(03-2740-060)

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2018-2019

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Columbus School
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Columbus School

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2018-2019

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School Narrative

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

Highlights:	• Read Across America Program, Elks Americanism Essay Contest • Technology integrated into Curriculum via SMART Board, Chrome Books, and Ipads • NGSS via VOSS Science, TCI History Alive, Envision Math, Mentoring Minds, Write Steps, Reading A-Z, Writer's Workshop (4th and 5th Grade)
Mission, Vision, Theme:	Columbus school offers a supportive, yet challenging, child-centered learning environment where the faculty and staff combine their efforts to make each day unique and rewarding for students. Through a collaborative effort, parents, teachers and the administration work together by providing the students of Columbus School the skills necessary to be responsible citizens in the dynamic global society of the 21st century. Integration of Technology into the daily activities of Students, as well as Hands on activities in the STEM Fields anchor our approach to the NJSLS and NGSS.

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Courses, Curriculum, Instruction:	Columbus is a K-5 school. Courses of study include Math, Reading, English, Spelling, Science, Social Studies, Physical Education, Music, Art, Library/Technology, and Character Education. Grades 3-5 are leveled in Mathematics and Reading to better meet the needs of individual students. Gifted and Talented and Homework/Enrichment Club both offer students after school opportunities for additional challenges. Textbooks are offered online and school website highlights numerous websites for reinforcement and practice.
Clubs and Activities:	STEAM Club, Homework/Enrichment Club, Drama Club, Just Say No Club

Columbus School

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Before and After School Programs:	AM - Bucket Filling; PM STEAM, Drama, Just Say No
Staff and Professional Learning:	Monthly Reader's/Writer's Workshop Training for 4th/5th Grade, GCN Professional Development, Hourly PLC Meetings
Postsecondary Information:	5th Grade College Fair, NJ College of the week, Signage and images of Teachers and their college

NJ SCHOOL PERFORMANCE REPORT

Columbus School

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Student Supports and Services:	Guidance Counselor, Care Plus Consultation
Student Health and Wellness:	Annual Screenings for Hearing, Vision, Dental, Scoliosis, AM Breakfast Program, Outdoor Recess Time, Presidential Physical Fitness Program, EFNEP Nutrition Program
Parent and Community Involvement:	PTA Activities, Genesis Parent Portal, Parent-Teacher Conferences, Back To School Night, Fire Prevention Week, LEAD Program, Read Across America, LPD Fingerprinting

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	Facilities:	Columbus School was built in 1917, Gym/Cafeteria Addition in 1999. Computer Lab, 4 Chromebook Carts, SMART Board in each classroom. Indoor/Outdoor security cameras
	School Safety:	Fire Prevention, Monthly Safety Drills, School Safety Officer Daily, Indoor/Outdoor Security Cameras

Columbus School

(03-2740-060)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Technology and STEM:	Voss Science Program, TCI Social Studies Program, STEAM Club, SMART Boards in each classroom, 4 Chromebook carts, Computer labs, Ipads in Special Education, Kindergarten Tracking Software, Raz Kids online leveled reading software

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

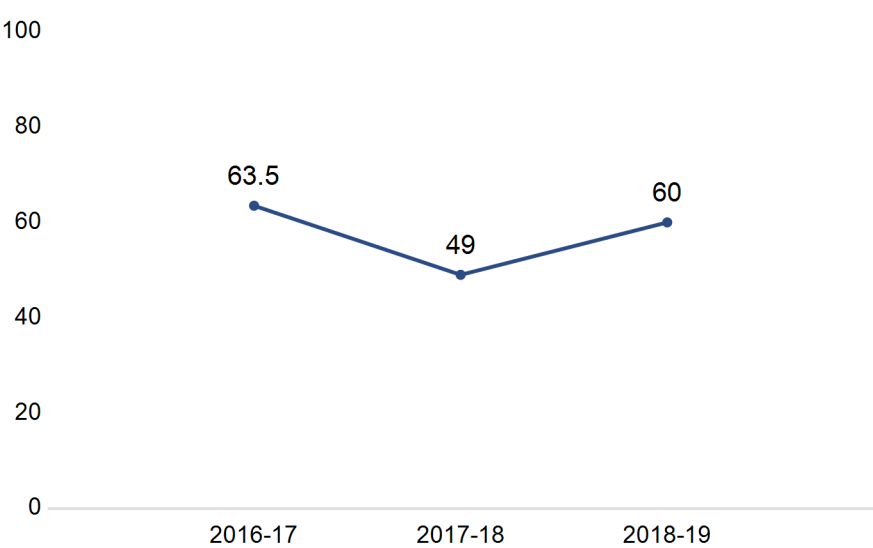| Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mr. Glenn Focarino
Address	200 KIPP AVENUE LODI, NJ 07644
Phone Number	973-778-1213
Email Address	glenn.focarino@lodi.k12.nj.us
Website	http://www.lodi.k12.nj.us/schools/hilltop
Twitter	https://twitter.com/LodiHilltop_NJ

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
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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	31	29	20
KG	43	51	56
1	48	44	49
2	58	49	36
3	68	55	53
4	56	66	56
5	52	55	67
Total	356	349	337

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	53.4%	53.6%	51.5%
Male	46.6%	46.4%	48.5%
Economically Disadvantaged Students	50.8%	49.9%	43.2%
Students with Disabilities	11.0%	10.6%	11.8%
English Learners	8.4%	9.7%	8.3%
Homeless Students	0.0%	0.9%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.5%	26.1%	27.2%
Hispanic	47.8%	49.6%	47.6%
Black or African American	11.0%	10.6%	11.5%
Asian	12.6%	13.2%	12.7%
Native Hawaiian or Pacific Islander	0.8%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	31	29	20
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	43	51	56

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	48.8%
Spanish	26.6%
Gujarati	4.4%
Arabic	3.6%
Albanian	3.3%
Other Languages	13.3%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

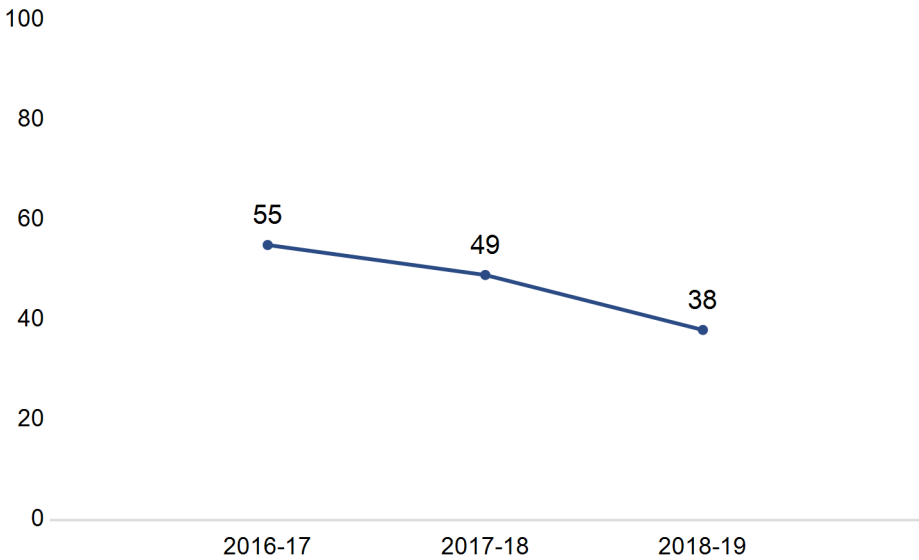Grades Offered: PK-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63.5	49	60	55	49	38
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
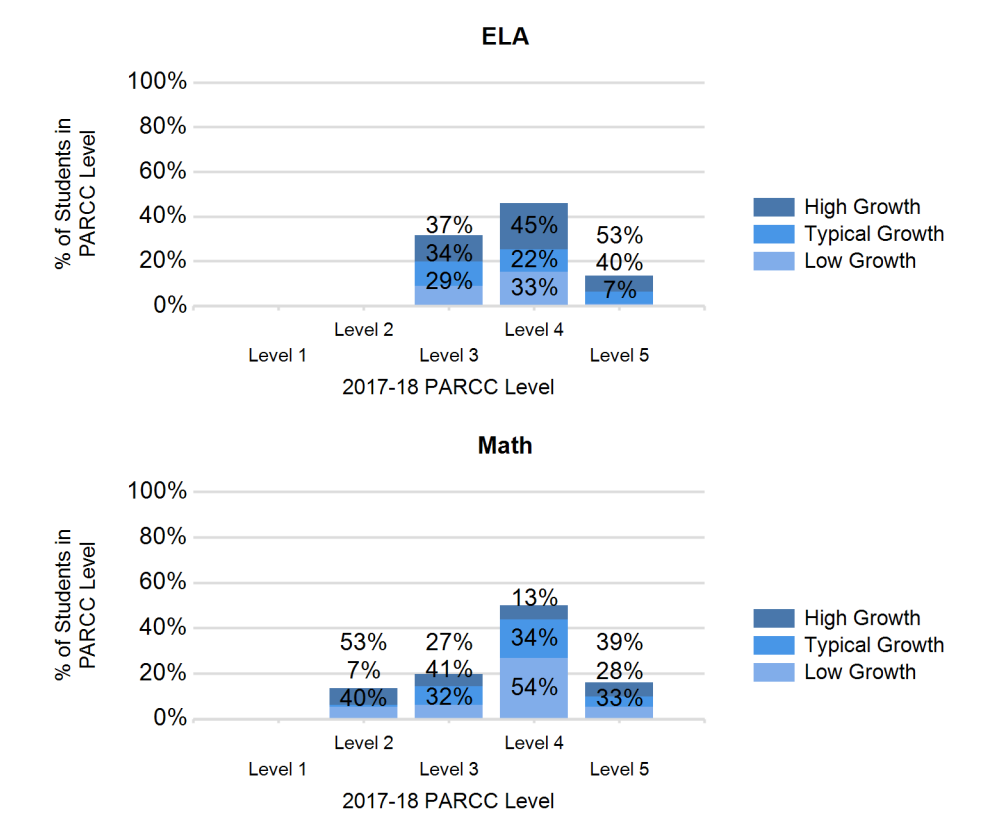
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35   Typical Growth: Between 35 and 65   High Growth: Greater than 65

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	63	50	Exceeds Standard	38	56	50	Not Met
White	72	63.5	50	Exceeds Standard	25.5	58	52	Not Met
Hispanic	59	65	49	Met Standard	39	57	47	Not Met
Black or African American	51	58	45	**	40	46	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	62	59	**	40.5	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	80	49	**	*	85	52	**
Female	60	64	53	N	38	54	50	N
Male	60	63	47	N	38	58	51	N
Economically Disadvantaged Students	57	66	48	Met Standard	41.5	59	46	Met Standard
Students with Disabilities	44	63.5	43	**	34	39	45	**
English Learners	*	70	52	**	*	55	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

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2018-2019

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

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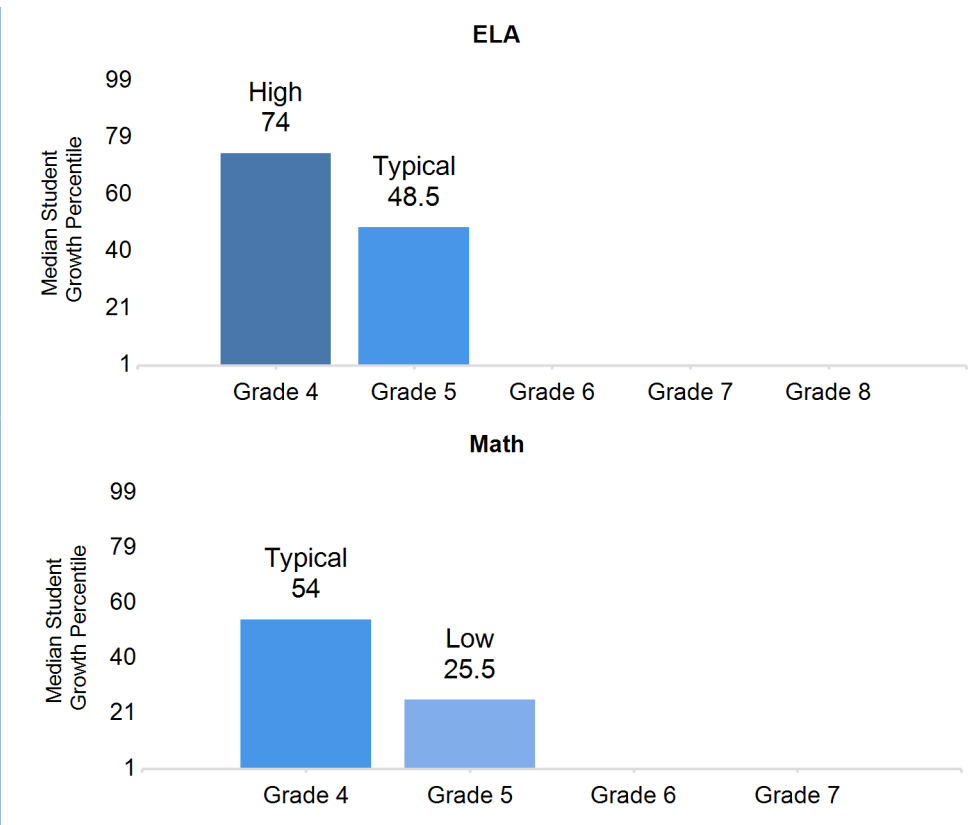
Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math
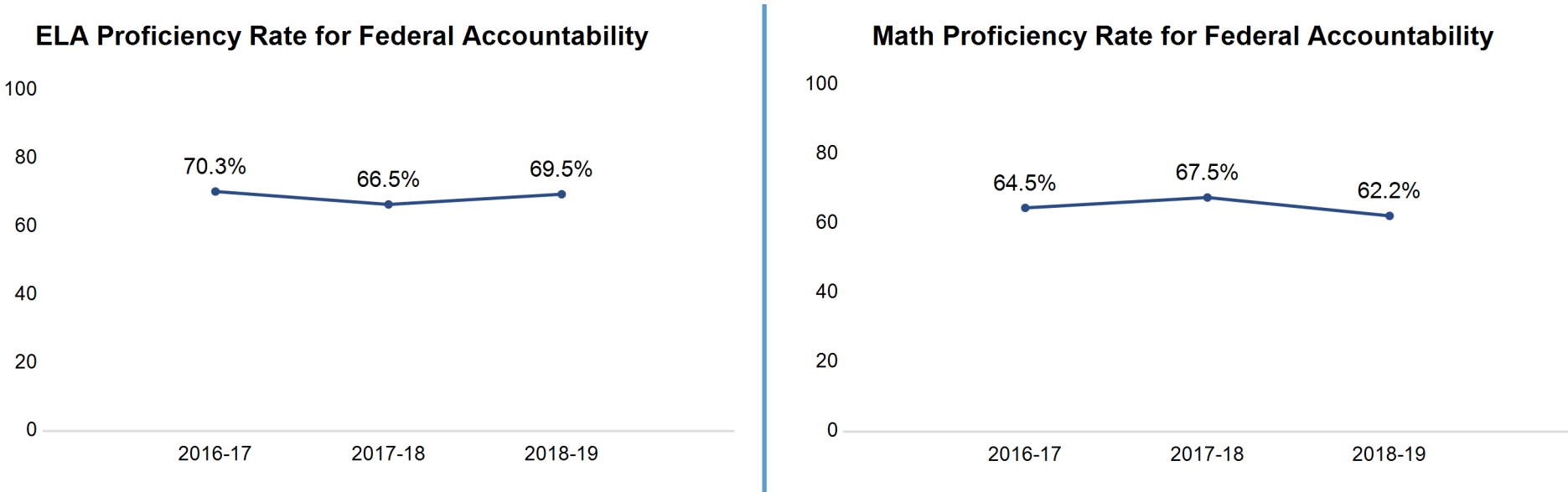
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NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 70.3%
- 2017-18: 66.5%
- 2018-19: 69.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 64.5%
- 2017-18: 67.5%
- 2018-19: 62.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	97.7%	99.4%	99.4%	97.8%	99.4%
Proficiency Rate for Federal Accountability	70.3%	66.5%	69.5%	64.5%	67.5%	62.2%
Annual Target	66.7%	67.4%	68.1%	69.1%	69.7%	70.2%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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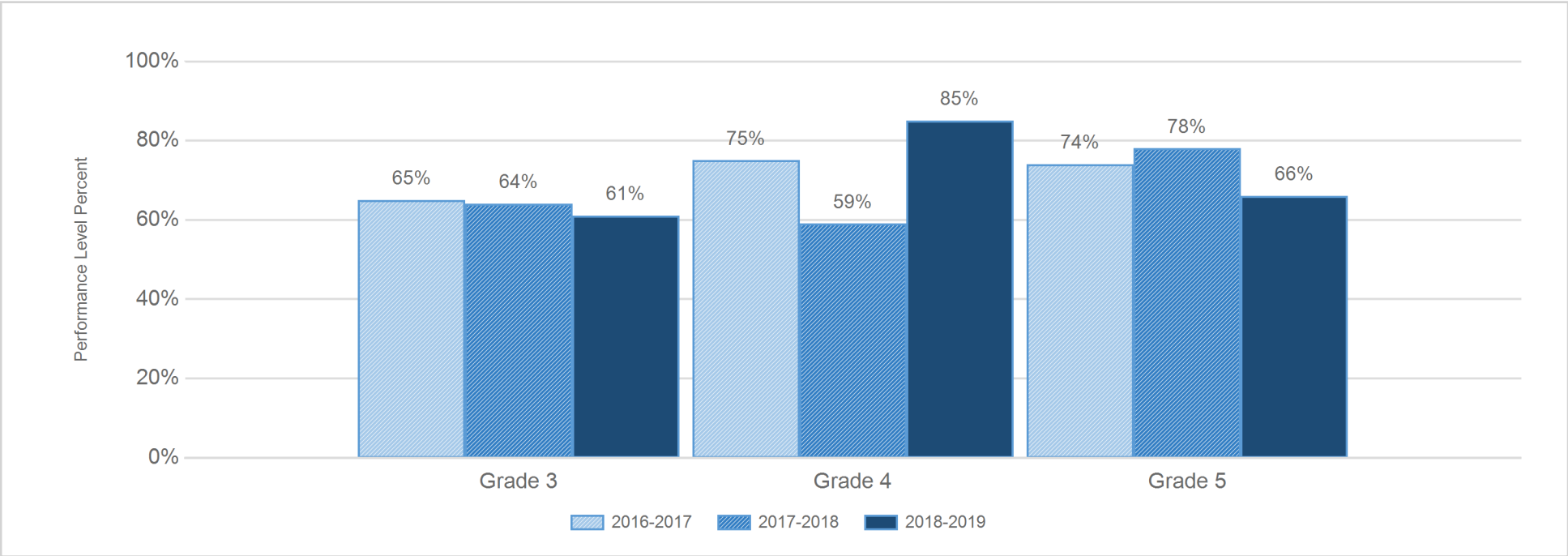
NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	164	99.4	69.5	73.4	57.9	69.5	68.1	Met Target
White	43	97.8	62.8	75.8	66.9	62.8	68.7	Met Target†
Hispanic	74	100.0	67.6	70.9	43.9	67.6	63.7	Met Target
Black or African American	*	*	*	67.7	38.5	*	68	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.7	91.5	82.9	91.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	88	100.0	78.4	80.6	64.8	78.4		
Male	76	98.7	59.2	66.5	51.3	59.2		
Economically Disadvantaged Students	86	98.9	69.8	74.7	40.0	69.8	64.8	Met Target
Non-Economically Disadvantaged Students	78	100.0	69.2	71.9	67.9	69.2		
Students with Disabilities	28	96.7	32.1	33.2	22.7	32.1	28.6	Met Target
Students without Disabilities	136	100.0	77.2	80.8	65.1	77.2		
English Learners	15	100.0	66.7	55.8	29.3	66.7	**	**
Non-English Learners	149	99.4	69.8	75.0	60.6	69.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	65%	64%	61%
Grade 4	75%	59%	85%
Grade 5	74%	78%	66%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

Report Key:

 * Data is not displayed in order to protect student privacy

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N No Data is available to display

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

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	54	760	767	748	*	*	19%	*	*	61%	50%
White	16	753	*	757	0%	*	*	*	*	50%	60%
Hispanic	22	758	765	734	*	*	*	*	*	59%	36%
Black or African American	*	*	766	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	27	773	775	753	*	*	*	*	*	70%	55%
Male	27	746	758	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	32	765	766	731	*	*	*	*	*	66%	33%
Non-Economically Disadvantaged Students	22	752	768	759	*	*	*	*	*	55%	61%
Students with Disabilities	12	715	722	719	*	*	*	*	*	17%	24%
Students without Disabilities	42	772	773	754	*	*	*	*	*	74%	56%
English Learners	*	*	749	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	778	769	755	0%	*	*	51%	34%	85%	57%
White	13	788	773	763	0%	0%	*	*	*	92%	67%
Hispanic	25	765	765	743	0%	*	*	*	*	80%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	797	792	779	0%	0%	*	*	*	91%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	33	779	773	760	0%	*	*	*	*	85%	62%
Male	20	776	765	750	0%	*	*	*	*	85%	53%
Economically Disadvantaged Students	22	779	*	740	0%	*	*	*	*	91%	40%
Non-Economically Disadvantaged Students	31	777	*	765	0%	*	*	*	*	81%	69%
Students with Disabilities	*	*	742	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	756	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

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

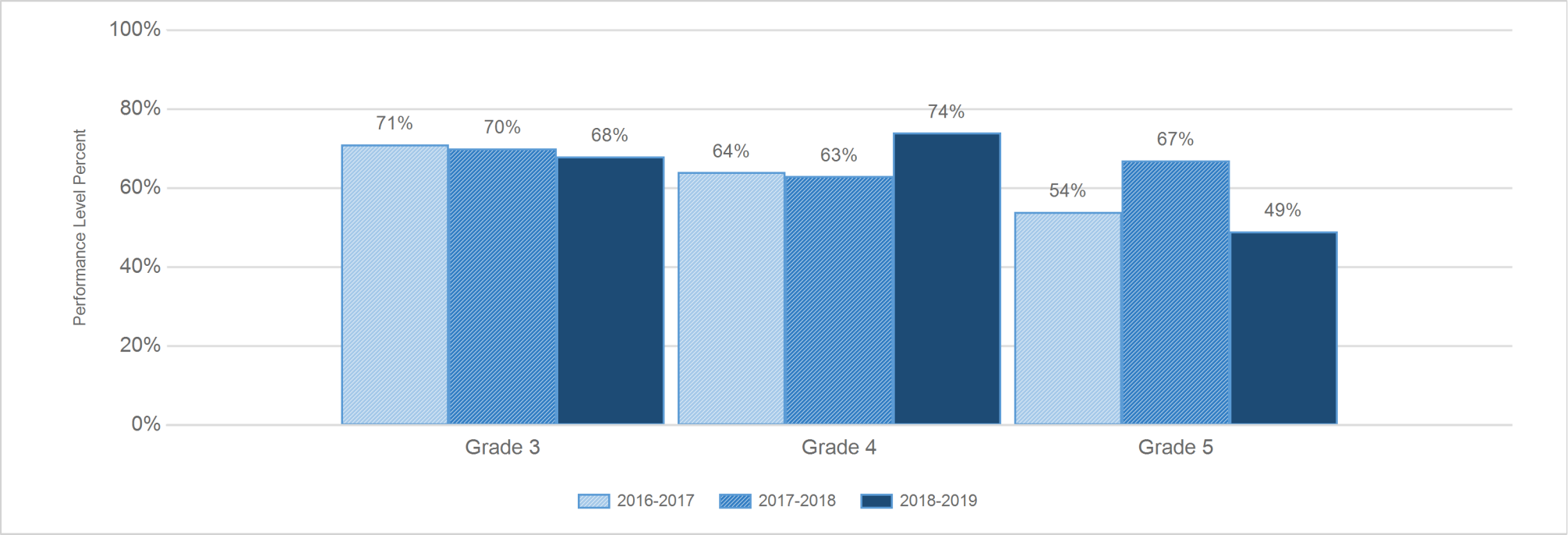| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	759	757	756	*	*	17%	*	*	66%	58%
White	15	750	*	764	*	*	*	*	*	47%	68%
Hispanic	31	757	*	743	0%	*	*	*	*	68%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	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	32	765	764	761	*	*	*	*	*	81%	64%
Male	32	752	749	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	37	756	754	740	*	*	*	*	*	65%	39%
Non-Economically Disadvantaged Students	27	763	760	766	*	*	*	*	*	67%	69%
Students with Disabilities	11	731	726	724	*	*	*	*	*	36%	23%
Students without Disabilities	53	764	764	762	*	*	*	*	*	72%	65%
English Learners	*	*	729	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

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

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	164	99.4	62.2	50.2	44.5	62.2	70.2	Not Met
White	43	97.8	62.8	57.0	54.1	62.8	63	Met Target†
Hispanic	74	100.0	50.0	45.3	28.8	50.0	71.2	Not Met
Black or African American	*	*	*	43.5	23.0	*	68	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.7	72.9	76.5	91.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	88	100.0	64.8	53.7	44.9	64.8		
Male	76	98.7	59.2	46.9	44.2	59.2		
Economically Disadvantaged Students	86	98.9	65.1	50.0	26.3	65.1	69.9	Met Target†
Non-Economically Disadvantaged Students	78	100.0	59.0	50.6	54.9	59.0		
Students with Disabilities	28	96.7	17.9	17.3	17.4	17.9	28.6	Met Target†
Students without Disabilities	136	100.0	71.3	56.2	50.0	71.3		
English Learners	15	100.0	66.7	34.4	25.0	66.7	**	**
Non-English Learners	149	99.4	61.7	51.7	46.5	61.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	762	759	752	*	*	*	47%	21%	68%	55%
White	16	761	*	760	*	*	*	*	*	63%	66%
Hispanic	21	758	757	739	*	*	*	*	*	62%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	26	768	763	751	*	*	*	*	*	73%	54%
Male	27	757	755	752	*	*	*	*	*	63%	56%
Economically Disadvantaged Students	31	763	756	737	*	*	*	*	*	77%	37%
Non-Economically Disadvantaged Students	22	761	763	761	*	*	*	*	*	55%	67%
Students with Disabilities	12	714	724	731	*	*	*	*	*	17%	31%
Students without Disabilities	41	776	764	756	*	*	*	*	*	83%	60%
English Learners	*	*	759	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

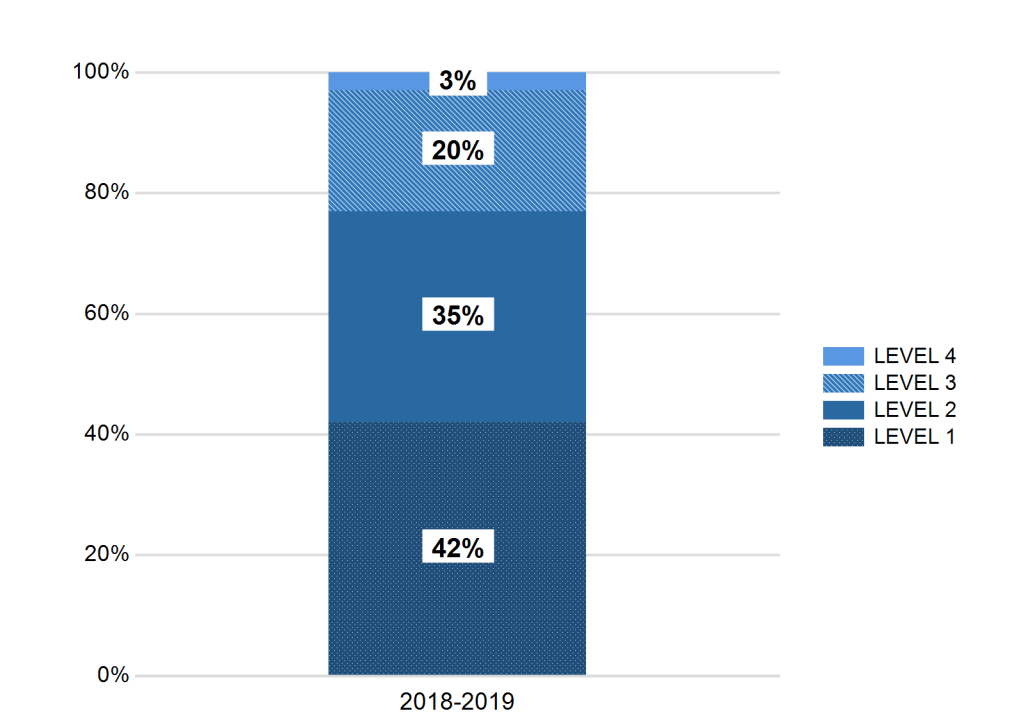| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	769	757	749	0%	*	25%	*	*	74%	51%
White	13	770	761	757	0%	0%	*	*	*	77%	62%
Hispanic	25	758	753	737	0%	*	*	*	*	60%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	11	792	784	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	33	768	759	749	0%	*	*	*	*	70%	50%
Male	20	771	756	749	0%	*	*	*	*	80%	52%
Economically Disadvantaged Students	22	771	*	734	0%	*	*	*	*	82%	32%
Non-Economically Disadvantaged Students	31	768	*	759	0%	*	*	*	*	68%	63%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	738	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	746	741	747	*	17%	30%	*	*	49%	47%
White	15	741	752	755	*	*	*	*	*	47%	58%
Hispanic	30	743	*	735	*	*	40%	*	*	37%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	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	32	745	744	747	*	*	*	*	*	56%	47%
Male	31	747	737	747	*	*	*	*	*	42%	47%
Economically Disadvantaged Students	36	744	737	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	27	748	745	757	*	*	*	*	*	52%	59%
Students with Disabilities	11	723	716	725	*	*	*	*	*	*	19%
Students without Disabilities	52	751	746	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	93.3%	**	**

 † 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	19	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	42	35	20	3
White	53	27	20	0
Hispanic	50	34	13	3
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	44	36	17	3
Male	40	33	23	3
Economically Disadvantaged Students	48	28	23	3
Non-Economically Disadvantaged Students	35	46	15	4
Students with Disabilities	86	14	0	0
Students without Disabilities	31	40	25	4
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

NJ SCHOOL PERFORMANCE REPORT

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	9.0	8.9	Not Met
White	7	7.6	8.9	Met
Hispanic	20	13.2	8.9	Not Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	2	4.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	10.0		
Male	12	7.9		
Economically Disadvantaged Students	19	13.5	8.9	Not Met
Students with Disabilities	5	11.1	8.9	Not Met
English Learners	3	11.5	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.

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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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 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.9:1

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2018-2019

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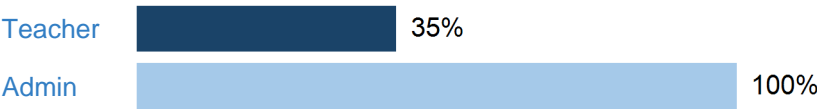
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	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	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	338:1	116:1
Teachers to Administrators	26:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

Hilltop School

(03-2740-065)

Grades Offered: PK-05

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	96.2%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	3.8%	100.0%	51.6%	22.9%	45.1%
White	27.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	47.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   65%
Admin   N/A

Master's Degree

Teacher   35%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.3%	66.5%	69.5%
Math Proficiency	64.5%	67.5%	62.2%
ELA Growth	64	49	60
Math Growth	55	49	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.0%	93.3%
Chronic Absenteeism	9.5%	9.4%	9.0%

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

Highlights:	• 6 Mobile Computer Labs • 1 Hard Wire Computer Lab • Smart Boards in every room
Mission, Vision, Theme:	Hilltop School seeks to provide a well-rounded, safe as well as challenging education that encourages high expectations and success. The use of Technology and updated 21st Century Curriculum Standards, remain a major focus and are the tools that we use to achieve our goals. Our differentiated approach supports all learning levels for all learners. The Hilltop faculty and staff are dedicated and completely committed to making sure every minute counts!
Awards, Recognition, Accomplishments:	2011 National Title I Distinguished School Award

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Courses, Curriculum, Instruction:	EnVision Math, Reading Street, Mentoring Minds, Write Steps, Study Island, NGSS, History Alive, Gifted and Talented, On-line Textbooks/additional resources
Clubs and Activities:	Drama, Dare/Just Say No, LEAD, Yearbook, Homework, STEAM, Gifted and Talented, Safety Patrol, Peer Tutoring, Band

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Before and After School Programs:	Drama, Dare/Just Say No, LEAD, Yearbook, Homework, STEAM, Gifted and Talented, Safety Patrol, Peer Tutoring, Band
Staff and Professional Learning:	PD Days monthly 2 in-service days

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Student Supports and Services:	Part time Guidance, ESL Classes, Special Needs Classes, Extra Help, Peer Tutoring, I&RS Team
Student Health and Wellness:	All the schools in the Lodi School District have a breakfast program serving our population. We provide free health screenings throughout the year. These screenings are as follows: Vision, Dental, and Scoliosis. Our physical education classes are active participants in the Presidential Physical Fitness Program. Additionally, after every lunch session our students participate in recess.
Parent and Community Involvement:	Hilltop School has an active PTA supporting school wide program and events. We meet to plan and organize events throughout the year. Back to School Night, Parent/Teacher conferences and Holiday Programs create the opportunity to interact during the school year. The community organizations such as the Lodi Police Department engage in our school community utilizing the Law Enforcement Against Drugs curriculum. The Lodi Fire Department visits for Fire Prevention Week.

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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.

	Facilities:	School built in 1967, Air-Conditioned - Media Center, Café/Gym, Title I room, Computer Lab,All Offices. Smart Board in every classroom, 6 mobile computer labs, New Field re-done with artificial turf and sod (2014)
	School Safety:	All doors lock from the inside and safety shades were installed on the doors. Badge system for teachers and staff access. School Security Officer stationed at each school for the duration of the day. Safety drills organized and run every month. Security cameras installed in the interior and exterior of all buildings. Specific doors used for the entrance and exiting of school.

NJ SCHOOL PERFORMANCE REPORT

Hilltop School
(03-2740-065)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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.

	Technology and STEM:	STEAM Club, Gifted and Talented STEAM lessons
	Early Childhood Education:	AM and PM 1/2 Day Pre K program

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Lodi High School
(03-2740-050)
Grades Offered: 09-12
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	Bergen
District	Lodi School District
Principal Name	Mr. Frank D Amico
Address	99 PUTNAM STREET LODI, NJ 07644
Phone Number	973-478-6100
Email Address	frank.damico@lodi.k12.nj.us
Website	http://lodi.k12.nj.us/schools/lodi-high-school
Twitter	https://twitter.com/LodiHS_NJ

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	213	211	229
10	222	214	215
11	199	214	209
12	253	209	206
Total	887	848	859

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	47.9%	48.9%
Male	52.2%	52.1%	51.1%
Economically Disadvantaged Students	53.8%	57.6%	53.9%
Students with Disabilities	11.4%	8.0%	8.9%
English Learners	5.4%	7.2%	4.7%
Homeless Students	0.7%	0.4%	0.0%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.9%	25.6%	23.3%
Hispanic	48.6%	55.4%	58.7%
Black or African American	11.6%	9.4%	9.2%
Asian	6.5%	6.6%	6.3%
Native Hawaiian or Pacific Islander	2.6%	2.0%	1.6%
American Indian or Alaska Native	0.3%	0.4%	0.2%
Two or More Races	0.5%	0.7%	0.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	873	836	848
Shared Time Students	25	20	19
Full Time Equivalent	886	846	858

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.

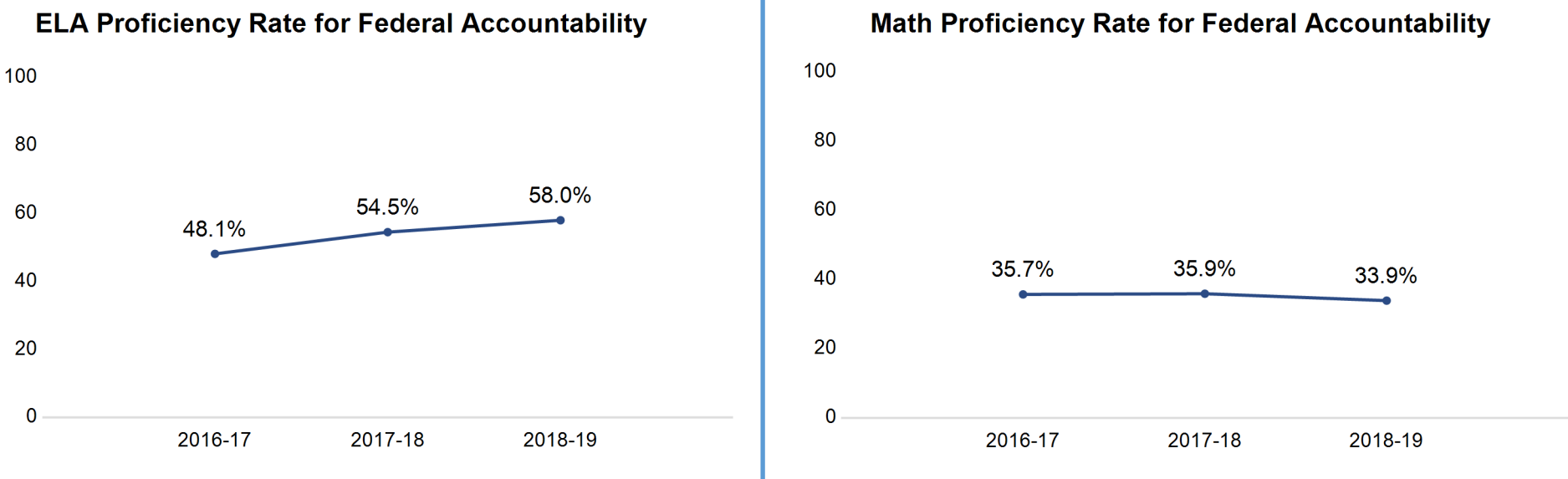| Home Language	% of Students
Spanish	43.3%
English	40.4%
Albanian	2.8%
Tagalog	2.6%
Arabic	2.2%
Other Languages	8.7%

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

Report Key:
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 48.1%
- 2017-18: 54.5%
- 2018-19: 58.0%

Math Proficiency Rate for Federal Accountability

- 2016-17: 35.7%
- 2017-18: 35.9%
- 2018-19: 33.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.1%	97.9%	98.9%	98.7%	97.7%
Proficiency Rate for Federal Accountability	48.1%	54.5%	58.0%	35.7%	35.9%	33.9%
Annual Target	40.5%	42.6%	44.6%	27.9%	30.7%	33.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

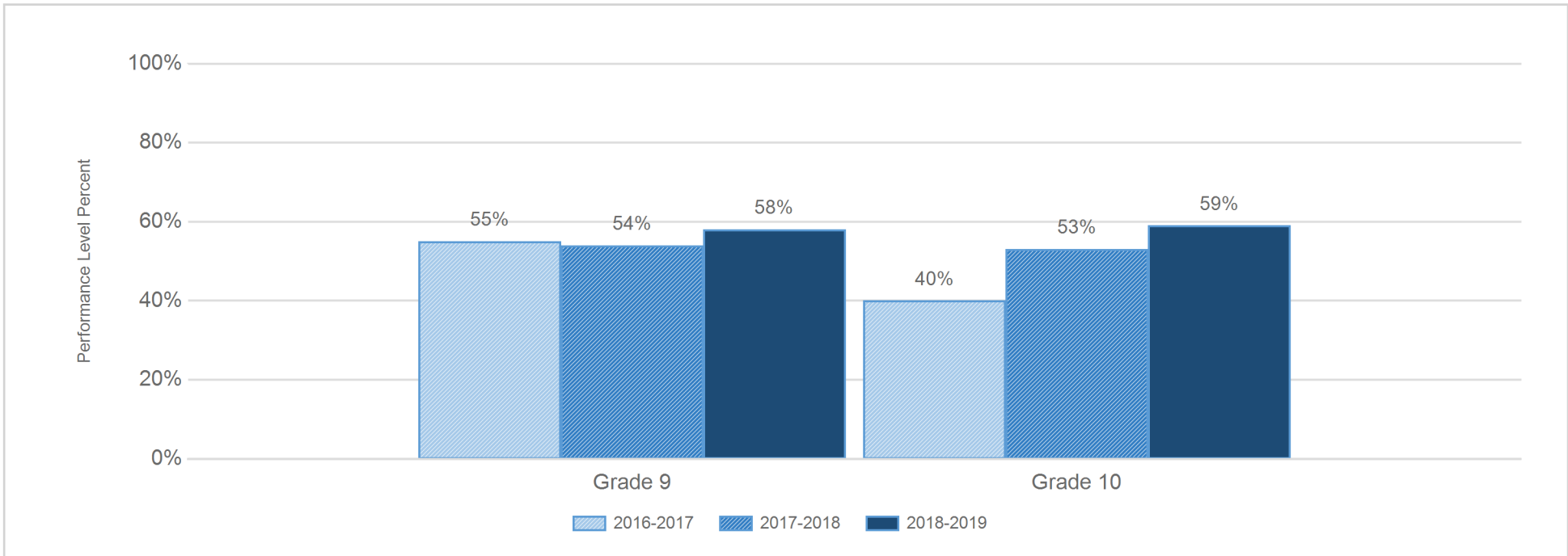† Target was met within a confidence interval.

4

Lodi High School

(03-2740-050)

Grades Offered: 09-12

2018-2019

Report Key:
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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	462	97.9	58.0	73.4	57.9	58.0	44.6	Met Target
White	112	96.7	59.8	75.8	66.9	59.8	51	Met Target
Hispanic	281	98.0	54.4	70.9	43.9	54.4	39.4	Met Target
Black or African American	39	100.0	56.4	67.7	38.5	56.4	36.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	88.0	91.5	82.9	88.0	59.9	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	219	97.4	66.2	80.6	64.8	66.2		
Male	243	98.4	50.6	66.5	51.3	50.6		
Economically Disadvantaged Students	232	97.6	57.8	74.7	40.0	57.8	44	Met Target
Non-Economically Disadvantaged Students	230	98.3	58.3	71.9	67.9	58.3		
Students with Disabilities	73	93.7	11.0	33.2	22.7	10.9	15.1	Met Target†
Students without Disabilities	389	98.8	66.8	80.8	65.1	66.8		
English Learners	35	100.0	25.7	55.8	29.3	25.7	20.1	Met Target
Non-English Learners	427	97.8	60.7	75.0	60.6	60.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 9	55%	54%	58%
Grade 10	40%	53%	59%

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	755	755	753	9%	12%	21%	39%	19%	58%	56%
White	60	760	760	762	*	*	28%	37%	22%	58%	65%
Hispanic	147	752	752	737	10%	13%	22%	39%	16%	56%	40%
Black or African American	21	746	746	732	*	*	*	*	*	52%	33%
Asian, Native Hawaiian, or Pacific Islander	11	781	781	783	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	115	762	762	760	*	*	19%	44%	22%	66%	63%
Male	126	749	749	746	*	*	23%	35%	16%	51%	49%
Economically Disadvantaged Students	114	752	752	734	10%	13%	22%	39%	16%	55%	36%
Non-Economically Disadvantaged Students	127	758	758	762	8%	11%	20%	39%	21%	61%	65%
Students with Disabilities	37	714	714	717	*	*	*	*	*	11%	17%
Students without Disabilities	204	763	763	760	*	*	*	*	*	67%	63%
English Learners	10	720	720	693	*	*	*	*	*	20%	*
Non-English Learners	231	757	757	755	*	*	*	*	*	60%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	756	756	757	12%	11%	18%	38%	21%	59%	58%
White	51	763	763	767	*	*	*	41%	24%	65%	67%
Hispanic	140	750	750	738	13%	13%	21%	36%	17%	54%	43%
Black or African American	19	753	753	733	*	*	*	*	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	107	762	762	766	*	*	16%	44%	22%	66%	66%
Male	120	750	750	749	*	*	20%	33%	19%	53%	51%
Economically Disadvantaged Students	125	758	758	735	11%	10%	20%	34%	24%	58%	40%
Non-Economically Disadvantaged Students	102	754	754	767	13%	12%	16%	43%	17%	60%	67%
Students with Disabilities	30	703	703	711	50%	*	*	*	*	13%	19%
Students without Disabilities	197	764	764	765	6%	*	*	*	*	66%	65%
English Learners	11	726	726	687	*	*	*	*	*	27%	*
Non-English Learners	216	757	757	760	*	*	*	*	*	61%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Lodi High School

(03-2740-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	457	97.7	33.9	50.2	44.5	33.9	33.4	Met Target
White	108	97.4	38.9	57.0	54.1	38.9	38	Met Target
Hispanic	279	97.3	30.1	45.3	28.8	30.1	28.9	Met Target
Black or African American	40	100.0	25.0	43.5	23.0	25.0	26.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	60.0	72.9	76.5	60.0	49.1	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	216	96.5	36.1	53.7	44.9	36.1		
Male	241	98.8	32.0	46.9	44.2	32.0		
Economically Disadvantaged Students	231	97.9	34.6	50.0	26.3	34.6	32.1	Met Target
Non-Economically Disadvantaged Students	226	97.5	33.2	50.6	54.9	33.2		
Students with Disabilities	69	94.7	*	17.3	17.4	*	15.1	Not Met
Students without Disabilities	388	98.3	*	56.2	50.0	*		
English Learners	35	100.0	22.9	34.4	25.0	22.9	32.2	Met Target†
Non-English Learners	422	97.5	34.8	51.7	46.5	34.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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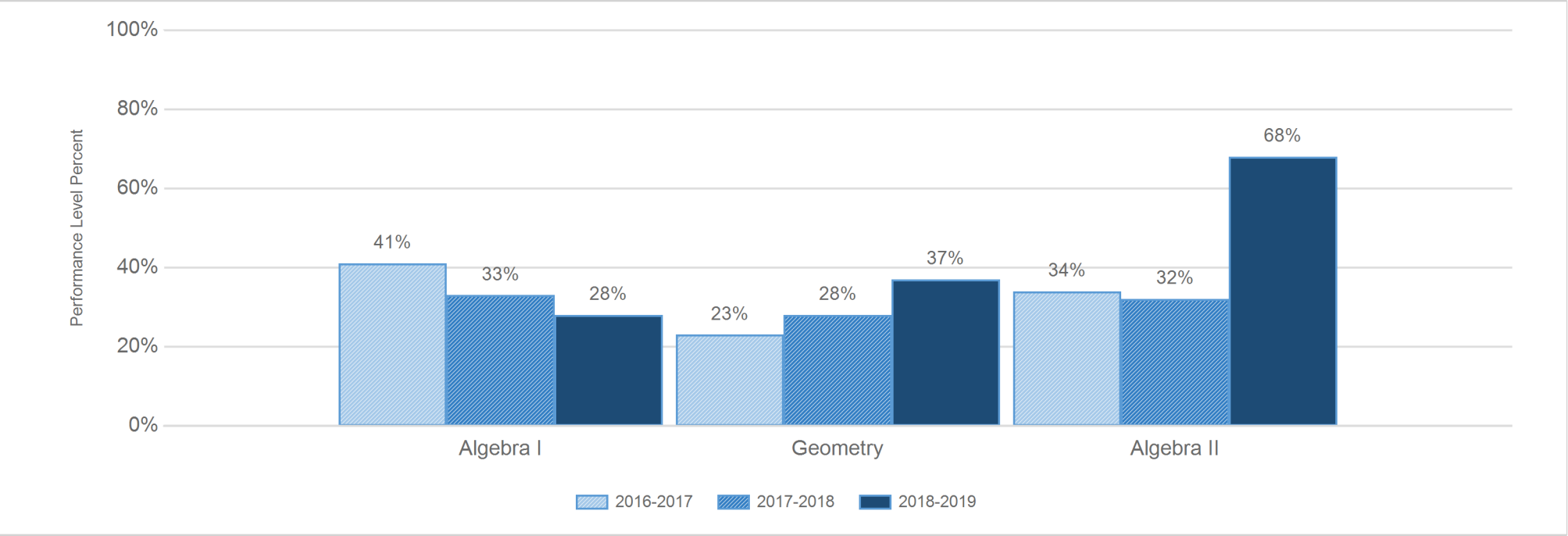
NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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

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

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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	222	732	741	744	14%	31%	27%	28%	0%	28%	42%
White	49	735	743	752	*	35%	*	35%	0%	35%	53%
Hispanic	143	731	738	728	15%	29%	28%	27%	0%	27%	24%
Black or African American	*	*	725	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	103	736	746	745	10%	29%	31%	30%	0%	30%	44%
Male	119	728	735	743	17%	32%	24%	27%	0%	27%	41%
Economically Disadvantaged Students	111	735	745	727	12%	29%	28%	32%	0%	32%	23%
Non-Economically Disadvantaged Students	111	729	736	752	15%	32%	27%	25%	0%	25%	52%
Students with Disabilities	42	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	180	738	747	748	*	*	*	*	*	*	47%
English Learners	10	725	*	710	*	*	*	*	*	20%	*
Non-English Learners	212	732	*	745	*	*	*	*	*	29%	*
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%

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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	219	739	739	737	5%	24%	34%	*	*	37%	35%
White	49	744	744	743	0%	20%	39%	*	*	41%	43%
Hispanic	134	736	736	724	*	29%	34%	*	*	31%	17%
Black or African American	18	727	727	720	*	*	*	*	*	28%	14%
Asian, Native Hawaiian, or Pacific Islander	13	758	758	762	0%	0%	*	*	*	69%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	106	742	742	738	*	24%	36%	*	*	39%	36%
Male	113	736	736	736	*	25%	33%	*	*	35%	34%
Economically Disadvantaged Students	116	738	738	722	*	24%	35%	*	*	35%	16%
Non-Economically Disadvantaged Students	103	739	739	743	*	24%	33%	*	*	38%	43%
Students with Disabilities	21	717	717	712	*	67%	*	*	*	10%	*
Students without Disabilities	198	741	741	741	*	20%	*	*	*	39%	*
English Learners	11	725	725	708	*	*	*	*	*	27%	*
Non-English Learners	208	739	739	738	*	*	*	*	*	37%	*
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%

Lodi High School
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Mathematics Assessment - Performance by Test: Algebra II

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

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	22	752	752	755	*	*	*	*	*	68%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	10	760	760	752	*	*	*	*	*	80%	55%
Male	12	745	745	758	*	*	*	*	*	58%	62%
Economically Disadvantaged Students	11	750	750	729	*	*	*	*	*	55%	32%
Non-Economically Disadvantaged Students	11	754	754	761	*	*	*	*	*	82%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	22	752	752	756	*	*	*	*	*	68%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	22	752	752	755	*	*	*	*	*	68%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.4%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	77.3%	22.7%
3-4	14	*	*
5 or more	*	*	*

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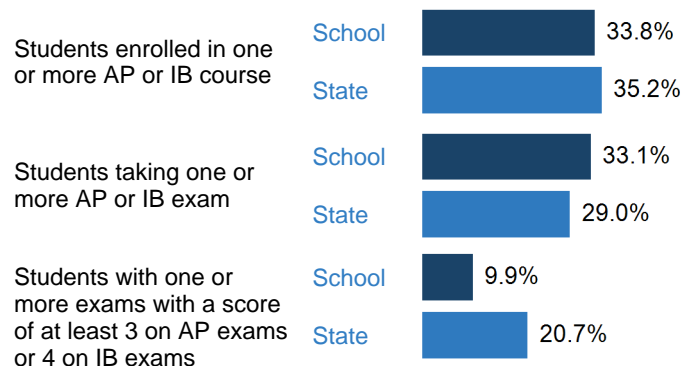(03-2740-050)
Grades Offered: 09-12
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
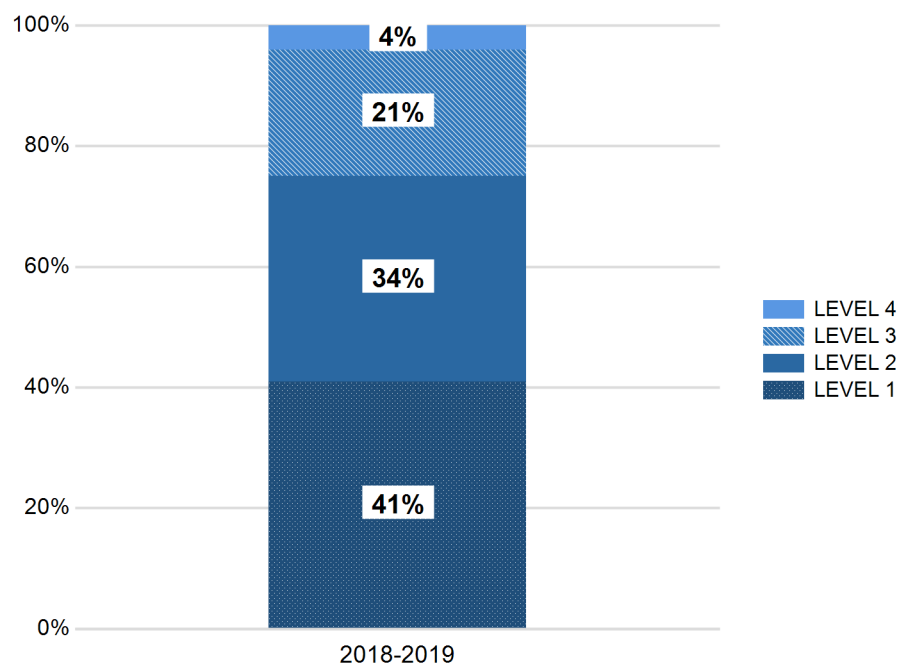
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	34	21	4
White	36	38	20	6
Hispanic	45	34	18	2
Black or African American	52	24	19	5
Asian, Native Hawaiian, or Pacific Islander	16	26	47	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	37	31	26	6
Male	46	37	16	2
Economically Disadvantaged Students	44	34	20	2
Non-Economically Disadvantaged Students	38	34	22	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	73.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	441	476	Grade 10: 430 Grade 11: 460	51%	61%
PSAT 10/NMSQT - Math	433	477	Grade 10: 480 Grade 11: 510	25%	43%
SAT - Reading and Writing	494	539	480	54%	70%
SAT - Math	491	541	530	30%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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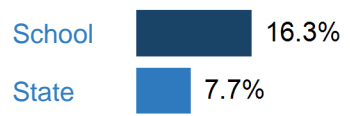Grades Offered: 09-12
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
School 33.8%
State 35.2%

Students taking one or more AP or IB exam
School 33.1%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 9.9%
State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
School *
State 19.0%
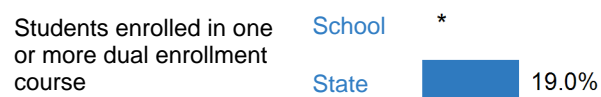
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	37	34
AP Calculus AB	17	16
AP Calculus BC	0	1
AP Chemistry	21	20
AP Chinese Language and Culture	0	1
AP Computer Science Principles	0	1
AP English Language and Composition	9	9
AP English Literature and Composition	11	11
AP Environmental Science	8	8
AP European History	0	1
AP French Language and Culture	2	2
AP Physics 1	16	15
AP Psychology	43	44
AP Spanish Language	6	6
AP Statistics	21	22
AP Studio Art—Drawing Portfolio	4	4

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	9	8
AP U.S. History	86	53
Total Exams taken		256
Exams with scores of at least 3 on AP exams or 4 on IB exams		64

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

Career and Technical Education Participation

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

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

School	16.3%
State	7.7%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)
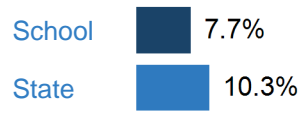
School	7.7%
State	10.3%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School	2.8%
State	3.3%

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	16.3%	7.7%	7.7%	10.3%
White	10.5%	9.0%	6.1%	9.6%
Hispanic	19.5%	6.7%	10.3%	11.3%
Black or African American	16.6%	14.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	14.5%	6.3%	7.3%	10.6%
Male	18.0%	9.0%	8.0%	10.1%
Economically Disadvantaged Students	17.1%	8.1%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%
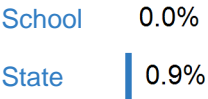
Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Information Technology	197		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	215	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	130	30	0	0	0	0	160
10	5	191	22	0	0	0	208
11	1	10	168	30	0	9	164
12	0	6	16	51	17	12	59
Total	136	237	206	81	17	21	591
Enrolled in AP/IB Course					17	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	218	0	0	5	0	38
10	13	29	0	2	0	98
11	18	131	0	50	4	97
12	28	7	0	31	12	8
Total	277	167	0	88	16	241
Enrolled in AP/IB Course	37	21		8	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	108	0	0	1	0	0
10	3	206	0	0	0	0
11	3	209	0	28	6	0
12	1	31	0	61	11	9
Total	115	446	0	90	17	9
Enrolled in AP/IB Course	0	86	0	43		9
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	86	23	0	0	0	0	0
10	129	39	0	0	0	0	0
11	35	23	0	0	0	0	0
12	10	3	0	0	0	0	0
Total	260	88	0	0	0	0	0
Enrolled in AP/IB Course	6	2	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	63	29	0	0	0	0	0

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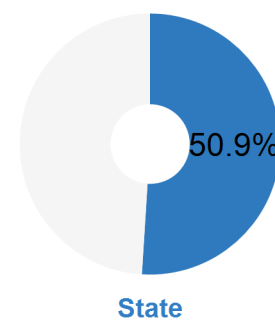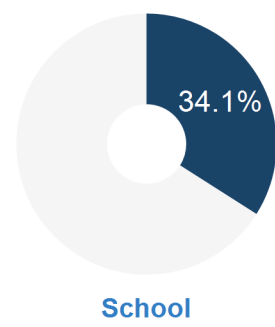Grades Offered: 09-12
2018-2019

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	0	0	0	0	5	0
11	10	0	0	0	22	0
12	13	0	0	0	12	0
Total	23	0	0	0	39	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

25

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

34.1% — **School**

50.9% — **State**

Students enrolled in one or more classes by discipline:

MUSIC
School 6.4%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.0%
State 3.9%

VISUAL ARTS
School 27.9%
State 32.9%

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

- Cohort 2017: 95.4%
- Cohort 2018: 90.5%
- Cohort 2019: 91.9%

5-Year Graduation Rate Trends
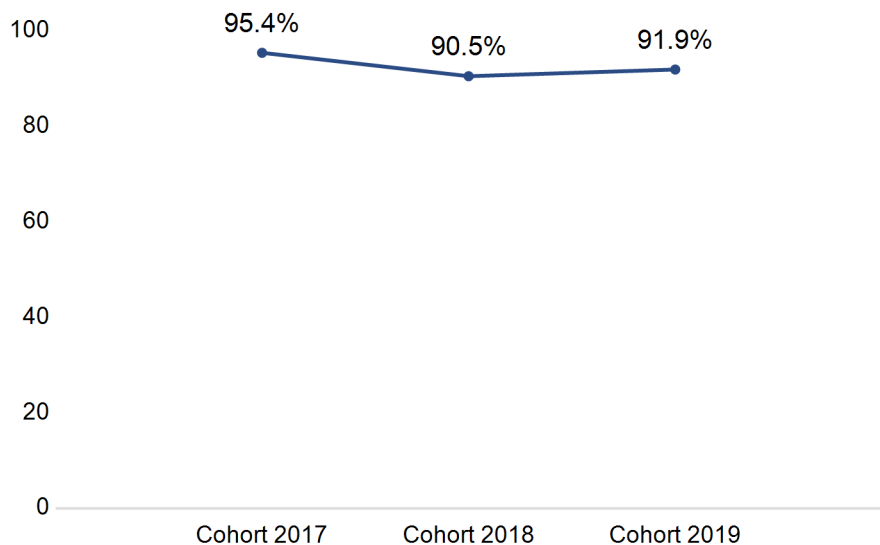
- Cohort 2016: 92.3%
- Cohort 2017: 95.8%
- Cohort 2018: 93.1%
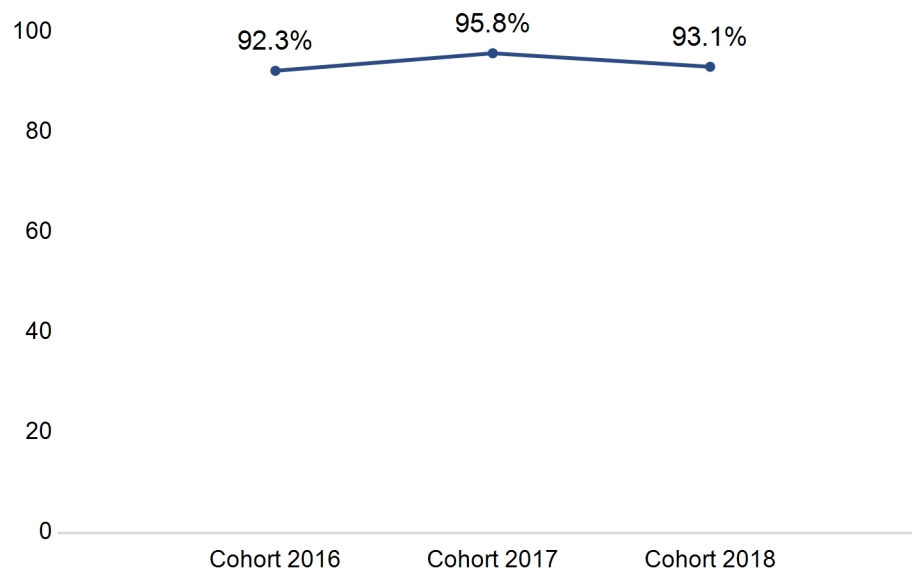
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.4%	90.5%	91.9%	92.3%	95.8%	93.1%
Annual Target	N	93.9%		89.8%	N	
Met Annual Target?	Met Goal	Not Met		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
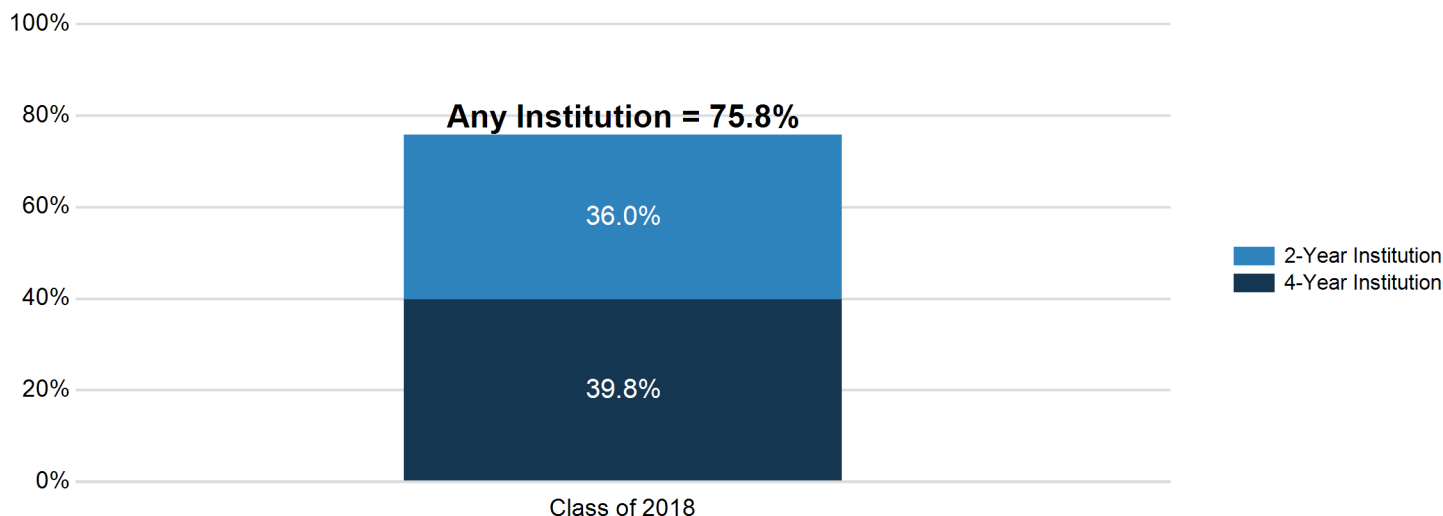(03-2740-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.9%	90.6%	93.1%	92.5%	90.5%	93.9%	Not Met	95.8%	N	Met Goal
White	93.8%	94.9%	91.8%	95.9%	90.4%	92.8%	Not Met	97.8%	N	Met Goal
Hispanic	92.6%	84.5%	94.4%	87.3%	91.7%	94.9%	Not Met	94.7%	92.1%	Met Target
Black or African American	76.9%	83.3%	85.7%	87.1%	81.0%	95.0%	Not Met	94.1%	85.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	96.2%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	93.5%	92.8%	94.1%	94.4%	93.0%			97.7%		
Male	90.7%	88.5%	92.4%	90.8%	88.5%			94.2%		
Economically Disadvantaged Students	92.5%	84.0%	92.5%	87.3%	90.3%	93.9%	Not Met	95.5%	N	Met Goal
Students with Disabilities	81.1%	79.2%	81.5%	83.8%	69.2%	80.8%	Not Met	95.5%	N	Met Goal
English Learners	100.0%	75.4%	94.1%	80.1%	88.2%	**	**	93.8%	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	78.3%	59.4%
Substitute Competency Test	13.4%	25.3%
Portfolio Appeals Process	0.9%	5.5%
Alternate Requirements specified in IEP	7.4%	9.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 75.8%

- 2-Year Institution: 36.0%
- 4-Year Institution: 39.8%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	36.0%
% Enrolled in 4-Year Institution	39.8%
% Enrolled in Any Postsecondary Institution	75.8%

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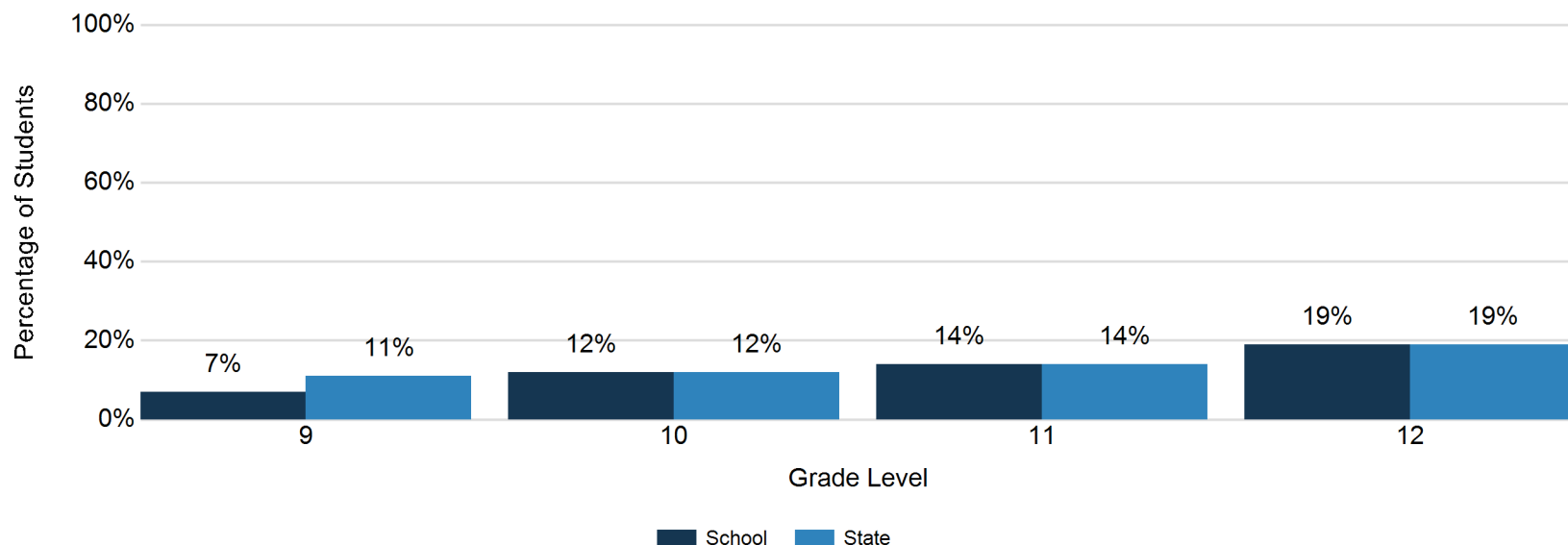
Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.5%	38.2%	61.8%
White	69.4%	34.9%	65.1%
Hispanic	57.9%	40.9%	59.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.8%	39.1%	60.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.5%	28.8%	71.2%
Students with Disabilities	41.2%	78.6%	21.4%
English Learners	31.3%	80%	20%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	75.8%	47.5%	52.5%	85.6%	14.4%	89.4%	10.6%
White	73%	46.3%	53.7%	85.2%	14.8%	88.9%	11.1%
Hispanic	78.2%	54.4%	45.6%	84.8%	15.2%	93.7%	6.3%
Black or African American	68.8%	27.3%	72.7%	72.7%	27.3%	81.8%	18.2%
Asian, Native Hawaiian, or Pacific Islander	94.1%	31.3%	68.8%	100%	0%	75%	25%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.4%	50.6%	49.4%	83.5%	16.5%	89.4%	10.6%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	65.2%	93.3%	6.7%	100%	0%	100%	0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	118	12.8	14.2	Met
White	34	15.0	14.2	Not Met
Hispanic	73	13.5	14.2	Met
Black or African American	9	11.3	14.2	Met
Asian, Native Hawaiian, or Pacific	2	2.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	50	11.2		
Male	68	14.3		
Economically Disadvantaged Students	59	12.4	14.2	Met
Students with Disabilities	32	23.5	14.2	Not Met
English Learners	1	2.3	14.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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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)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.58

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	66	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	62.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	95:1	116:1
Teachers to Administrators	7:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	63.6%	44.4%	48.4%	77.1%	54.9%
Male	51.1%	36.4%	55.6%	51.6%	22.9%	45.1%
White	23.3%	86.4%	88.9%	42.4%	83.6%	77.4%
Hispanic	58.7%	7.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.2%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	4.5%	11.1%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 44%
Admin N/A

Master's Degree

Teacher 56%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	54.5%	58.0%
Math Proficiency	35.7%	35.9%	33.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.4%	90.5%	91.9%
5-Year Graduation Rate†	92.3%	95.8%	93.1%
Progress toward English Language Proficiency		40.5%	48.4%
Chronic Absenteeism	21.0%	18.2%	12.8%

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lodi High School
(03-2740-050)
Grades Offered: 09-12
2018-2019

School Narrative

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

Highlights:	• LHS provides students with a comprehensive HS program designed to prepare them for their post-secondary education. LHS offers 15 AP Courses as well as other opportunities to earn college credit. • Students are provided a wide variety of opportunities to participate in clubs and on interscholastic athletic teams to pursue their extra-curricular interests. • Our College and Career Awareness Campaign provides all students with opportunities to explore their future interests.
Mission, Vision, Theme:	Lodi High School provides a safe and supportive environment which supports the social, emotional and physical development and engagement of all students. We are committed to focusing on high expectations, individual academic success and responsibility. Students are respected members of our community who are challenged to act ethically, think critically and make good decisions. We offer a rigorous curriculum which enables all students to reach their full potential.
Awards, Recognition, Accomplishments:	Student performance on NJSLA Assessments continued to increase in most areas with consistent achievement at or above the state average. The High School Graduation rate was above 90% for the fifth consecutive year. Many students participate in Advanced Placement Courses and take at least one AP Exam with the opportunity to earn college credit. Students have been accepted to very selective Colleges and Universities including Massachusetts Institute of Technology, Princeton, Georgetown, Tufts, Boston College and Stevens Institute of Technology.

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Courses, Curriculum, Instruction:	LHS offers a variety of Advanced Courses and programs for our gifted and talented students including 15 AP Courses, the Anatomy and Physiology Summer Program, The Felician University/Lodi High School Academy of Research and Advanced Academics and the Junior Academy for gifted 8th grade students. An increased focus on reading and writing across all curricular areas has been a priority for preparing students for success in college and 21st century careers. We are adding courses in Engineering and Construction Technology in 2019-2020 as part of an increased focus on STEM related course offerings.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed) Through their participation in Athletic Programs at Lodi High School, our students are provided with meaningful opportunities to develop critical leadership skills such as teamwork, sportsmanship, and time management. Sports offered at Lodi High School include: Baseball, Basketball, Cheerleading, Football, Soccer, Softball, Track and Field, Volleyball, Wrestling, and Intramural Strength and Conditioning.
Clubs and Activities:	Lodi High School offers a wide array of clubs and activities which provides students with several opportunities to pursue their interests while becoming involved with the school community. Clubs provide opportunities in Performing Arts, Academics, Technology, Volunteer Community Service, Student Government and Medicine. Examples of some ECAs offered to LHS Students include: Pre-Med Club, National Honor Society, Rocket Club, Rampage (Online, Student Newspaper), Interact Club and Key Club.

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Before and After School Programs:	We offer Saturday instruction providing students with tutoring by certified Math and Language Arts teachers. LHS also offers a before school and after school homework club providing tutoring and assistance. An after school writing program is offered to assist students with writing assignments throughout the curriculum as well as assisting them with essays for their college entrance and scholarship applications. Summer programs provide supplemental instruction in Math and Language Arts. Our summer Anatomy and Physiology Course supplements instruction for advanced students who plan on pursuing medical careers.
Staff and Professional Learning:	Lodi High School is committed to providing our Staff with high quality professional learning opportunities. New teachers are provided with a summer orientation program as well as a first year mentoring program which provides them with rich opportunities to develop effective instructional practices. Professional Development days and after school PD Meetings provide teachers with the opportunity to collaborate with their peers in Professional Learning Communities to revise and develop curriculum and share best practices for implementing highly effective instructional strategies. Our Educational Technology Committee researches and experiments with new educational technology applications and provides turnkey training to the instructional staff.
Postsecondary Information:	At LHS we offer a variety of programs to support the college process such as college admissions counselor information sessions, EOF Advisory Panel, ELL College Parent Night, Senior Parent College Night, College Kick Off Week, National College Decision Day, NJ Stars Information Session, Instant Decision Days, FAFSA Day, Alumni Panel and Career Week. In addition, all students in grades 9-11 take the PSAT NMSQT at no expense to the student. Post-graduate plans include the following: 2 Yr. College 30%, 4?Yr. College 60%, Career Education, Military and Employment 10%. Recent graduates have been accepted to Princeton, Georgetown, Boston College, Massachusetts Institute of Technology, Georgetown, Stevens Institute of Technology and other highly selective and prestigious post-secondary institutions. Several students in the top 15% of the senior class participate in the NJ Stars Program which affords them the opportunity to attend Bergen Community College at no expense.

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Student Supports and Services:	Lodi High School provides a Comprehensive Program which provides a wide array of support services to meet the diverse needs of all students. Our programs include support services for Special Education Students, students with 504 plans and English Language Learners. Our school counseling program provides supports and services which address our students' academic, social emotional, and mental health needs. School counselors provide students with a wide variety of post-secondary planning events and individual counseling sessions to assist them in developing and pursuing their individual post-secondary plans. Our Intervention and Referral Services Team provides our teaching staff with support and guidance to develop high quality I&RS plans which are designed to assist students who are experiencing difficulties. The School Counseling Department provides group counseling sessions on topics such as transitioning for new transfer students and post-secondary transitioning for HS seniors.
Student Health and Wellness:	Lodi High School is committed to providing a comprehensive Health and Wellness program to our students. A Driving Safety Program was instituted in collaboration with Hackensack University Medical Center. Students participated in hands only CPR curriculum through Health Courses. Several substance abuse prevention programs are offered by the SAC in collaboration with the Bergen County Sheriff's Department. Our Respect Crew runs events to promote a collaborative school climate. In collaboration with Care Plus we have added a Licensed Clinical Social worker to provide social emotional counseling to our at-risk student population.
Parent and Community Involvement:	The Genesis Parent Portal provides parents with timely information regarding their student's grades, attendance and conduct. ESL courses are offered to our students' parents in collaboration with Bergen County Technical Schools. Parents are invited to attend PTA Back to School Night and Holiday Programs. A senior Parent College Planning Night and an ELL Parent College Night is offered through our School Counseling Department. Our Student Resource Officer provides a mandatory Pre-Prom Safety Meeting for all parents. Students participate in a Thanksgiving Food drive and a Holiday Toy Drive. LHS conducts a Scholarship Night where students receive scholarships from Local Businesses and other Community Organizations. Our Care Plus Counselor provides parent workshops to help assist parents understand the mental health needs of their children.

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	Facilities:	The facilities at LHS help to create a strong learning environment for all students. The halls are decorated with orange and blue motivational quotes and statements which are directly related to our school's core values. This creates a sense of school spirit and high expectations for academic achievement and personal growth. Our modern classrooms are equipped with Interactive Smartboards or Promethean panels, high speed hard wired and wireless internet access with access to chrome book carts. Our Media Center has three computer labs, a College and Career Center, and Writing Center. Our athletic facilities include an oversized gymnasium, state of the art Turf Athletic Field, Wrestling/Auxiliary Gymnasium, a recently renovated Athletic Trainer's Facility, and newly equipped weight room. This summer's facility projects included the construction of a state of the art Engineering/Construction Technology Lab and a renovation of a Science Lab to create a dual purpose Bio/Chemistry Lab.
	School Safety:	Lodi High School has a Comprehensive School Safety program. The school is monitored by our School Resource Officer and two School Safety Officers. Additional monitoring is provided through an indoor/outdoor security camera system. We conduct monthly School Security Drills to ensure that all students and staff are trained in how to respond to school security events. In the 2018-2019 school year we conducted a physical security review with the Lodi Police Department, the Bergen County Prosecutor's Office, and the Bergen County Swat Team. As a result of this meeting, we identified best practices as well as discussed recommendations for strengthening our procedures and plans. As part of a district initiative, all school staff were provided the opportunity to participate in Stop the Bleed Training and schools were equipped with Bleeding Control Kits to enhance our ability to respond to a bleeding emergency.

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Technology and STEM:	All classrooms at Lodi High School are equipped with Interactive Smart Boards or Promethean Panels. There are 8 computer labs and over 20 Chromebook carts which are used to infuse technology throughout the educational program at Lodi High School. Teachers have implemented Google Classrooms to provide students with rich opportunities to use technology throughout their learning process. Students will have the opportunity to participate in several new STEM Courses in Engineering and Construction Technology which have been added to the HS program. With the addition of a new Engineering and Construction Technology Lab at Lodi High School students will have access to state of the art technology, facilities, and equipment to pursue their interest in STEM related post-secondary programs and careers. We have also renovated one of our Science Labs to create a state of the art Bio/Chemistry Lab to support the educational goals of our Science Department.

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Other Information

Lodi High School is a progressive high school offering a supportive and safe environment where students can excel. A professional faculty of 92 teachers and support staff dedicate themselves to providing rigorous instruction in academics, the arts, athletics and extra-curricular activities stressing the development of the whole child academically, socially and emotionally. The school meets the needs of a diverse population of approximately 900 students from more than 30 countries speaking more than 18 home languages. LHS has an extensive offering of Advanced Placement, Honors, College Prep, English as a Second Language and Special Education courses allowing students to pursue areas of academic interest to the highest levels. Upon graduation, students are ready to meet the challenges of college, business, the global marketplace, the military or vocational training.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mr. Michael Cardone
Address	435 PASSAIC AVENUE LODI, NJ 07644
Phone Number	973-777-8511
Email Address	michael.cardone@lodi.k12.nj.us
Website	http://www.lodi.k12.nj.us/schools/roosevelt
Twitter	https://twitter.com/LodiRsvlt_NJ

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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	36	36	28
KG	27	37	26
1	21	24	30
2	20	22	21
3	21	19	21
4	21	21	22
5	21	20	22
Total	167	179	170

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.8%	54.4%
Male	49.7%	49.2%	45.6%
Economically Disadvantaged Students	63.5%	64.8%	59.6%
Students with Disabilities	12.0%	8.4%	10.5%
English Learners	11.4%	7.3%	8.8%
Homeless Students	0.0%	0.6%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.1%	33.5%	37.4%
Hispanic	51.5%	51.4%	50.9%
Black or African American	10.2%	11.2%	9.4%
Asian	3.6%	3.9%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	36	36	28
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	27	37	26

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
Spanish	43.3%
English	30.4%
Arabic	9.4%
Albanian	4.1%
Portuguese	2.3%
Other Languages	10.5%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

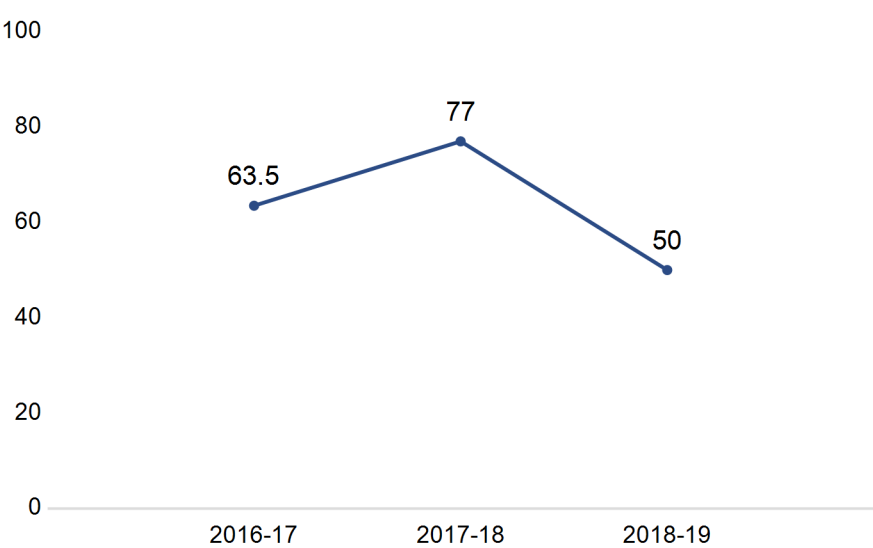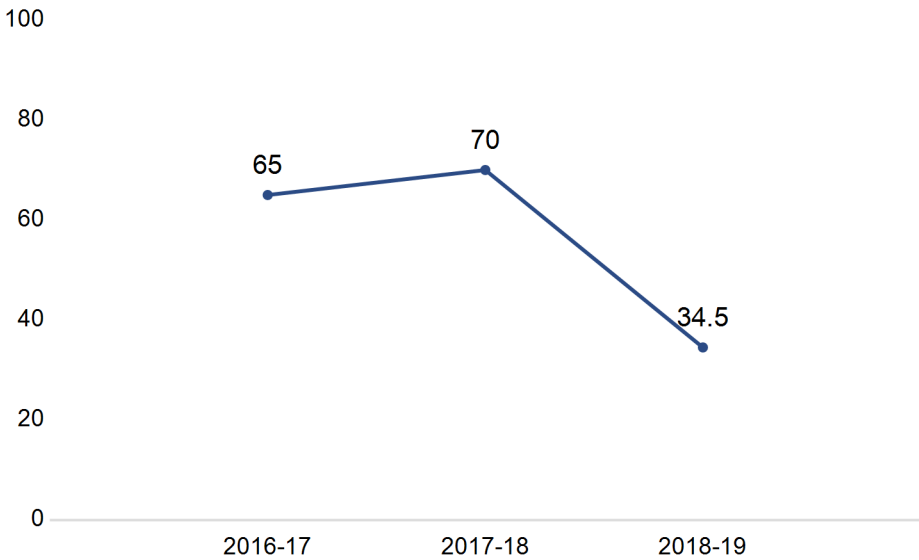| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63.5	77	50	65	70	34.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	63	50	Met Standard	34.5	56	50	Not Met
White	55.5	63.5	50	**	26.5	58	52	**
Hispanic	49	65	49	Met Standard	60	57	47	Exceeds Standard
Black or African American	*	58	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	N	62	59	**	N	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	80	49	**	N	85	52	**
Female	46	64	53	N	29	54	50	N
Male	58	63	47	N	44	58	51	N
Economically Disadvantaged Students	48	66	48	Met Standard	30	59	46	Not Met
Students with Disabilities	61	63.5	43	**	30	39	45	**
English Learners	*	70	52	**	*	55	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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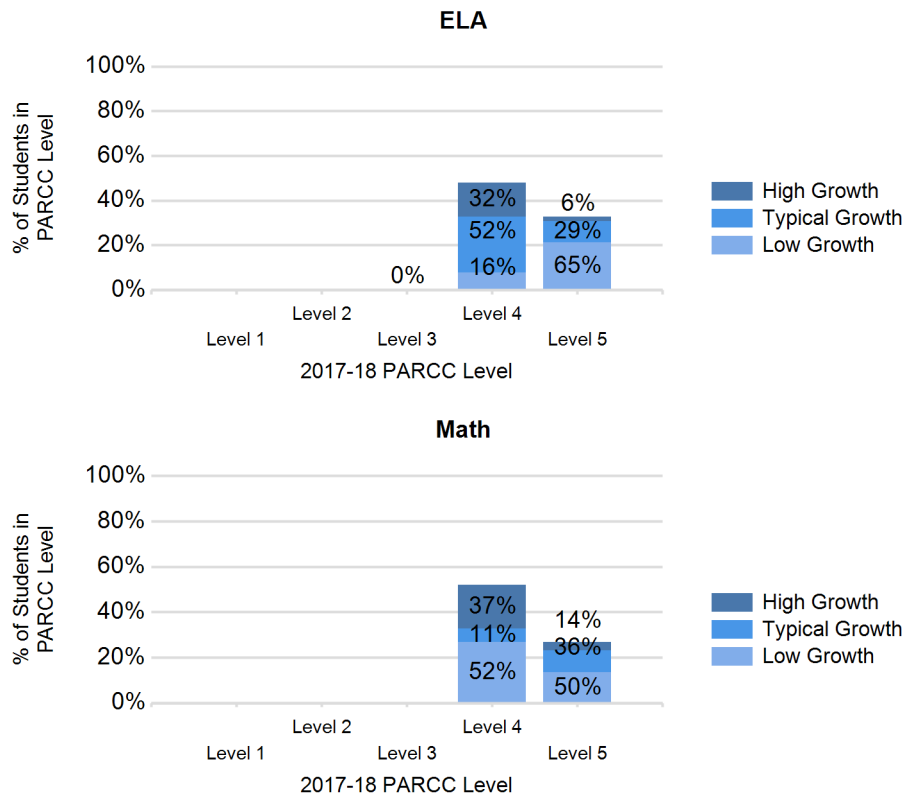† This indicates a table specific note, see note below table

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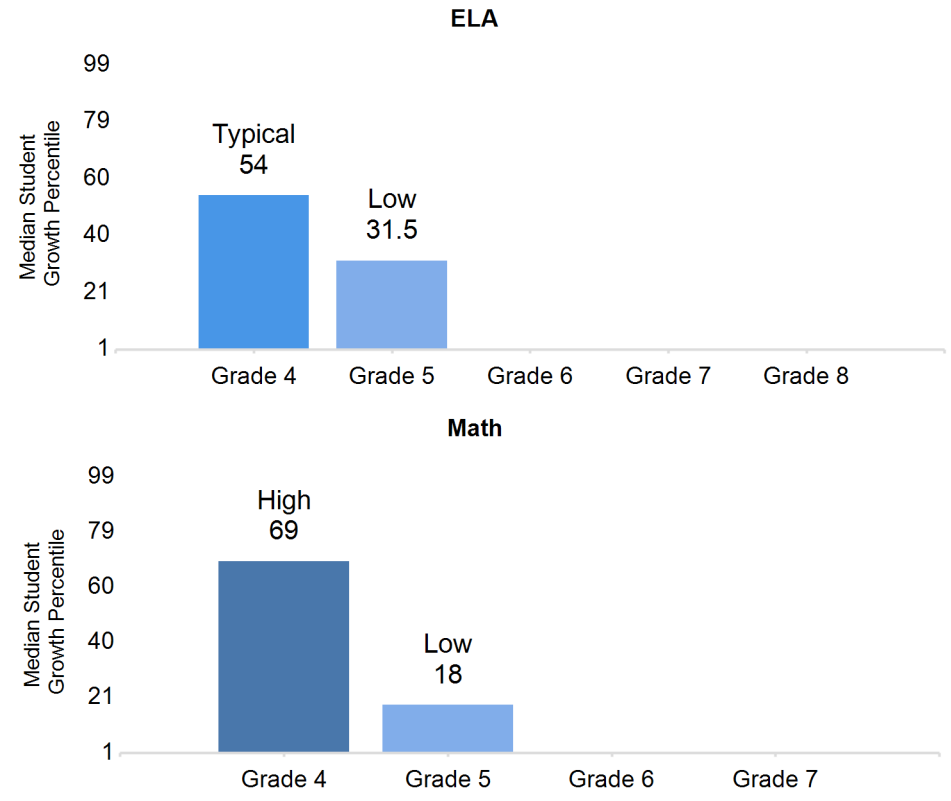
Student Growth by Performance Level

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

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

Level 4: High Growth 32%, Typical Growth 52%, Low Growth 16%
Level 5: High Growth 6%, Typical Growth 29%, Low Growth 65%
Level 3: 0%

Legend: High Growth, Typical Growth, Low Growth

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

Level 4: High Growth 37%, Typical Growth 11%, Low Growth 52%
Level 5: High Growth 14%, Typical Growth 36%, Low Growth 50%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA
Median Student Growth Percentile

Grade 4: Typical 54
Grade 5: Low 31.5

Math
Median Student Growth Percentile

Grade 4: High 69
Grade 5: Low 18
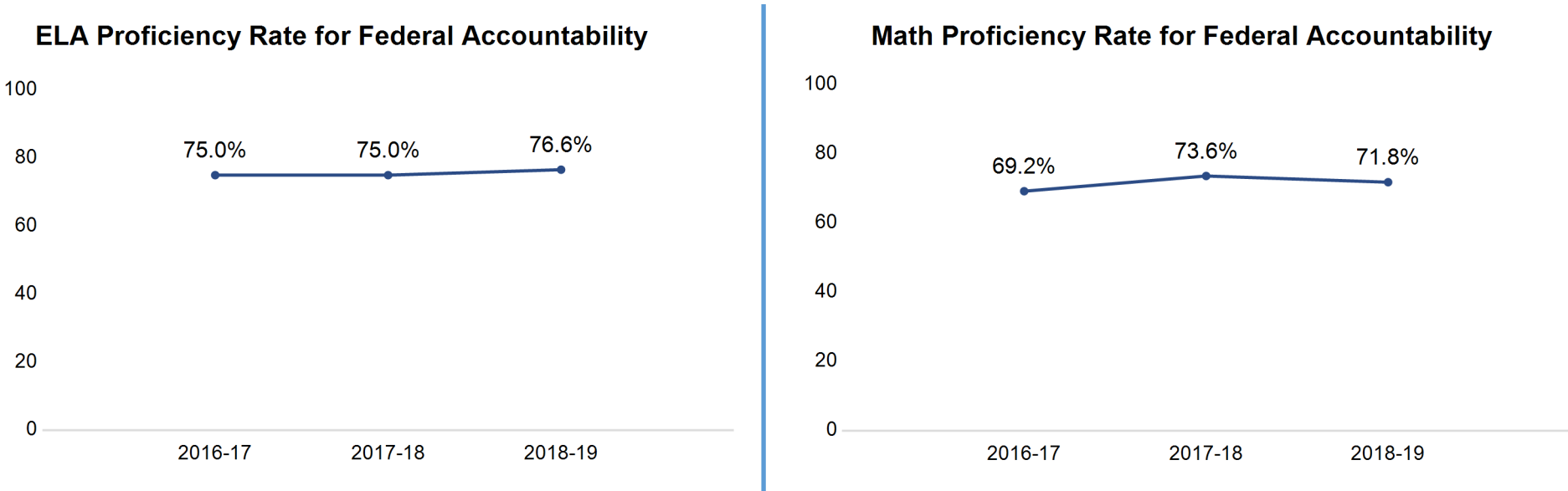
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	75.0%	75.0%	76.6%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	69.2%	73.6%	71.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	75.0%	75.0%	76.6%	69.2%	73.6%	71.8%
Annual Target	49.3%	50.9%	52.5%	51.5%	53.0%	54.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	77	100.0	76.6	73.4	57.9	76.6	52.5	Met Target
White	21	100.0	95.2	75.8	66.9	95.2	52.5	Met Goal
Hispanic	45	100.0	66.7	70.9	43.9	66.7	52.1	Met Target
Black or African American	*	*	*	67.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	91.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	41	100.0	92.7	80.6	64.8	92.7		
Male	36	100.0	58.3	66.5	51.3	58.3		
Economically Disadvantaged Students	46	100.0	78.3	74.7	40.0	78.3	53.6	Met Target
Non-Economically Disadvantaged Students	31	100.0	74.2	71.9	67.9	74.2		
Students with Disabilities	17	100.0	29.4	33.2	22.7	29.4	**	**
Students without Disabilities	60	100.0	90.0	80.8	65.1	90.0		
English Learners	*	*	*	55.8	29.3	*	**	**
Non-English Learners	*	*	*	75.0	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

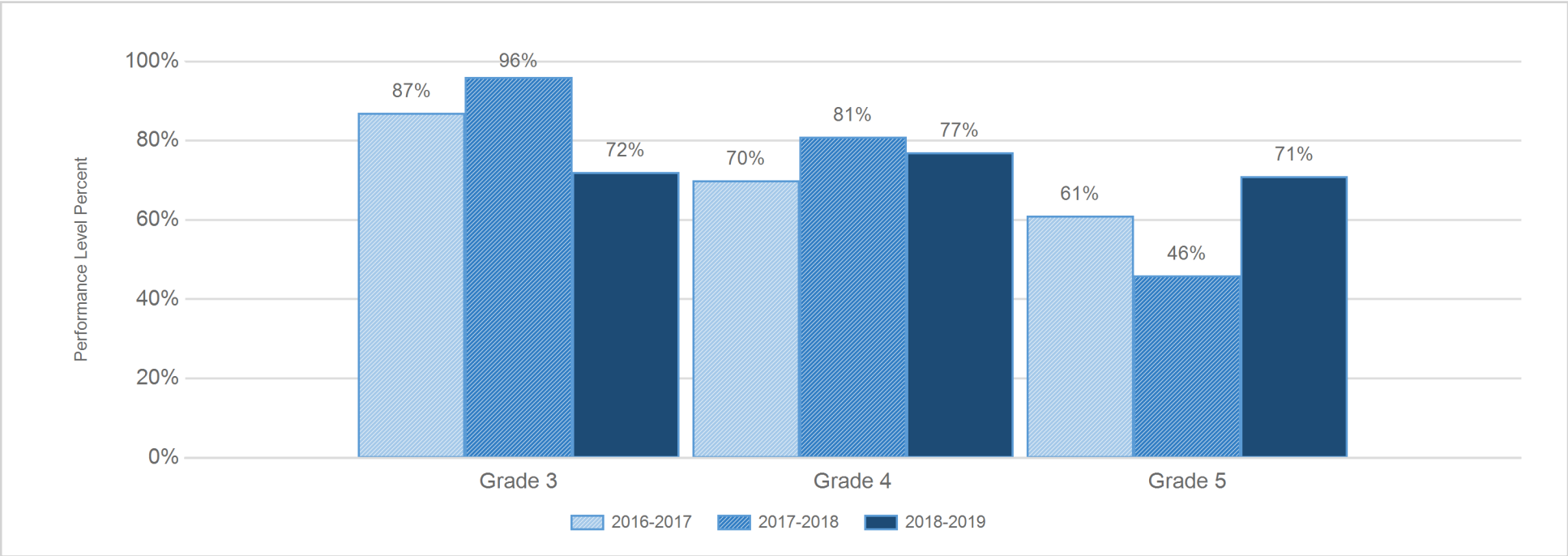† Target was met within a confidence interval.

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	758	767	748	*	*	*	72%	0%	72%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	11	752	765	734	0%	*	*	*	*	55%	36%
Black or African American	*	*	766	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	12	765	775	753	*	*	*	*	*	83%	55%
Male	13	751	758	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	15	756	766	731	*	*	*	*	*	73%	33%
Non-Economically Disadvantaged Students	10	760	768	759	*	*	*	*	*	70%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	773	754	*	*	*	*	*	*	56%
English Learners	N	N	749	713	N	N	N	N	N	N	17%
Non-English Learners	25	758	768	751	*	*	*	72%	0%	72%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	770	769	755	*	*	*	*	*	77%	57%
White	*	*	773	763	*	*	*	*	*	*	67%
Hispanic	23	773	765	743	0%	*	*	*	*	78%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	792	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	14	778	773	760	*	*	*	*	*	86%	62%
Male	16	762	765	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	742	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	756	720	N	N	N	N	N	N	17%
Non-English Learners	30	770	770	758	*	*	*	*	*	77%	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	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

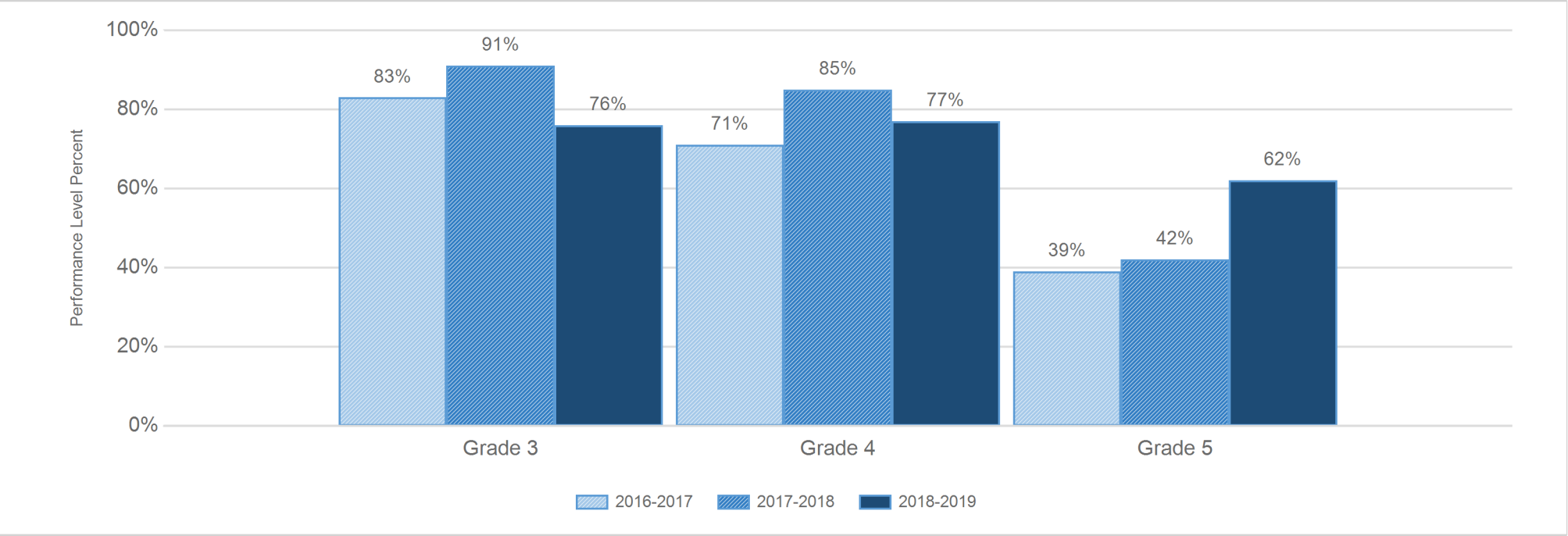| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	766	757	756	*	*	*	*	*	71%	58%
White	14	778	*	764	0%	0%	*	*	*	86%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	781	N	N	N	N	N	N	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	17	779	764	761	*	*	*	*	*	94%	64%
Male	11	746	749	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	15	763	754	740	*	*	*	*	*	80%	39%
Non-Economically Disadvantaged Students	13	769	760	766	*	*	*	*	*	62%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	N	N	729	713	N	N	N	N	N	N	11%
Non-English Learners	28	766	758	758	*	*	*	*	*	71%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School
(03-2740-080)
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	78	100.0	71.8	50.2	44.5	71.8	54.5	Met Target
White	21	100.0	90.5	57.0	54.1	90.5	48.5	Met Goal
Hispanic	46	100.0	65.2	45.3	28.8	65.2	56.9	Met Target
Black or African American	*	*	*	43.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	42	100.0	81.0	53.7	44.9	81.0		
Male	36	100.0	61.1	46.9	44.2	61.1		
Economically Disadvantaged Students	47	100.0	70.2	50.0	26.3	70.2	56.3	Met Target
Non-Economically Disadvantaged Students	31	100.0	74.2	50.6	54.9	74.2		
Students with Disabilities	17	100.0	23.5	17.3	17.4	23.5	**	**
Students without Disabilities	61	100.0	85.2	56.2	50.0	85.2		
English Learners	*	*	*	34.4	25.0	*	**	**
Non-English Learners	*	*	*	51.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School
(03-2740-080)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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

Grade 3: 2016-2017 83%, 2017-2018 91%, 2018-2019 76%
Grade 4: 2016-2017 71%, 2017-2018 85%, 2018-2019 77%
Grade 5: 2016-2017 39%, 2017-2018 42%, 2018-2019 62%

Legend: 2016-2017, 2017-2018, 2018-2019

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	768	759	752	0%	*	*	*	*	76%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	11	763	757	739	0%	0%	*	*	*	64%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	12	774	763	751	0%	*	*	*	*	92%	54%
Male	13	762	755	752	0%	*	*	*	*	62%	56%
Economically Disadvantaged Students	15	760	756	737	0%	*	*	*	*	80%	37%
Non-Economically Disadvantaged Students	10	780	763	761	0%	*	*	*	*	70%	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	N	N	759	728	N	N	N	N	N	N	26%
Non-English Learners	25	768	759	754	0%	*	*	*	*	76%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

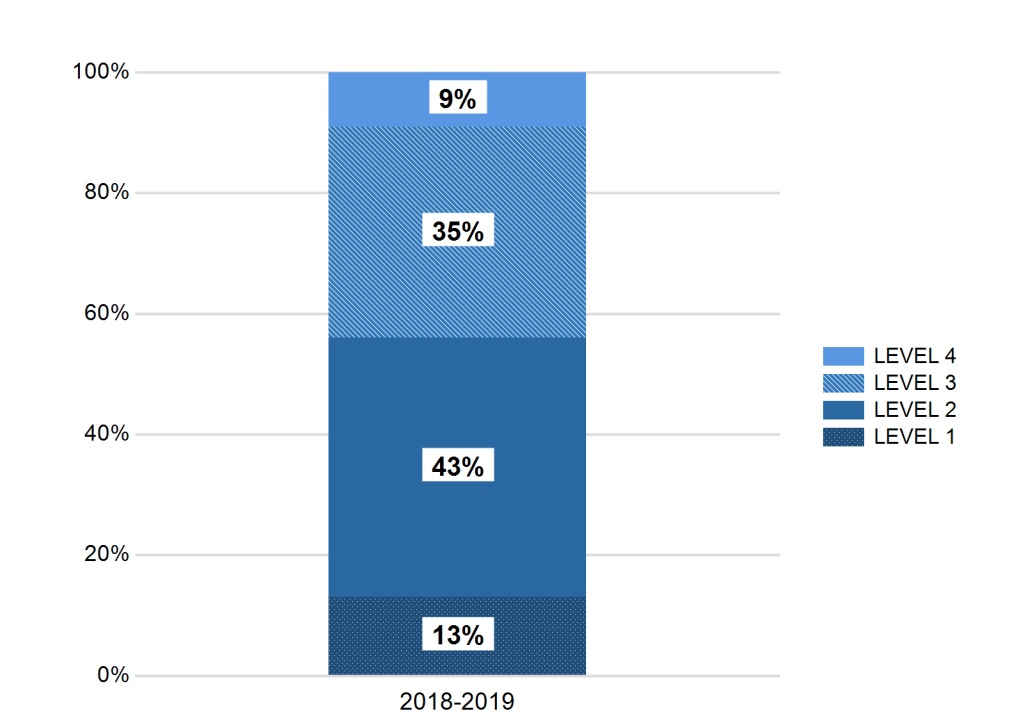| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	763	757	749	*	*	*	*	*	77%	51%
White	*	*	761	757	*	*	*	*	*	*	62%
Hispanic	23	767	753	737	0%	*	*	*	*	78%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	784	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	14	766	759	749	*	*	*	*	*	79%	50%
Male	16	760	756	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	738	722	N	N	N	N	N	N	18%
Non-English Learners	30	763	759	751	*	*	*	*	*	77%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	752	741	747	*	*	*	*	*	62%	47%
White	*	*	752	755	*	*	*	*	*	*	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	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	18	763	744	747	*	*	*	*	*	78%	47%
Male	11	733	737	747	*	*	*	*	*	36%	47%
Economically Disadvantaged Students	16	751	737	732	*	*	*	*	*	63%	27%
Non-Economically Disadvantaged Students	13	753	745	757	*	*	*	*	*	62%	59%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	746	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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Roosevelt School
(03-2740-080)
Grades Offered: PK-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

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

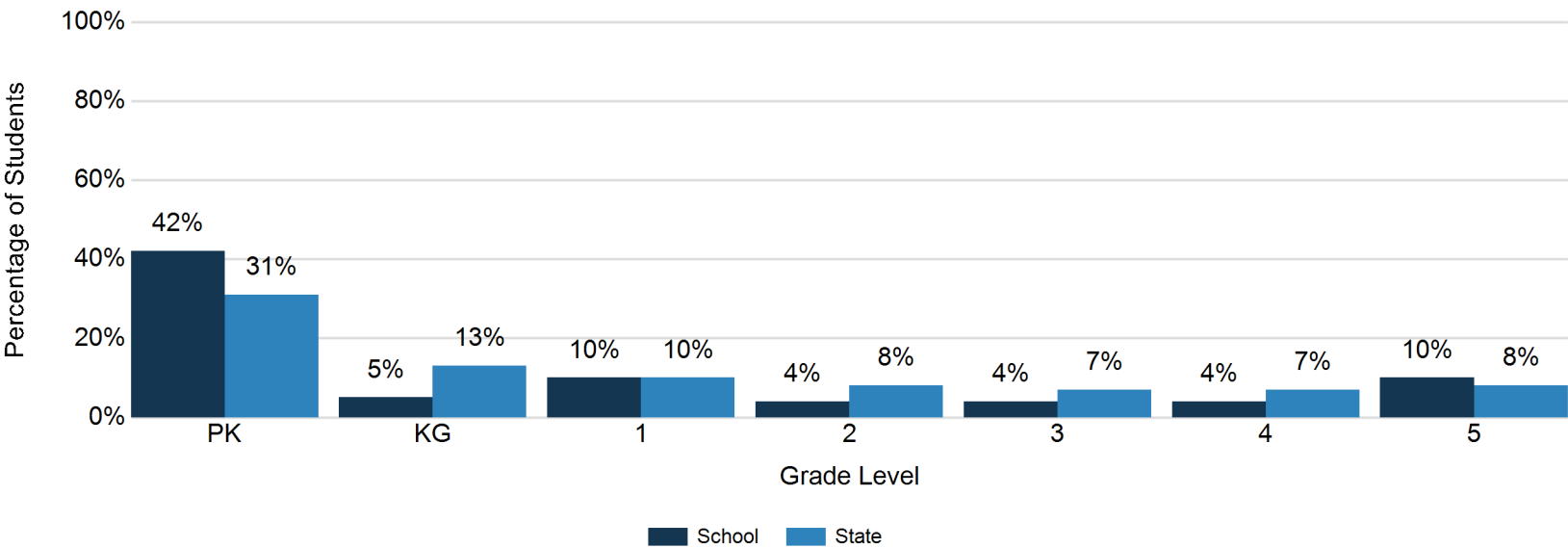| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	13	43	35	9
White	0	33	58	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	8	62	31	0
Non-Economically Disadvantaged Students	20	20	40	20
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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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	10	6.3	8.9	Met
White	5	9.3	8.9	Not Met
Hispanic	5	5.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	4	5.4		
Male	6	7.1		
Economically Disadvantaged Students	7	6.8	8.9	Met
Students with Disabilities	3	8.3	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs. Number of Absences:
- 0: 4%
- 1-5: 30%
- 6-10: 31%
- 11-15: 22%
- Over 15: 13%

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Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	42%	31%
KG	5%	13%
1	10%	10%
2	4%	8%
3	4%	7%
4	4%	7%
5	10%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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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 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1

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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	12	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	171:1	116:1
Teachers to Administrators	12:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.4%	91.7%	0.0%	48.4%	77.1%	54.9%
Male	45.6%	8.3%	100.0%	51.6%	22.9%	45.1%
White	37.4%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	50.9%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher ████████████████ 42%

Admin N/A

Master's Degree

Teacher █████████████████████ 58%

Admin ████████████████████████████████ 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.9%

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2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.0%	75.0%	76.6%
Math Proficiency	69.2%	73.6%	71.8%
ELA Growth	64	77	50
Math Growth	65	70	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.0%	10.5%	6.3%

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

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Participates in STEAM Program @SBJC • State of the Art Computer Lab/ Chrome Book Cart • Joint Cooperative and Collaborative programs with TJMS
Mission, Vision, Theme:	Roosevelt School is a unique school because of our size; in fact we are the smallest school in Lodi. We are a Pre-K- 5 elementary school, but for the most part we only have one of each grade level. Roosevelt School is a very close knit school community and we pride ourselves with developing positive relationships with students and parents. It is our school's goals to meet the needs of all learners through differentiated learning experiences and the use of technology.

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Courses, Curriculum, Instruction:	All district aligned curriculum throughout the entire district is used.
Clubs and Activities:	Drama, Dare/Just Say No, LEAD, Yearbook, Homework, STEAM, Gifted and Talented, Safety Patrol, Peer Tutoring, Band, Media Assistants.

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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.

Before and After School Programs:	Drama, Dare/Just Say No, LEAD, Yearbook, Homework, STEAM, Gifted and Talented, Safety Patrol, Peer Tutoring, Band, Media Assistants.
Staff and Professional Learning:	PD Days every month and two in-service days

NJ SCHOOL PERFORMANCE REPORT

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

Report Key:
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School Narrative

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Student Supports and Services:	Part time Guidance, ESL Classes, Special Needs Class, Extra Help, Peer Tutoring, I&RS Team
Student Health and Wellness:	All the schools in the Lodi School District have a breakfast program serving our population. We provide free health screenings throughout the year. These screenings are as follows: Vision, Dental, and Scoliosis. Our physical education classes are active participants in the Presidential Physical Fitness Program. Additionally, after every lunch session our students participate in recess.
Parent and Community Involvement:	Roosevelt School has an active PTO supporting school wide program and events. We meet monthly to plan and organize events throughout the year. Back to School Night, Parent/Teacher conferences and Holiday Programs create the opportunity to interact during the school year. The community organizations such as the Lodi Police Department engage in our school community utilizing the Law Enforcement Against Drugs curriculum. The Lodi Fire Department visits for Fire Prevention Week.

Roosevelt School

(03-2740-080)

Grades Offered: PK-05

2018-2019

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School Narrative

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Facilities:	The New Roosevelt School was erected in 1973 after a fire destroyed the previous school. An addition was constructed in 1999. The addition added 3 classrooms and a Multi-purpose Gym/Cafeteria/Auditorium. Over time, we installed smart boards in every room at Roosevelt School. A state of the art computer lab was installed in the 2015-16 school year.
School Safety:	All doors lock from the inside and safety shades were installed on the doors. Badge system for teachers and staff access. School Security Officer stationed at each school for the duration of the day. Safety drills organized and run every month. Security cameras installed in the interior and exterior of all buildings. Specific doors used for the entrance and exiting of school.

Roosevelt School

(03-2740-080)

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2018-2019

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School Narrative

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	Technology and STEM:	STEAM program @ SBJC, STEAM Club, Gifted and Talented STEAM lessons
	Early Childhood Education:	AM and PM 1/2 Day Pre K program

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
(03-2740-067)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Thomas Jefferson Middle School

(03-2740-067)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

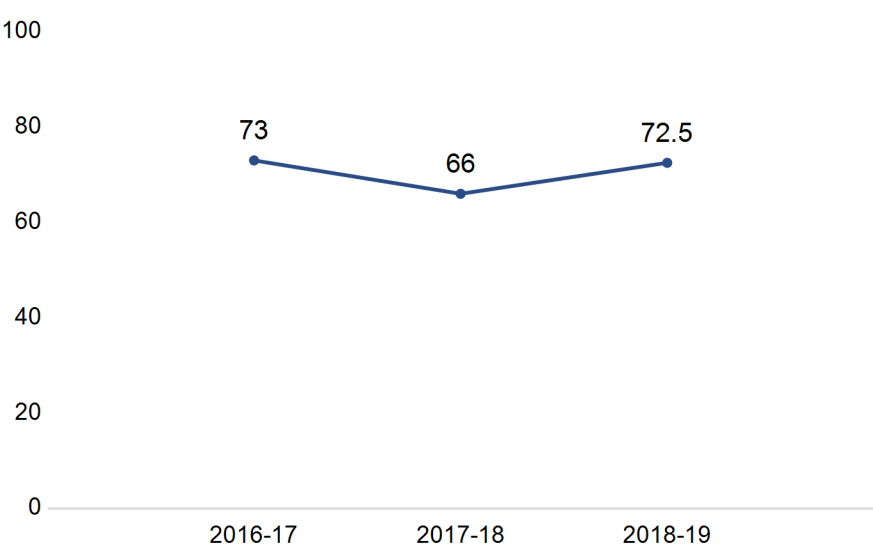| Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mr. Jack Lipari
Address	75 FIRST STREET LODI, NJ 07644
Phone Number	973-478-8662
Email Address	jack.lipari@lodi.k12.nj.us
Website	http://www.lodi.k12.nj.us/schools/thomas-jefferson-middle
Twitter	https://twitter.com/lodiTJMS_NJ

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	232	243	240
7	248	243	253
8	248	238	236
Total	728	724	729

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	46.1%	47.9%
Male	52.2%	53.9%	52.1%
Economically Disadvantaged Students	64.6%	59.7%	59.4%
Students with Disabilities	11.7%	11.3%	11.9%
English Learners	5.9%	4.3%	6.0%
Homeless Students	1.2%	0.6%	0.3%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	26.9%	28.9%	25.8%
Hispanic	55.2%	55.5%	58.4%
Black or African American	8.9%	8.0%	8.0%
Asian	6.7%	5.7%	5.8%
Native Hawaiian or Pacific Islander	0.8%	1.0%	0.5%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	1.2%	0.8%	1.5%

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
Spanish	45.5%
English	32.2%
Arabic	4.8%
Albanian	2.9%
Tagalog	1.9%
Other Languages	12.6%

Thomas Jefferson Middle School

(03-2740-067)

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2018-2019

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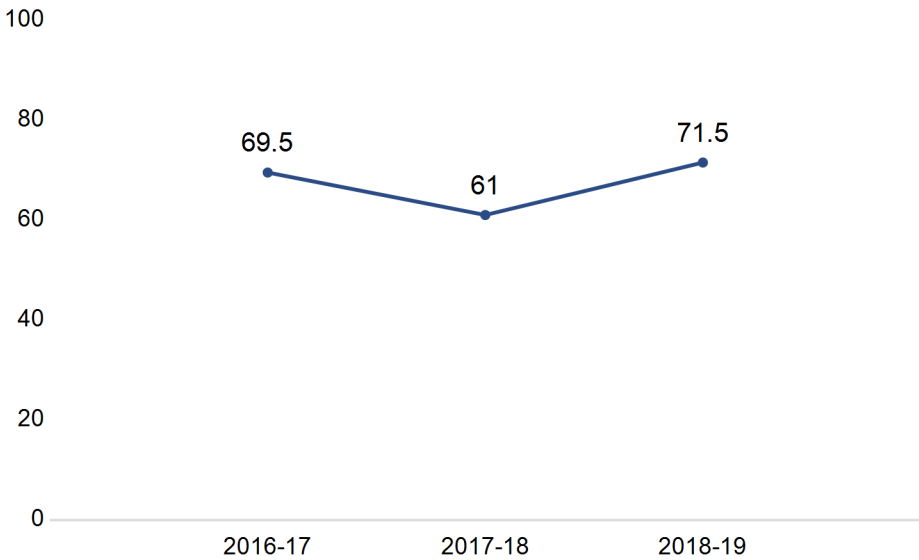**†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

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	73	66	72.5	69.5	61	71.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Thomas Jefferson Middle School

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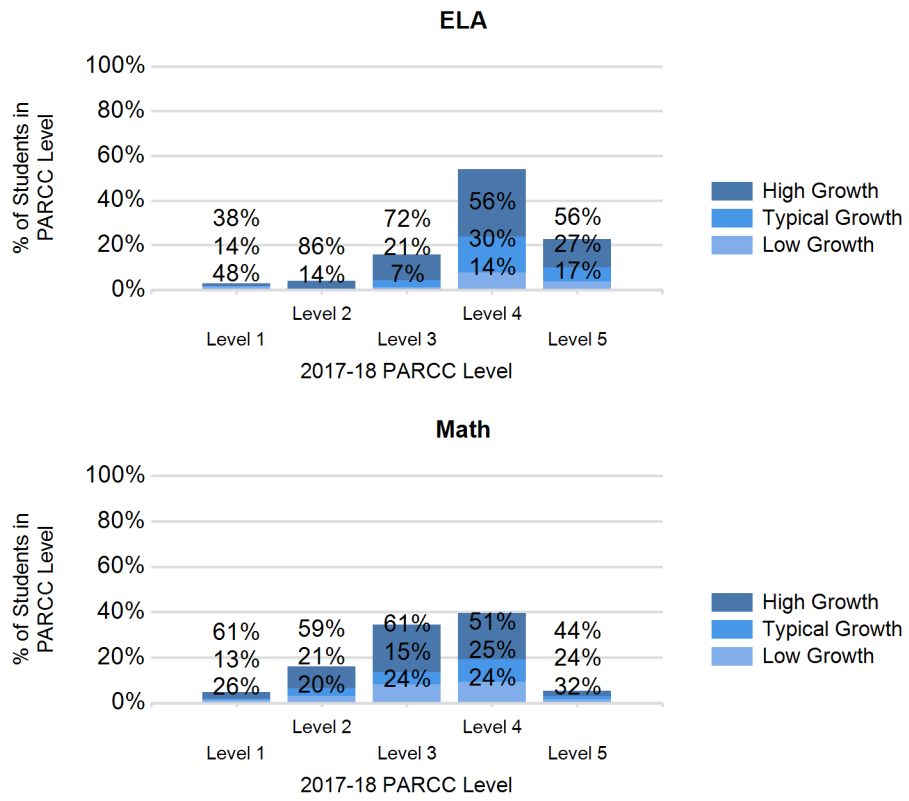- **†** This indicates a table specific note, see note below table

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

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

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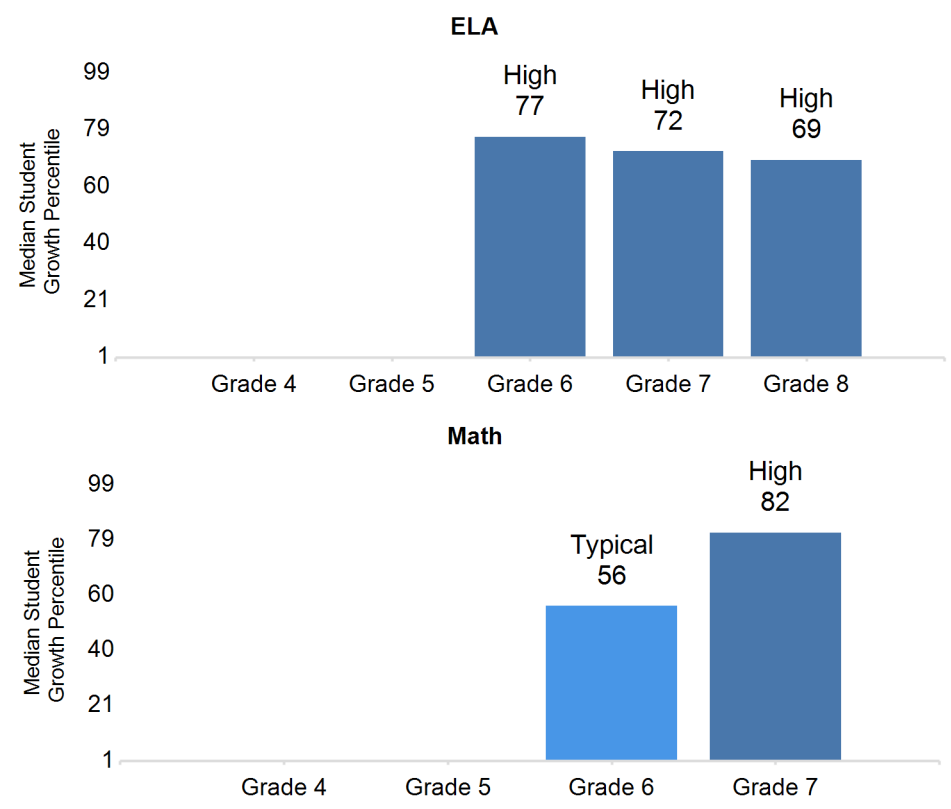
Student Growth

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.

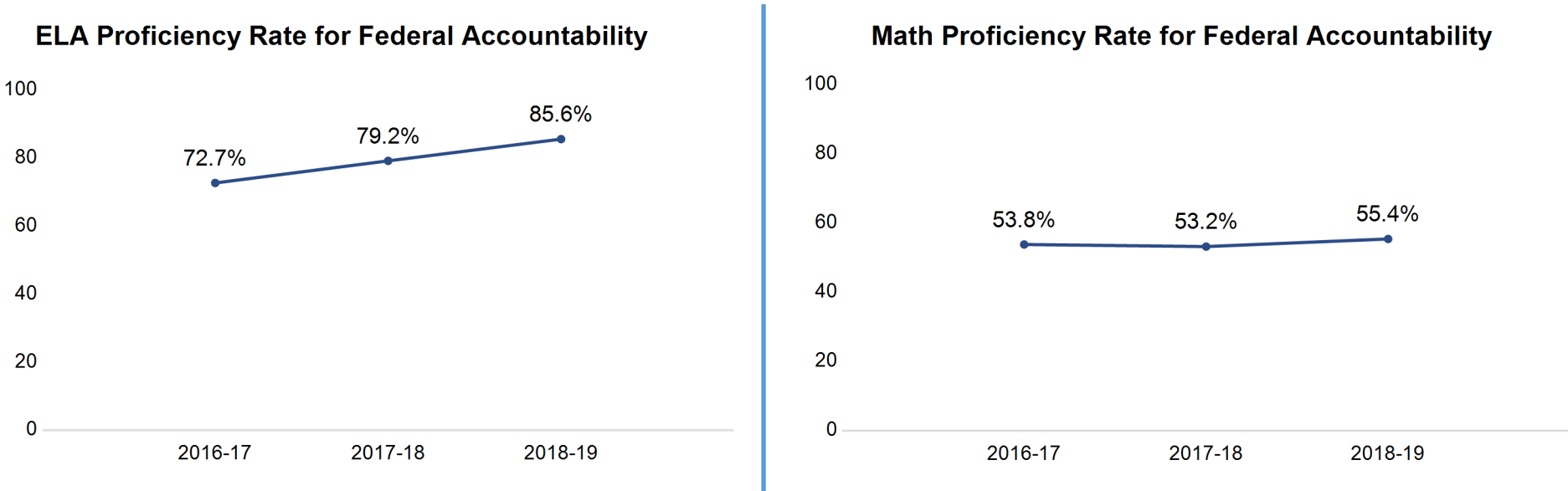| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	72.5	63	50	Exceeds Standard	71.5	56	50	Exceeds Standard
White	72	63.5	50	Exceeds Standard	80	58	52	Exceeds Standard
Hispanic	73	65	49	Exceeds Standard	68	57	47	Exceeds Standard
Black or African American	74	58	45	Exceeds Standard	61	46	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	70.5	62	59	Exceeds Standard	74	58	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	80	49	**	*	85	52	**
Female	74	64	53	N	74	54	50	N
Male	72	63	47	N	70	58	51	N
Economically Disadvantaged Students	75	66	48	Exceeds Standard	75	59	46	Exceeds Standard
Students with Disabilities	79	63.5	43	Exceeds Standard	72	39	45	Exceeds Standard
English Learners	84	70	52	Exceeds Standard	83	55	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

Grades Offered: 06-08

2018-2019

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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.

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

72.7% → 79.2% → 85.6%
(2016-17, 2017-18, 2018-19)

Math Proficiency Rate for Federal Accountability

53.8% → 53.2% → 55.4%
(2016-17, 2017-18, 2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	98.5%	98.1%	98.5%	99.3%	97.4%
Proficiency Rate for Federal Accountability	72.7%	79.2%	85.6%	53.8%	53.2%	55.4%
Annual Target	55.3%	56.6%	57.9%	39.2%	41.4%	43.5%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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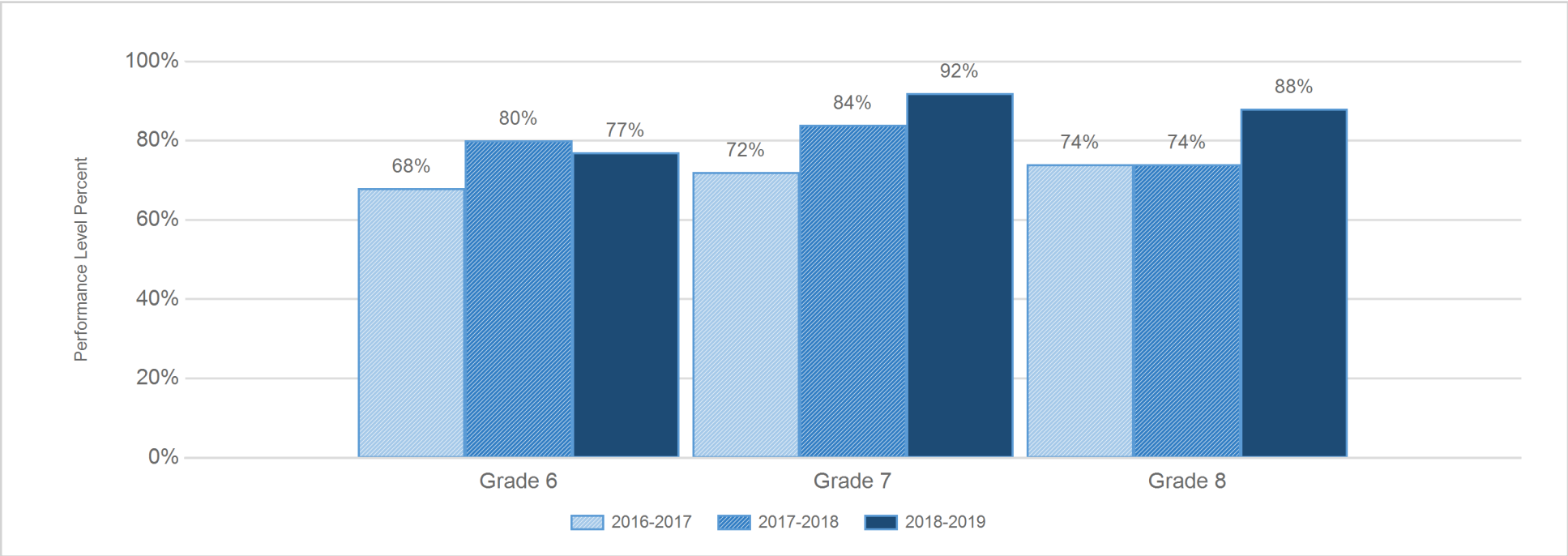
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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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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	717	98.1	85.6	73.4	57.9	85.6	57.9	Met Goal
White	191	97.5	86.9	75.8	66.9	86.9	59.1	Met Goal
Hispanic	413	98.4	85.0	70.9	43.9	85.0	54.5	Met Goal
Black or African American	57	96.8	80.7	67.7	38.5	80.7	53.3	Met Goal
Asian, Native Hawaiian, or Pacific Islander	45	100.0	93.3	91.5	82.9	93.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	81.8	*	64.4	81.8	**	**
Female	335	97.5	91.0	80.6	64.8	91.0		
Male	382	98.7	80.9	66.5	51.3	80.9		
Economically Disadvantaged Students	411	98.1	87.1	74.7	40.0	87.1	55.7	Met Goal
Non-Economically Disadvantaged Students	306	98.1	83.7	71.9	67.9	83.7		
Students with Disabilities	107	96.5	52.3	33.2	22.7	52.3	25.9	Met Target
Students without Disabilities	610	98.4	91.5	80.8	65.1	91.5		
English Learners	53	100.0	71.7	55.8	29.3	71.7	23.7	Met Target
Non-English Learners	664	98.0	86.7	75.0	60.6	86.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 6	68%	80%	77%
Grade 7	72%	84%	92%
Grade 8	74%	74%	88%

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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	240	770	770	754	*	*	18%	49%	28%	77%	56%
White	50	771	771	762	*	*	*	48%	34%	82%	65%
Hispanic	149	770	770	743	*	*	19%	52%	26%	77%	43%
Black or African American	20	764	764	738	*	0%	*	*	*	55%	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	119	778	778	762	*	*	13%	48%	37%	85%	64%
Male	121	762	762	748	*	*	23%	50%	18%	69%	48%
Economically Disadvantaged Students	136	773	773	740	*	*	*	49%	29%	78%	39%
Non-Economically Disadvantaged Students	104	766	766	763	*	*	*	49%	26%	75%	67%
Students with Disabilities	37	738	738	722	*	*	41%	*	*	38%	19%
Students without Disabilities	203	776	776	761	*	*	14%	*	*	84%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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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	256	787	787	761	*	*	*	37%	55%	92%	63%
White	71	787	787	769	*	*	*	39%	55%	94%	72%
Hispanic	144	786	786	747	*	*	*	36%	56%	92%	50%
Black or African American	22	776	776	741	0%	*	*	45%	45%	91%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	109	796	796	769	*	*	*	32%	65%	97%	71%
Male	147	780	780	753	*	*	*	40%	48%	88%	55%
Economically Disadvantaged Students	143	787	787	743	*	*	*	41%	52%	92%	45%
Non-Economically Disadvantaged Students	113	787	787	771	*	*	*	32%	60%	92%	73%
Students with Disabilities	38	756	756	720	*	*	*	*	*	79%	22%
Students without Disabilities	218	792	792	769	*	*	*	*	*	94%	71%
English Learners	11	746	746	706	*	*	*	*	*	64%	12%
Non-English Learners	245	789	789	763	*	*	*	*	*	93%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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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.

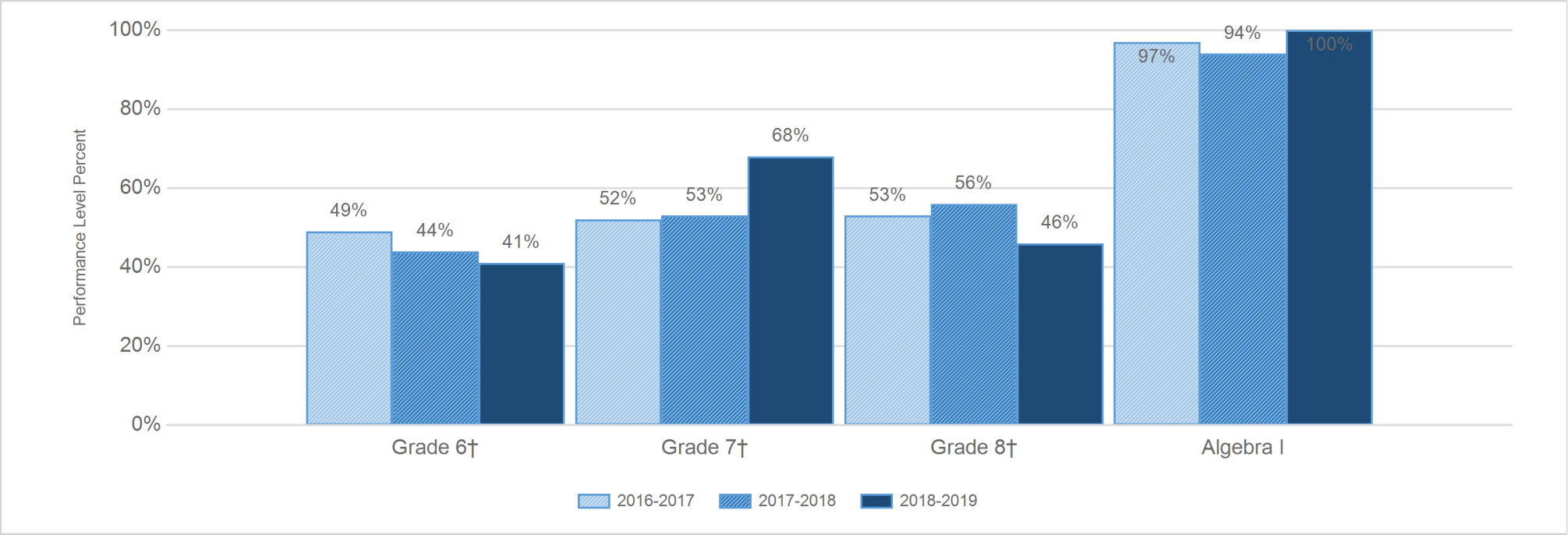| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	786	786	762	*	*	8%	45%	43%	88%	63%
White	69	781	781	770	*	*	*	54%	33%	87%	72%
Hispanic	127	786	786	747	*	*	8%	43%	45%	88%	49%
Black or African American	18	782	782	741	0%	0%	*	*	*	89%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	112	794	794	771	*	*	*	38%	54%	93%	71%
Male	120	778	778	753	*	*	*	52%	33%	84%	55%
Economically Disadvantaged Students	145	786	786	743	*	*	*	49%	40%	89%	45%
Non-Economically Disadvantaged Students	87	785	785	772	*	*	*	39%	48%	87%	72%
Students with Disabilities	25	745	745	721	*	*	*	*	*	44%	22%
Students without Disabilities	207	791	791	770	*	*	*	*	*	94%	71%
English Learners	10	749	749	708	*	*	*	*	*	40%	12%
Non-English Learners	222	787	787	764	*	*	*	*	*	91%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

Grades Offered: 06-08

2018-2019

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

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	716	97.4	55.4	50.2	44.5	55.4	43.5	Met Target
White	188	96.0	63.3	57.0	54.1	63.3	47.5	Met Target
Hispanic	415	98.0	51.1	45.3	28.8	51.1	38.9	Met Target
Black or African American	57	95.2	49.1	43.5	23.0	49.1	36.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	45	100.0	73.3	72.9	76.5	73.3	68.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	45.5	*	53.3	45.5	**	**
Female	335	96.4	58.8	53.7	44.9	58.8		
Male	381	98.3	52.5	46.9	44.2	52.5		
Economically Disadvantaged Students	410	97.0	54.6	50.0	26.3	54.6	40.4	Met Target
Non-Economically Disadvantaged Students	306	97.9	56.5	50.6	54.9	56.5		
Students with Disabilities	105	94.8	23.8	17.3	17.4	23.7	16	Met Target
Students without Disabilities	611	97.8	60.9	56.2	50.0	60.9		
English Learners	56	98.5	35.7	34.4	25.0	35.7	32.5	Met Target
Non-English Learners	660	97.3	57.1	51.7	46.5	57.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
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.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 6†	49%	44%	41%
Grade 7†	52%	53%	68%
Grade 8†	53%	56%	46%
Algebra I	97%	94%	100%

† 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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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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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	241	741	741	741	9%	20%	29%	37%	5%	41%	41%
White	50	746	746	749	*	*	30%	*	*	52%	51%
Hispanic	151	739	739	729	10%	23%	28%	*	*	38%	24%
Black or African American	19	740	740	722	*	*	*	*	*	37%	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	119	746	746	742	*	17%	30%	*	*	47%	42%
Male	122	736	736	740	*	24%	28%	*	*	36%	40%
Economically Disadvantaged Students	136	741	741	726	7%	24%	29%	*	*	39%	21%
Non-Economically Disadvantaged Students	105	742	742	750	11%	15%	29%	*	*	45%	53%
Students with Disabilities	37	707	707	716	*	*	*	*	*	*	12%
Students without Disabilities	204	747	747	746	*	*	*	*	*	*	46%
English Learners	11	720	720	709	*	*	*	*	*	*	*
Non-English Learners	230	742	742	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	759	759	744	*	*	24%	57%	12%	68%	42%
White	70	764	764	751	*	*	17%	*	*	79%	53%
Hispanic	145	757	757	733	*	*	26%	54%	10%	65%	26%
Black or African American	22	749	749	727	0%	*	*	*	*	55%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	109	761	761	744	*	*	27%	57%	13%	70%	42%
Male	147	758	758	743	*	*	22%	56%	11%	67%	42%
Economically Disadvantaged Students	141	760	760	731	*	*	26%	55%	12%	67%	24%
Non-Economically Disadvantaged Students	115	759	759	751	*	*	22%	58%	11%	70%	53%
Students with Disabilities	36	741	741	718	*	*	*	53%	0%	53%	13%
Students without Disabilities	220	762	762	749	*	*	*	57%	14%	71%	48%
English Learners	13	736	736	716	*	*	*	*	*	46%	10%
Non-English Learners	243	761	761	745	*	*	*	*	*	70%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	744	744	728	8%	18%	28%	*	*	46%	29%
White	56	743	743	737	*	*	20%	52%	0%	52%	38%
Hispanic	111	744	744	722	*	19%	33%	*	*	41%	22%
Black or African American	17	743	743	714	*	*	*	*	*	47%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	88	748	748	731	*	13%	33%	*	*	48%	31%
Male	106	741	741	726	*	22%	25%	*	*	45%	27%
Economically Disadvantaged Students	121	744	744	719	*	18%	27%	*	*	47%	20%
Non-Economically Disadvantaged Students	73	745	745	735	*	16%	30%	*	*	45%	36%
Students with Disabilities	25	720	720	707	*	*	*	*	*	16%	10%
Students without Disabilities	169	748	748	734	*	*	*	*	*	51%	35%
English Learners	12	716	716	706	*	*	*	*	*	17%	10%
Non-English Learners	182	746	746	730	*	*	*	*	*	48%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	791	741	744	0%	0%	0%	74%	26%	100%	42%
White	11	781	743	752	0%	0%	0%	*	*	100%	53%
Hispanic	19	793	738	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	725	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	25	787	746	745	0%	0%	0%	*	*	100%	44%
Male	14	799	735	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	24	793	745	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	15	789	736	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	39	791	747	748	0%	0%	0%	74%	26%	100%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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%

Thomas Jefferson Middle School
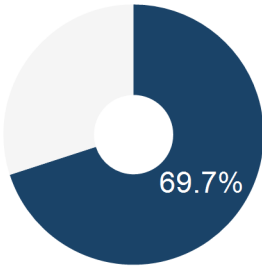
(03-2740-067)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	64.0%	40.9%	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	19	89.5%	10.5%
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
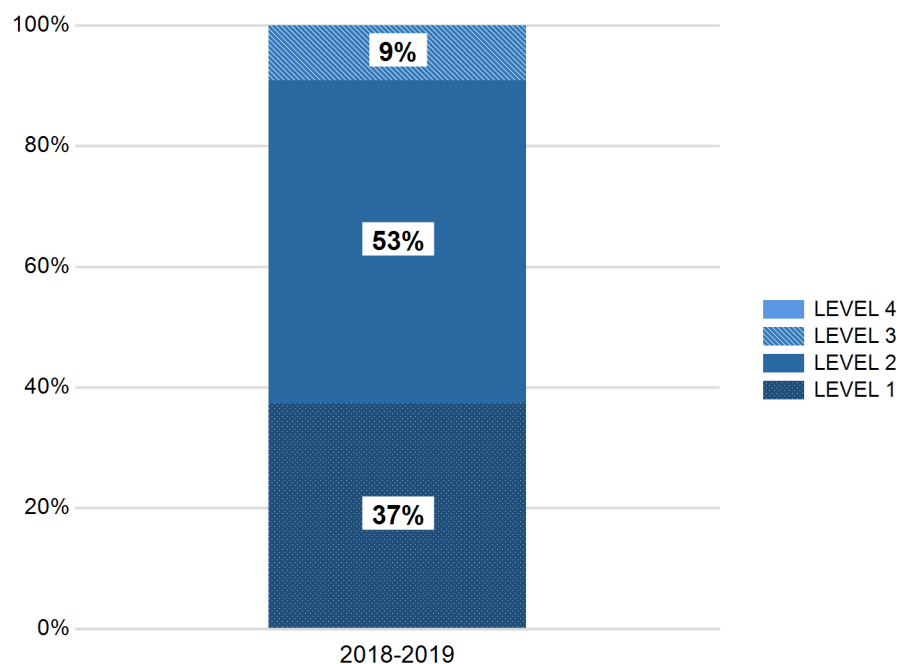
NJSLA Science Assessment: Grade 8

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

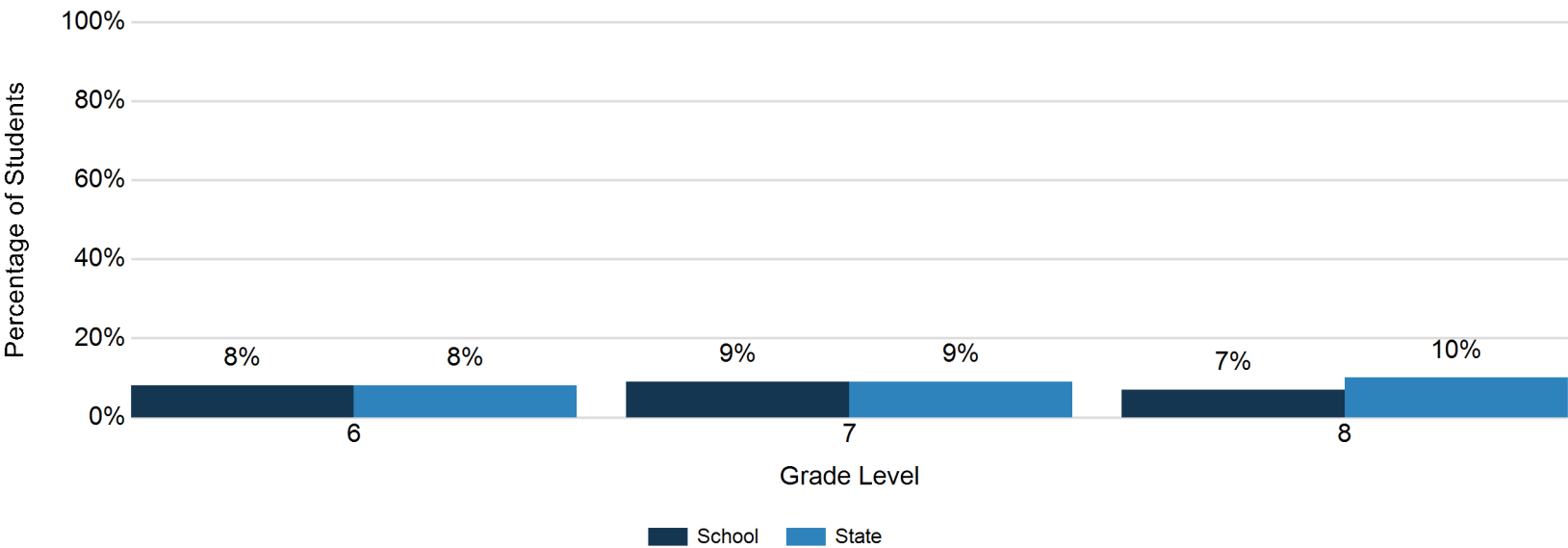| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	53	9	0
White	44	51	4	0
Hispanic	34	56	10	0
Black or African American	33	67	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	59	10	1
Male	45	47	8	0
Economically Disadvantaged Students	39	52	9	0
Non-Economically Disadvantaged Students	33	56	10	1
Students with Disabilities	75	21	4	0
Students without Disabilities	33	57	10	0
English Learners	71	29	0	0
Non-English Learners	35	55	10	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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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	190
7	0	0	194
8	39	0	152
Total	39	0	536

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	0	201	0	0	0	0	0
7	226	1	0	0	0	0	0
8	99	107	0	0	0	0	0
Total	325	309	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

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2018-2019

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

69.7% School

90.9% State

Students enrolled in one or more classes by discipline:

Discipline		Percentage
MUSIC	School	54.5%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	43.6%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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

Chronic Absenteeism

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	59	7.8	9.1	Met
White	17	8.4	9.1	Met
Hispanic	30	6.9	9.1	Met
Black or African American	7	11.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	4.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	27.3	**	**
Female	23	6.5		
Male	36	9.0		
Economically Disadvantaged Students	34	7.9	9.1	Met
Students with Disabilities	20	17.2	9.1	Not Met
English Learners	1	2.4	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Thomas Jefferson Middle School

(03-2740-067)

Grades Offered: 06-08

2018-2019

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

Chronic Absenteeism 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	8
Weapons	0
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.43

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School

(03-2740-067)

Grades Offered: 06-08

2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	2	3
Disability	0	0	0
Other	2	5	7
No Identified Nature	4		4

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	17	2.3%
Any Suspension	19	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
80

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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 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1

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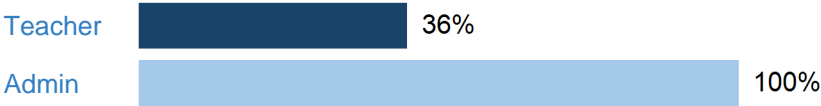
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.9%	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	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	122:1	116:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	84.9%	83.3%	48.4%	77.1%	54.9%
Male	52.1%	15.1%	16.7%	51.6%	22.9%	45.1%
White	25.8%	94.3%	83.3%	42.4%	83.6%	77.4%
Hispanic	58.4%	3.8%	16.7%	29.9%	7.3%	7.2%
Black or African American	8.0%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 64%
Admin — N/A

Master's Degree

Teacher — 36%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	85.8%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.7%	79.2%	85.6%
Math Proficiency	53.8%	53.2%	55.4%
ELA Growth	73	66	72
Math Growth	70	61	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.4%	64.0%
Chronic Absenteeism	6.2%	6.3%	7.8%

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• In an effort to expose students to the high school environment, Honors math students are given the opportunity to travel to Lodi High School for Algebra I. • All students are provided with their own google account that gives them access to educational apps like: Gmail, Drive, and Classroom. • A total of three Promethean Boards have been introduced in classrooms to promote the use of cutting edge technology and give classes an opportunity to plan interactive lessons.
Mission, Vision, Theme:	The mission of Thomas Jefferson Middle School (TJMS) is to provide students with a safe and conducive learning environment to help them grow academically, socially and emotionally and to help prepare them to be successful in high school and beyond.
Awards, Recognition, Accomplishments:	TJMS is a Title I Nationally Distinguished School from 2010. Our STEAM club is a recipient of the "Awesomest Bot" award for the robot they created in their December 2018 competition.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
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Courses, Curriculum, Instruction:	The curriculum for grades 6, 7 and 8 is designed to prepare students to be ready for the challenges of the 21st century. A technology based course of study helps prepare students to perform well on standardized tests and college entrance exams. Courses offered: Language Arts, Pre-Algebra, Science, Social Studies, World Languages (Spanish and French), Financial Literacy Course (Member of Finance Park Grant), Digital Design, Art, Music, Health and Physical Education.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) TJMS has a boys and girls basketball team and a girls cheerleading team.
Clubs and Activities:	TJMS offers clubs and activities that support school goals and promote positive interaction between peers. These include: The National Junior Honor Society, Student Council, Chorus, Band, LGBTQ Club (Oz Club), Book Club, Poetry Club, Drama Club, Gaming Club, Yearbook Club, Robotics Club, STEAM Club.

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Before and After School Programs:	TJMS has partnered with the Lodi Boys and Girls Club in bringing the Lodi Enrichment Afterschool Program (LEAP) to the school. LEAP is a FREE program funded by a grant from the New Jersey Department of Education through the Federal Government's 21st Century Community Learning Center (21st CCLC) grant program. LEAP has a STEAM (Science, Technology Engineering, Arts, and Mathematics) theme.
Staff and Professional Learning:	One time per month, staff members participate in a one hour professional development session. There are also two in-service days during the school year where staff members participate in full-day professional development sessions. Guidance services receive training from a variety of organizations that aim to build a positive school culture and maintain strong social and emotional health in students.
Postsecondary Information:	Students with at least one Honors class are invited to take the PSAT at no cost to the student. Students are given access to a college board website that will introduce them to the expectations of college. It will also prepare them for future PSAT sessions.

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2018-2019

School Narrative

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Student Supports and Services:	TJMS offers a variety of programs and support services that meet the needs of the whole student: These include: ELL Classes (3 levels), Special Education Programs, Basic Skills Classes in Math and Language Arts, Intervention and Referral Services, Speech Therapy, Occupational Therapy, Physical Therapy, and Care Plus Social and Emotional Counseling.
Student Health and Wellness:	All the schools in the Lodi School District have a breakfast program serving our population. We provide free health screenings throughout the year. These screenings are as follows: Vision, Dental, and Scoliosis. Physical Education classes are offered that provide physical fitness tests. Field Day promotes skill, endurance and team work. We are a member of a grant program with the Bergen County Center for Alcohol and Drug Prevention.
Parent and Community Involvement:	To forge partnerships with parents and community members, TJMS holds monthly PTO meetings and bi-monthly committee meetings for PTO. Recreational sports and intramural sports are offered in the school by the Recreation Department and Boys and Girls Club. We have Band and Chorus Concerts, Back to School Night and a Parent Conference Night. A Junior Police Academy is offered to 7th graders through the Lodi Police Department. A Strengthening Families program is offered to the families in the school by the Bergen County Counsel on Alcohol and Drug Prevention.

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Thomas Jefferson Middle School

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Facilities:	TJMS was established in 1933 and became a 6th-8th grade middle school in 1998. The Media Center is the hub of the school. This modern facility contains reference materials and a computer lab to be used to enhance instruction. The newly renovated TJMS Auditorium seats 820 people and is used for assemblies, concerts, shows and graduation. This facility also host numerous community events.
School Safety:	TJMS presently has a full-time School Security Officer and another scheduled for hire later in the 2019-2020 school year. Their input is instrumental with regards to best practices for emergency drills and general day to day procedures. We also have a School Safety Committee that meets to discuss process improvement and review school emergency drills.

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	Technology and STEM:	TJMS has offers Financial Literacy course that is held in its own lab and a Digital Design Course that is held in our computer lab. TJMS has also partnered with the Lodi Boys and Girls Club in bringing the Lodi Enrichment Afterschool Program (LEAP) to the school. LEAP is a FREE program funded by a grant from the New Jersey Department of Education through the Federal Government's 21st Century Community Learning Center (21st CCLC) grant program. LEAP has a STEAM (Science, Technology Engineering, Arts, and Mathematics) theme.

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Other Information

TJMS is comprised of 71 students and 75 faculty and staff members coming together in a nurturing atmosphere for education. The dedicated faculty and staff of the school utilize curriculum, materials, and assessments that are aligned with the New Jersey Student Learning Standards.

NJ SCHOOL PERFORMANCE REPORT

Washington School
(03-2740-090)
Grades Offered: PK-05
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

School Contact Information

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

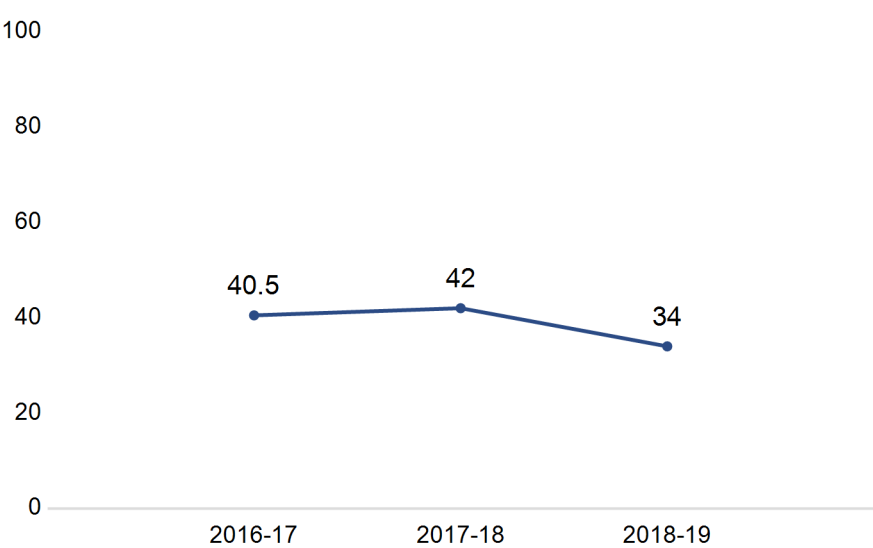| Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mr. Kevin Dowson
Address	310 N MAIN STREET LODI, NJ 07644
Phone Number	973-777-8513
Email Address	kevin.dowson@lodi.k12.nj.us
Website	http://www.lodi.k12.nj.us
Twitter	http://Twitter@lodiwash_nj

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

Report Key:
* * Data is not displayed in order to protect student privacy
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* **N** No Data is available to display
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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	37	42	42
KG	40	59	46
1	50	49	59
2	67	49	46
3	59	68	52
4	59	57	62
5	61	61	59
Total	373	385	366

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	52.8%	49.9%	51.4%
Male	47.2%	50.1%	48.6%
Economically Disadvantaged Students	50.1%	46.2%	48.6%
Students with Disabilities	9.4%	9.4%	10.1%
English Learners	10.5%	8.1%	8.5%
Homeless Students	1.1%	0.3%	0.0%
Students in Foster Care	0.3%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.2%	24.4%	27.0%
Hispanic	54.2%	54.8%	55.5%
Black or African American	9.7%	9.1%	7.9%
Asian	8.3%	8.8%	7.1%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.8%
American Indian or Alaska Native	0.3%	0.5%	0.5%
Two or More Races	1.6%	1.8%	1.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	37	42	42
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	40	59	46

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	47.0%
Spanish	33.6%
Arabic	3.3%
Albanian	3.0%
Tagalog	2.7%
Other Languages	10.4%

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)
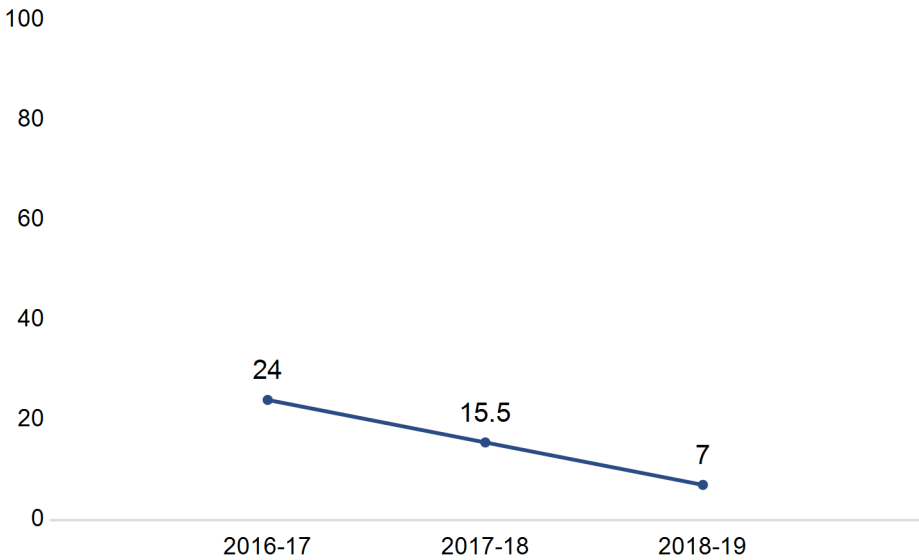
Grades Offered: PK-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	40.5	42	34

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	24	15.5	7

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40.5	42	34	24	15.5	7
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

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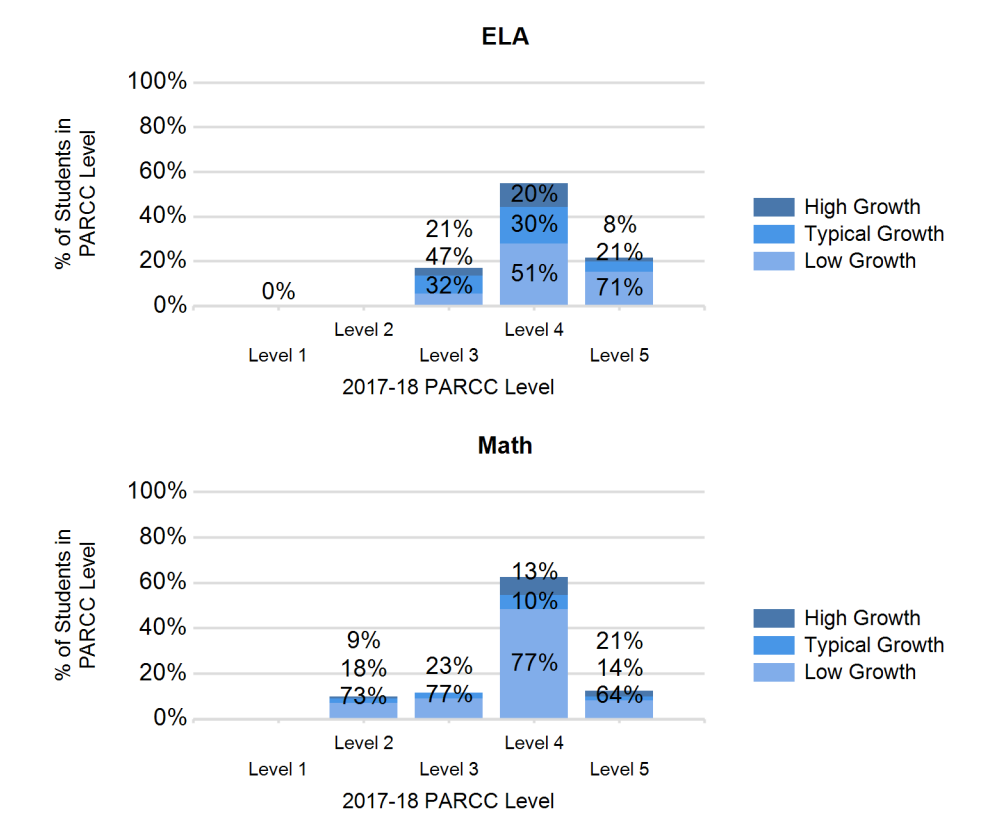
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35   Typical Growth: Between 35 and 65   High Growth: Greater than 65

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.
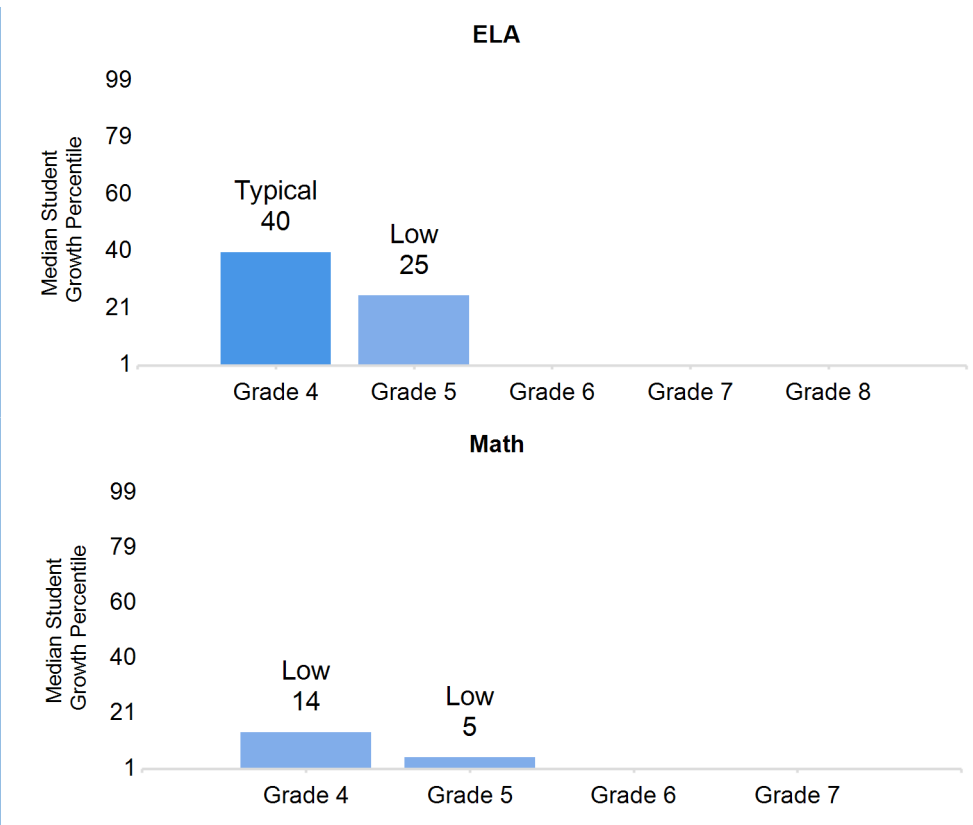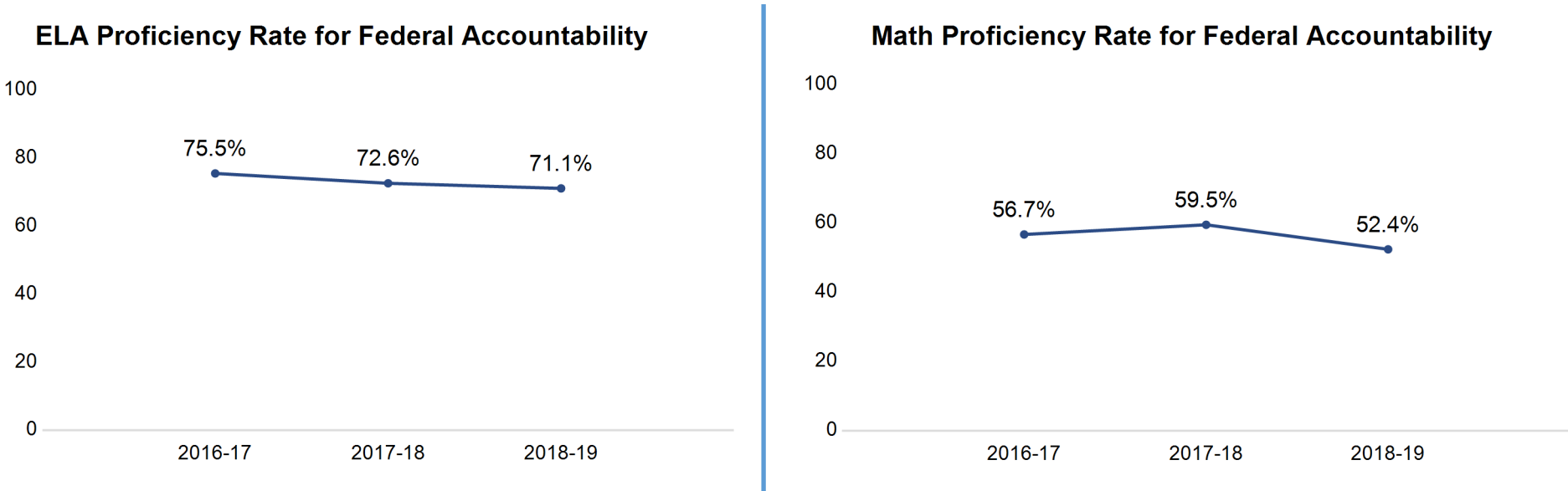
Student Growth

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	34	63	50	Not Met	7	56	50	Not Met
White	27	63.5	50	Not Met	7.5	58	52	Not Met
Hispanic	42	65	49	Met Standard	9	57	47	Not Met
Black or African American	13	58	45	**	1	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	80	49	**	N	85	52	**
Female	40	64	53	N	7.5	54	50	N
Male	31.5	63	47	N	6	58	51	N
Economically Disadvantaged Students	31	66	48	Not Met	3.5	59	46	Not Met
Students with Disabilities	45	63.5	43	**	5	39	45	**
English Learners	29.5	70	52	**	3	55	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

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 by Performance Level

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

Student Growth by Grade

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

NJ SCHOOL PERFORMANCE REPORT

Washington School

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 75.5%
- 2017-18: 72.6%
- 2018-19: 71.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 56.7%
- 2017-18: 59.5%
- 2018-19: 52.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	75.5%	72.6%	71.1%	56.7%	59.5%	52.4%
Annual Target	68.7%	69.3%	69.9%	52.9%	54.4%	55.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

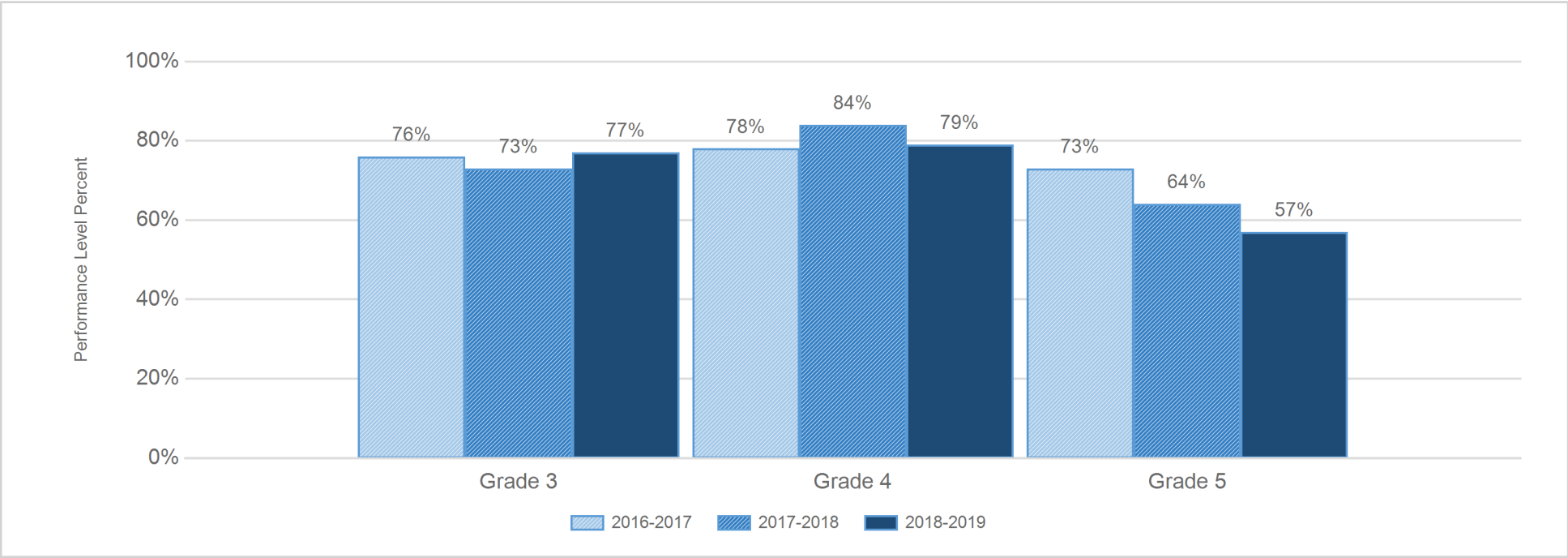† Target was met within a confidence interval.

7

Washington School

(03-2740-090)

Grades Offered: PK-05

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	166	100.0	71.1	73.4	57.9	71.1	69.9	Met Target
White	42	100.0	78.6	75.8	66.9	78.6	59.3	Met Target
Hispanic	90	100.0	71.1	70.9	43.9	71.1	74.7	Met Target†
Black or African American	20	100.0	40.0	67.7	38.5	40.0	66.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.7	91.5	82.9	91.7	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	91	100.0	80.2	80.6	64.8	80.2		
Male	75	100.0	60.0	66.5	51.3	60.0		
Economically Disadvantaged Students	79	100.0	68.4	74.7	40.0	68.4	68	Met Target
Non-Economically Disadvantaged Students	87	100.0	73.6	71.9	67.9	73.6		
Students with Disabilities	21	100.0	42.9	33.2	22.7	42.9	46.6	Met Target†
Students without Disabilities	145	100.0	75.2	80.8	65.1	75.2		
English Learners	25	100.0	56.0	55.8	29.3	56.0	75.5	Not Met
Non-English Learners	141	100.0	73.8	75.0	60.6	73.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

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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	53	769	767	748	*	*	*	*	*	77%	50%
White	15	765	*	757	0%	*	*	*	*	80%	60%
Hispanic	28	771	765	734	*	*	*	*	*	79%	36%
Black or African American	*	*	766	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	775	775	753	*	*	*	*	*	90%	55%
Male	22	761	758	743	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	24	764	766	731	*	*	*	*	*	63%	33%
Non-Economically Disadvantaged Students	29	774	768	759	*	*	*	*	*	90%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	773	754	*	*	*	*	*	*	56%
English Learners	*	*	749	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	767	769	755	*	*	16%	61%	18%	79%	57%
White	16	770	773	763	*	*	*	*	*	81%	67%
Hispanic	33	762	765	743	0%	*	*	*	*	79%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	32	772	773	760	*	*	*	*	*	84%	62%
Male	29	762	765	750	*	*	*	*	*	72%	53%
Economically Disadvantaged Students	33	766	*	740	*	*	*	*	*	82%	40%
Non-Economically Disadvantaged Students	28	768	*	765	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	742	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	756	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Washington School
(03-2740-090)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

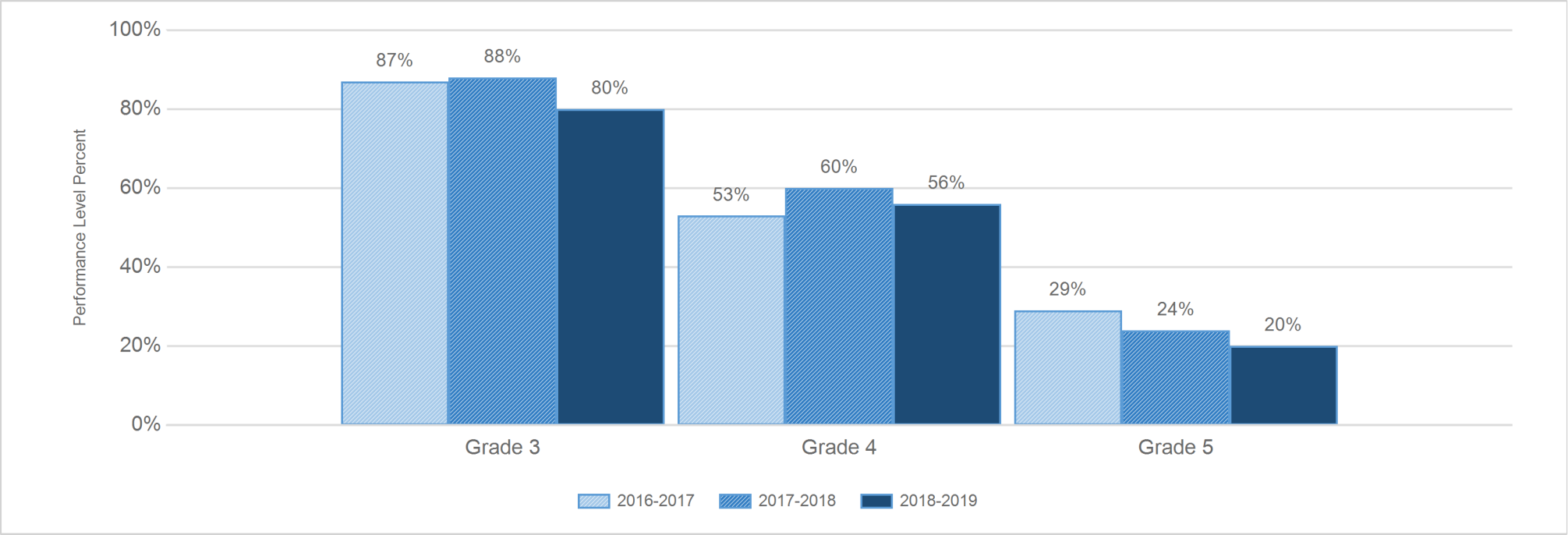| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	754	757	756	*	*	22%	*	*	57%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	32	755	*	743	*	*	*	*	*	59%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	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	30	761	764	761	*	*	*	*	*	67%	64%
Male	28	746	749	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	27	751	754	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	31	756	760	766	*	*	*	*	*	61%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	*	*	729	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-090)

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2018-2019

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Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	166	100.0	52.4	50.2	44.5	52.4	55.8	Met Target†
White	42	100.0	59.5	57.0	54.1	59.5	57.3	Met Target
Hispanic	90	100.0	52.2	45.3	28.8	52.2	55.5	Met Target†
Black or African American	20	100.0	20.0	43.5	23.0	20.0	43.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	72.9	76.5	75.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	91	100.0	57.1	53.7	44.9	57.1		
Male	75	100.0	46.7	46.9	44.2	46.7		
Economically Disadvantaged Students	79	100.0	45.6	50.0	26.3	45.6	52.5	Met Target†
Non-Economically Disadvantaged Students	87	100.0	58.6	50.6	54.9	58.6		
Students with Disabilities	21	100.0	14.3	17.3	17.4	14.3	46.6	Not Met
Students without Disabilities	145	100.0	57.9	56.2	50.0	57.9		
English Learners	25	100.0	28.0	34.4	25.0	28.0	62.6	Not Met
Non-English Learners	141	100.0	56.7	51.7	46.5	56.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	54	765	759	752	*	*	*	*	*	80%	55%
White	15	763	*	760	0%	*	*	*	*	67%	66%
Hispanic	29	767	757	739	*	0%	*	*	*	90%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	31	769	763	751	*	*	*	*	*	87%	54%
Male	23	758	755	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	25	765	756	737	*	*	*	*	*	80%	37%
Non-Economically Disadvantaged Students	29	764	763	761	*	*	*	*	*	79%	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	*	*	759	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

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

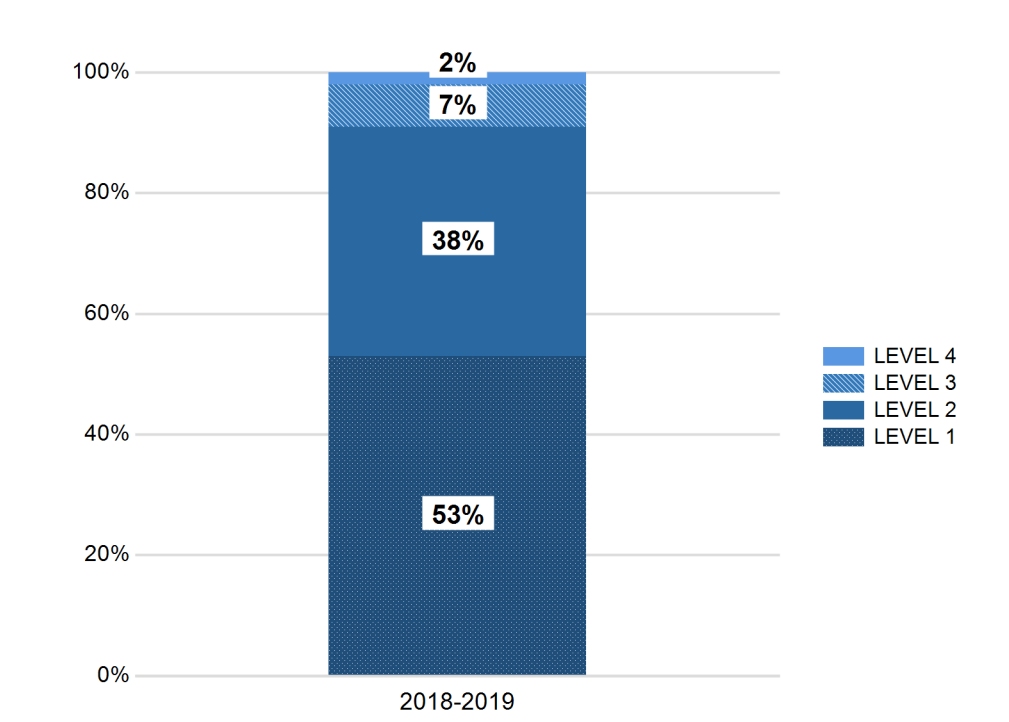| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	752	757	749	*	*	26%	*	*	56%	51%
White	16	759	761	757	*	*	*	*	*	69%	62%
Hispanic	33	747	753	737	*	*	33%	52%	0%	52%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	32	754	759	749	*	*	*	*	*	56%	50%
Male	29	750	756	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	33	748	*	734	*	*	*	*	*	52%	32%
Non-Economically Disadvantaged Students	28	757	*	759	*	*	*	*	*	61%	63%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	738	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	727	741	747	*	31%	34%	*	*	20%	47%
White	*	*	752	755	*	*	*	*	*	*	58%
Hispanic	33	727	*	735	*	*	45%	*	*	18%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	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	30	731	744	747	*	*	*	*	*	23%	47%
Male	29	723	737	747	*	*	*	*	*	17%	47%
Economically Disadvantaged Students	27	715	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	32	737	745	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	746	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

DLM Alternate Assessment - Participation

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

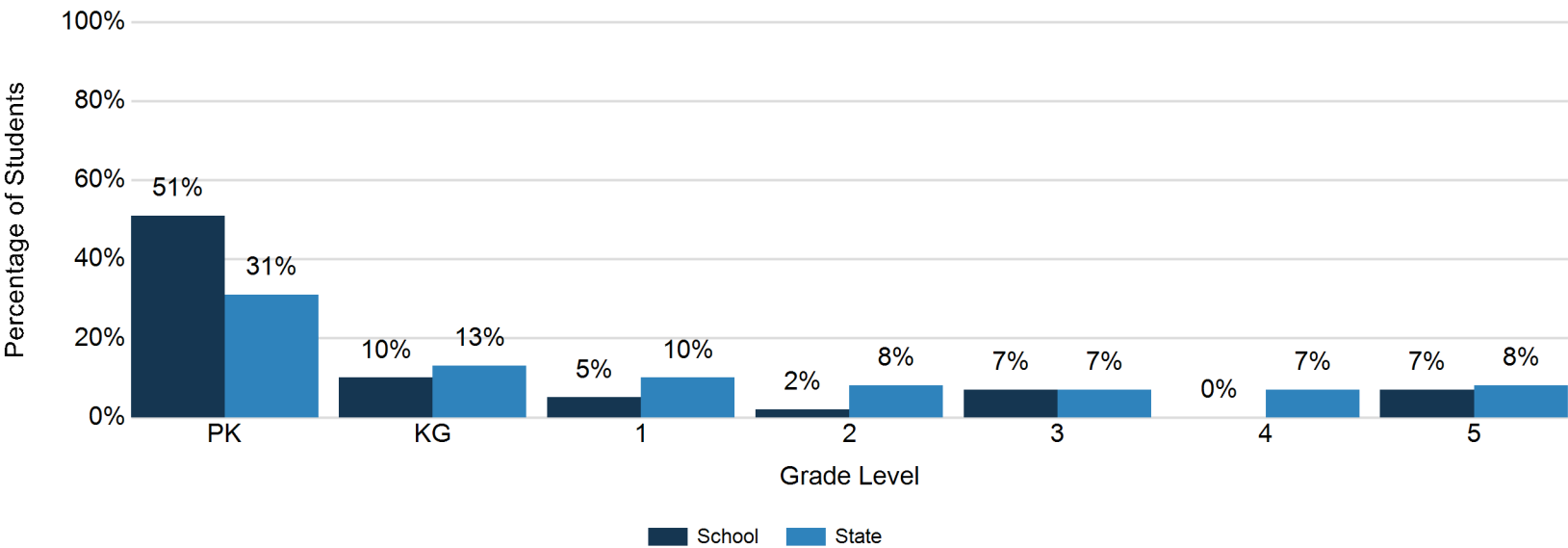| Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

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	83.9%	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	22	86.4%	13.6%
3-4	11	45.5%	54.5%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-090)

Grades Offered: PK-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	38	7	2
White	23	54	23	0
Hispanic	59	35	3	3
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	60	33	7	0
Male	47	43	7	3
Economically Disadvantaged Students	73	27	0	0
Non-Economically Disadvantaged Students	33	50	13	3
Students with Disabilities	80	20	0	0
Students without Disabilities	48	42	8	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Washington School
(03-2740-090)
Grades Offered: PK-05
2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.0	8.9	Met
White	6	6.3	8.9	Met
Hispanic	11	6.2	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	3.6		
Male	11	6.5		
Economically Disadvantaged Students	6	3.8	8.9	Met
Students with Disabilities	6	11.3	8.9	Not Met
English Learners	0	0	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	PK	KG	1	2	3	4	5
School	51%	10%	5%	2%	7%	0%	7%
State	31%	13%	10%	8%	7%	7%	8%

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

Washington School
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2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	3.0:1

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Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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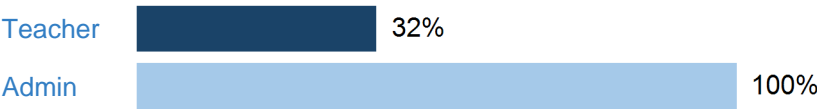
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	84.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	366:1	116:1
Teachers to Administrators	25:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

NJ SCHOOL PERFORMANCE REPORT

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	92.0%	0.0%	48.4%	77.1%	54.9%
Male	48.6%	8.0%	100.0%	51.6%	22.9%	45.1%
White	27.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	55.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 68%

Admin — N/A

Master's Degree

Teacher — 32%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

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

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

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

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

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

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

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

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.

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.5%	72.6%	71.1%
Math Proficiency	56.7%	59.5%	52.4%
ELA Growth	40	42	34
Math Growth	24	16	7
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.0%	83.9%
Chronic Absenteeism	9.9%	10.0%	5.0%

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

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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

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

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

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

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

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

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

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

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

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

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

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Highlights:	• Participation in the following Character Education endeavors: Blessings in a Backpack, You Can Count on Me, R.O.A.R. (PBSIS), and Anti-Bullying Assembly / Barbeque Lunch • Read Across America Community Outreach Program • Participation in Biztown and Buehler Challenge (Grade 5)
Mission, Vision, Theme:	The mission of Washington Elementary School is three pronged. First, we work to ensure that all students meet, or exceed the academic requirements put forth by the NJCCS. Second, we work to ensure that all students develop the skills necessary to become life-long learners, and productive citizens of the 21st century. Third, we work to to ensure that all students come to value and appreciate the merits of trustworthiness, respect, responsibility, kindness, citizenship, and community.
Awards, Recognition, Accomplishments:	A student in Grade 4 won "My Counter Posted Contest." Additionally, two of her classmates placed in the top twenty of the same contest.

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

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School Narrative

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

Courses, Curriculum, Instruction:	Pre-K through Grade 5. Courses of study include Mathematics, Reading, English, Spelling, Science, Social Studies, Physical Education, Foreign Language, Music, Art, Library/Technology, and Character Education. In Grades 3 through 5, Mathematics and Reading classes are leveled. Gifted and Talented, S.T.E.A.M., and Drama are after school enrichment programs for those who qualify. Online textbooks are available for most resources. Homework is assigned to reinforce and enrich concepts learning in the classroom setting.
Clubs and Activities:	Safety Patrol is made available to deserving students in Grade 5. Additional clubs include the following: Gifted and Talented, S.T.E.A.M. Club, Drama Club, Homework Club, Just Say No Club

NJ SCHOOL PERFORMANCE REPORT

Washington School
(03-2740-090)
Grades Offered: PK-05
2018-2019

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School Narrative

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Before and After School Programs:	Gifted and Talented, S.T.E.A.M. Club, Drama Club, Homework Club, Just Say No Club all meet regularly following dismissal.
Staff and Professional Learning:	Member of NJPSA/FEA Connected Action Roadmap Pilot Program, and SBJC.
Postsecondary Information:	Several staff members are currently enrolled in graduate study programs.

NJ SCHOOL PERFORMANCE REPORT

Washington School
(03-2740-090)
Grades Offered: PK-05
2018-2019

School Narrative

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Student Supports and Services:	School counseling services. Care Plus liaison in district. In-house school behaviorist. I&RS.
Student Health and Wellness:	School counseling services. Care Plus liaison in district. Yoga classes offered to staff and students. Wellness assemblies throughout the year.
Parent and Community Involvement:	Parent-Teacher Association, Genesis Parent Portal, Parent-Teacher Conferences, Back to School Visitation, Twitter, Pre-K Graduation, Kindergarten Graduation, Fire Prevention Week, Law Enforcement Against Drugs (L.E.A.D. Program), Read Across America, Lodi Police Department Fingerprinting, Shop Rite Nutrition Awareness Program

Washington School

(03-2740-090)

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2018-2019

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School Narrative

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

	Facilities:	2 story building. 33 classrooms. 3 offices. 1 library. 1 faculty lounge. Air conditioned gymnasium / cafeteria. Basement used primarily for storage. New, more secure main entrance with "man trap."
	School Safety:	Armed SSO on duty each school day. Students and staff regularly take part in security drills that involved the local police department. Principal is district School Safety Specialist. Plans were drawn up to relocate the main entrance of the building to a more secure location.

Washington School

(03-2740-090)

Grades Offered: PK-05

2018-2019

School Narrative

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

	Technology and STEM:	STEM and technology based learning activities are interwoven throughout the curriculum on all grade levels. Scientists from were contracted to perform STEM based experiments in every classroom K-5. Grade 5 students took part in the Buehler Challenge. S.T.E.A.M. Club was created as an after school enrichment program. SMART Board in every classroom. Computer Lab. 110 Chromebooks on mobile carts throughout the building.
	Early Childhood Education:	Pre-K (half day) The early childhood program uses Teaching Strategies Creative Curriculum. This New Jersey Department of Education approved curriculum uses positive interactions and relationships with adults to provide a critical foundation for successful learning in school. It is based on the belief that social-emotional competence is a significant factor in school success. Learning is facilitated through constructive, purposeful play which supports essential learning. The physical environment is used to affect the type and quality of learning interactions and teacher-family partnerships are viewed as essential to promote development and learning. Developmentally appropriate practices are utilized and encourage teachers to take into consideration child development and how children learn, the individual strengths, needs and interests of each child and each child's family and community cultures.

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

School Contact Information

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

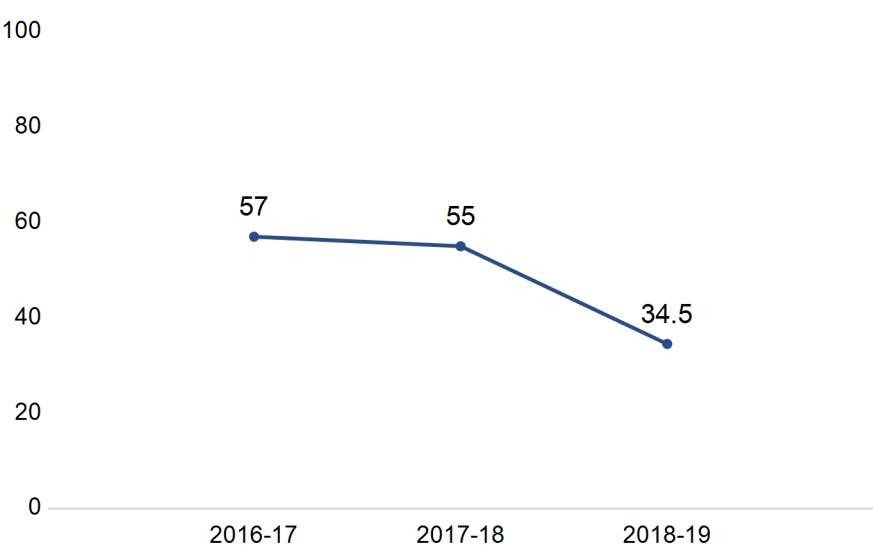| Type	Contact Information
County	Bergen
District	Lodi School District
Principal Name	Mrs. Christie Vanderhook
Address	80 UNION STREET LODI, NJ 07644
Phone Number	973-473-8189
Email Address	christie.vanderhook@lodi.k12.nj.us
Website	http://www.lodi.k12.nj.us/schools/wilson
Twitter	https://@LodiWilson_NJ

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

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	24	29	33
KG	51	50	55
1	54	53	49
2	57	54	50
3	39	49	55
4	72	44	46
5	58	73	48
Total	355	352	336

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.7%	49.7%	51.9%
Male	49.3%	50.3%	48.1%
Economically Disadvantaged Students	58.6%	53.7%	50.4%
Students with Disabilities	12.7%	11.1%	10.9%
English Learners	7.6%	6.0%	7.4%
Homeless Students	1.4%	2.0%	1.5%
Students in Foster Care	1.7%	0.9%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.3%	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	22.3%	22.2%	23.6%
Hispanic	60.8%	59.1%	58.1%
Black or African American	4.8%	7.1%	8.6%
Asian	8.7%	8.8%	8.0%
Native Hawaiian or Pacific Islander	1.1%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.6%	1.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	24	28	33
PK - Full Day	0	1	0
KG - Half Day	0	0	0
KG - Full Day	51	50	55

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	40.1%
Spanish	39.8%
Arabic	3.8%
Albanian	2.7%
Polish	2.1%
Other Languages	11.5%

Wilson School

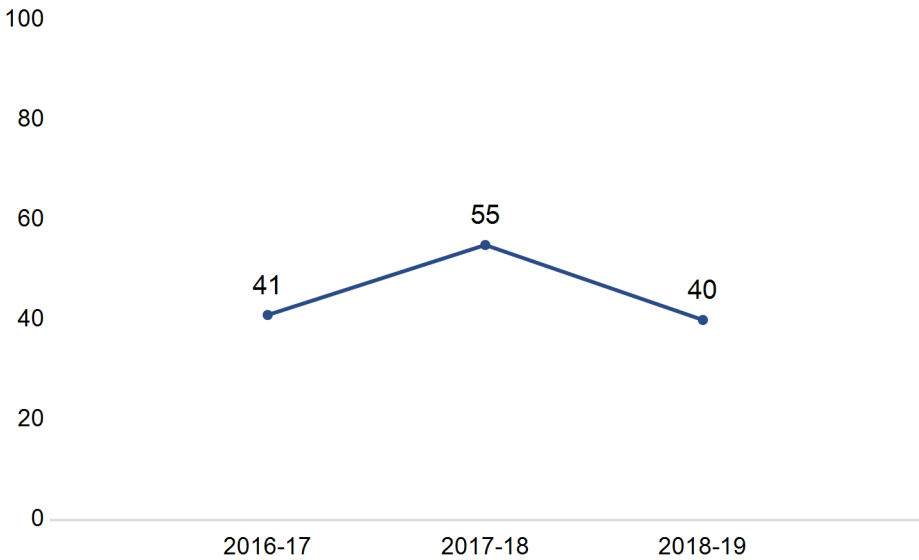(03-2740-100)

Grades Offered: PK-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	55	34.5	41	55	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

Report Key:
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
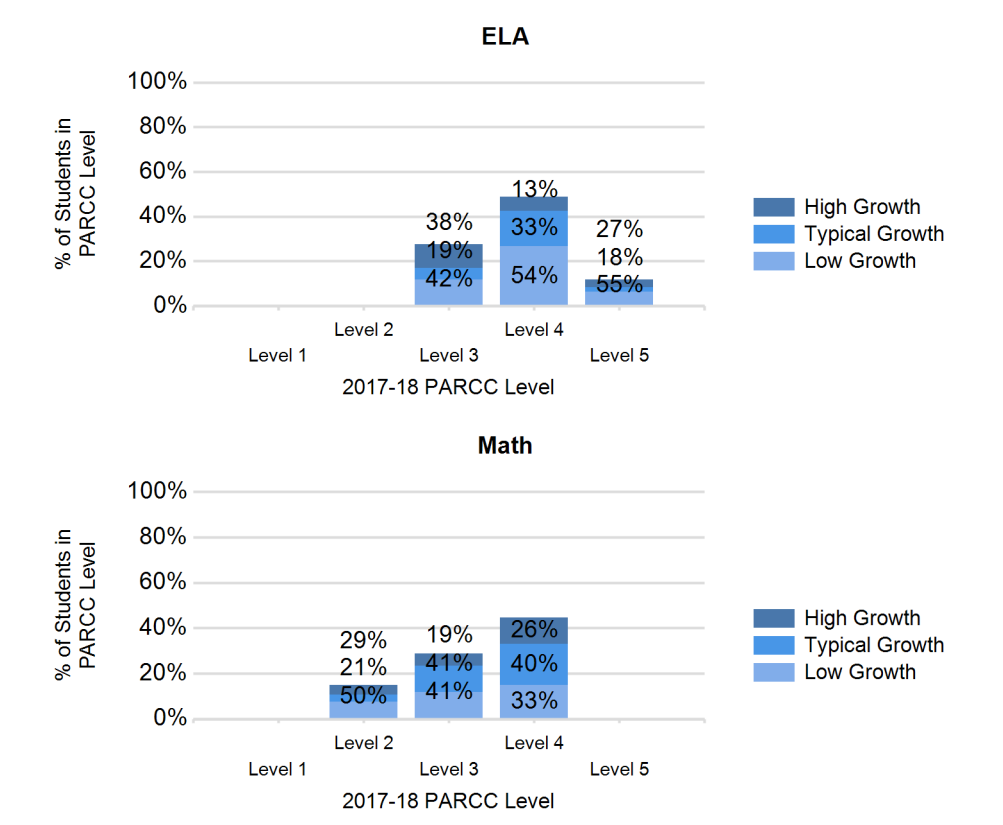
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34.5	63	50	Not Met	40	56	50	Met Standard
White	35	63.5	50	Not Met	34	58	52	Not Met
Hispanic	32	65	49	Not Met	39	57	47	Not Met
Black or African American	*	58	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	80	49	**	N	85	52	**
Female	27.5	64	53	N	45.5	54	50	N
Male	41.5	63	47	N	37	58	51	N
Economically Disadvantaged Students	33	66	48	Not Met	39	59	46	Not Met
Students with Disabilities	40	63.5	43	**	33	39	45	**
English Learners	23	70	52	**	29.5	55	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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

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

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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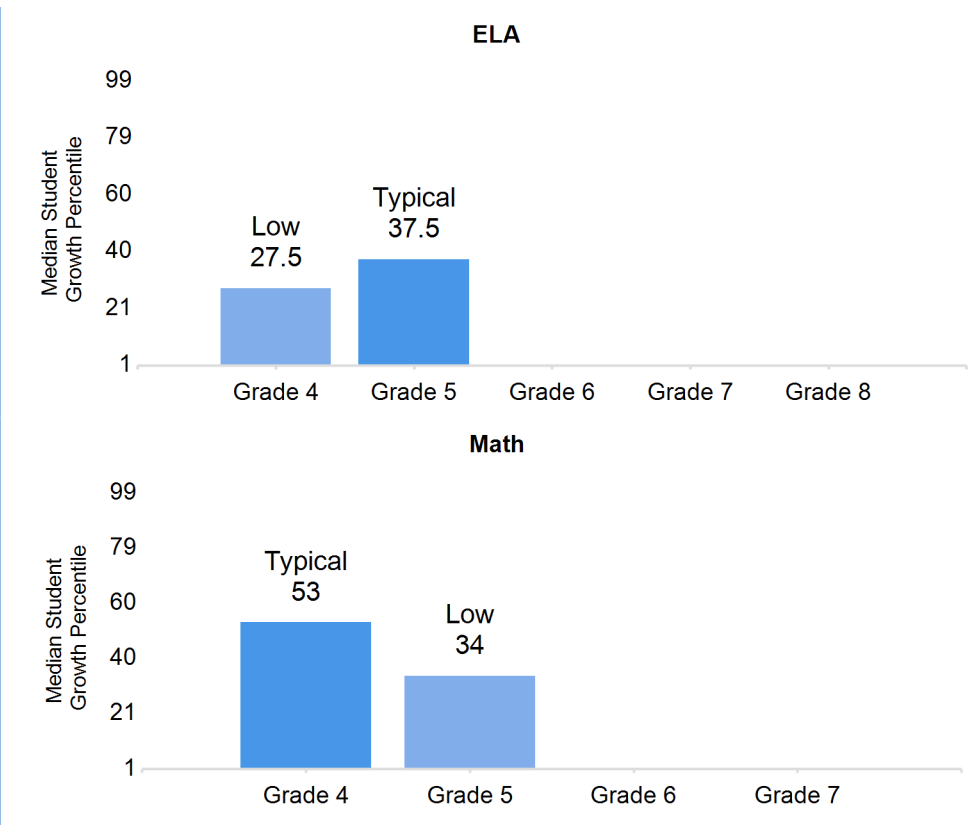
Student Growth by Performance Level

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

ELA

Student Growth by Grade

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

ELA

Math
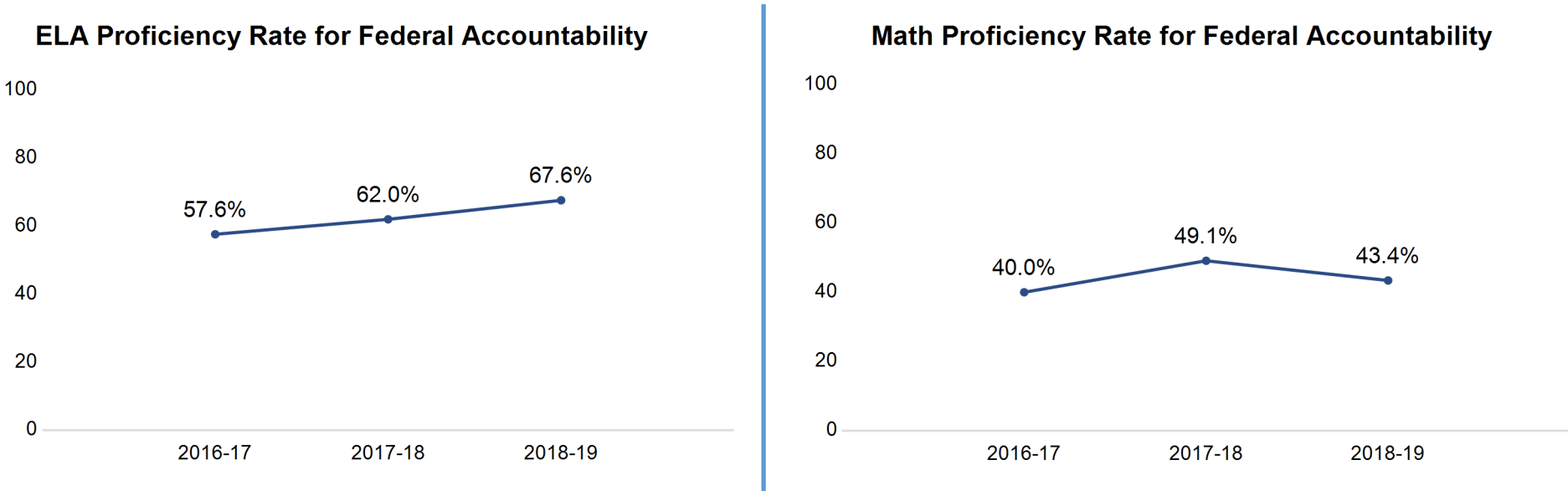
Math

6

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	57.6%
2017-18	62.0%
2018-19	67.6%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	40.0%
2017-18	49.1%
2018-19	43.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	95.7%	99.4%	99.5%	95.7%	99.4%
Proficiency Rate for Federal Accountability	57.6%	62.0%	67.6%	40.0%	49.1%	43.4%
Annual Target	52.9%	54.4%	55.8%	46.6%	48.3%	50.1%
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.

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-100)

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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	145	99.4	67.6	73.4	57.9	67.6	55.8	Met Target
White	34	100.0	64.7	75.8	66.9	64.7	60.9	Met Target
Hispanic	82	98.9	65.9	70.9	43.9	65.9	55.9	Met Target
Black or African American	*	*	*	67.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	91.5	82.9	86.7	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	78	100.0	71.8	80.6	64.8	71.8		
Male	67	98.6	62.7	66.5	51.3	62.7		
Economically Disadvantaged Students	81	100.0	67.9	74.7	40.0	67.9	55.3	Met Target
Non-Economically Disadvantaged Students	64	98.5	67.2	71.9	67.9	67.2		
Students with Disabilities	20	100.0	15.0	33.2	22.7	15.0	34	Not Met
Students without Disabilities	125	99.2	76.0	80.8	65.1	76.0		
English Learners	18	100.0	55.6	55.8	29.3	55.6	**	**
Non-English Learners	127	99.3	69.3	75.0	60.6	69.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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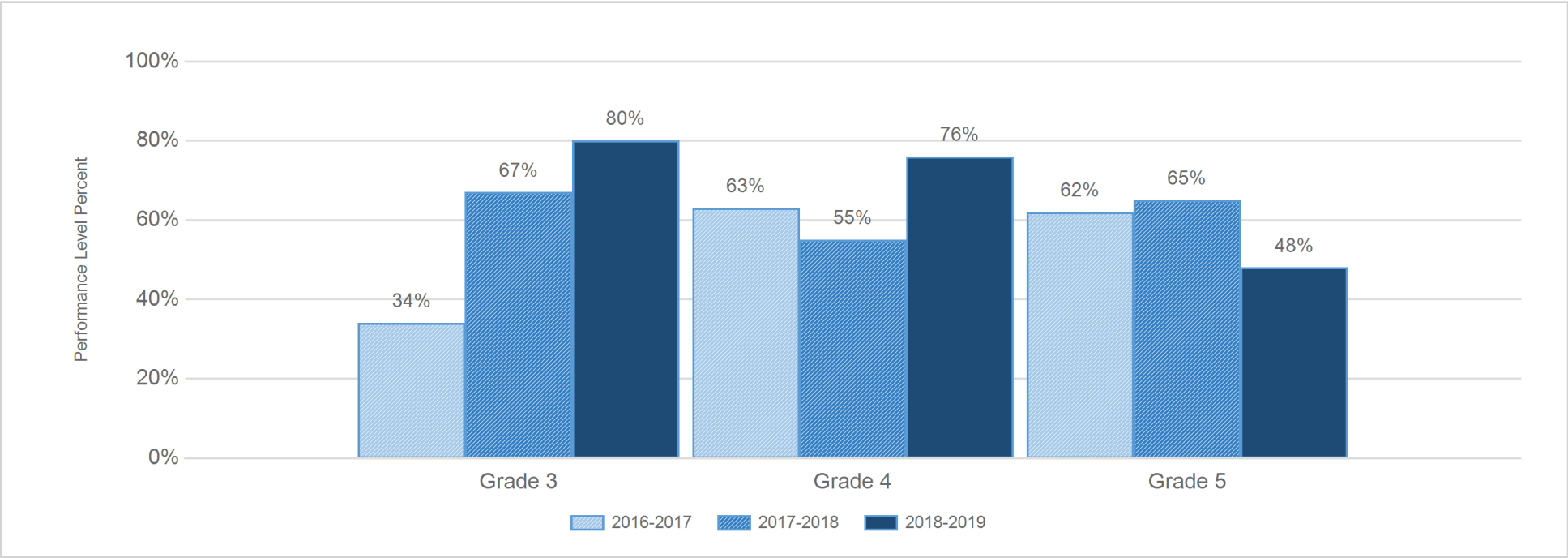
NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	777	767	748	*	*	*	61%	19%	80%	50%
White	14	784	*	757	*	0%	*	*	*	79%	60%
Hispanic	28	772	765	734	*	*	*	*	*	79%	36%
Black or African American	*	*	766	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	35	778	775	753	*	*	*	*	*	83%	55%
Male	19	775	758	743	*	*	*	*	*	74%	46%
Economically Disadvantaged Students	27	768	766	731	*	*	*	*	*	78%	33%
Non-Economically Disadvantaged Students	27	785	768	759	*	*	*	*	*	81%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	773	754	*	*	*	*	*	*	56%
English Learners	*	*	749	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	764	769	755	*	*	*	*	*	76%	57%
White	*	*	773	763	*	*	*	*	*	*	67%
Hispanic	28	765	765	743	0%	*	*	*	*	75%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	21	764	773	760	*	*	*	*	*	76%	62%
Male	21	765	765	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	25	765	*	740	*	*	*	*	*	72%	40%
Non-Economically Disadvantaged Students	17	763	*	765	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	742	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	756	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

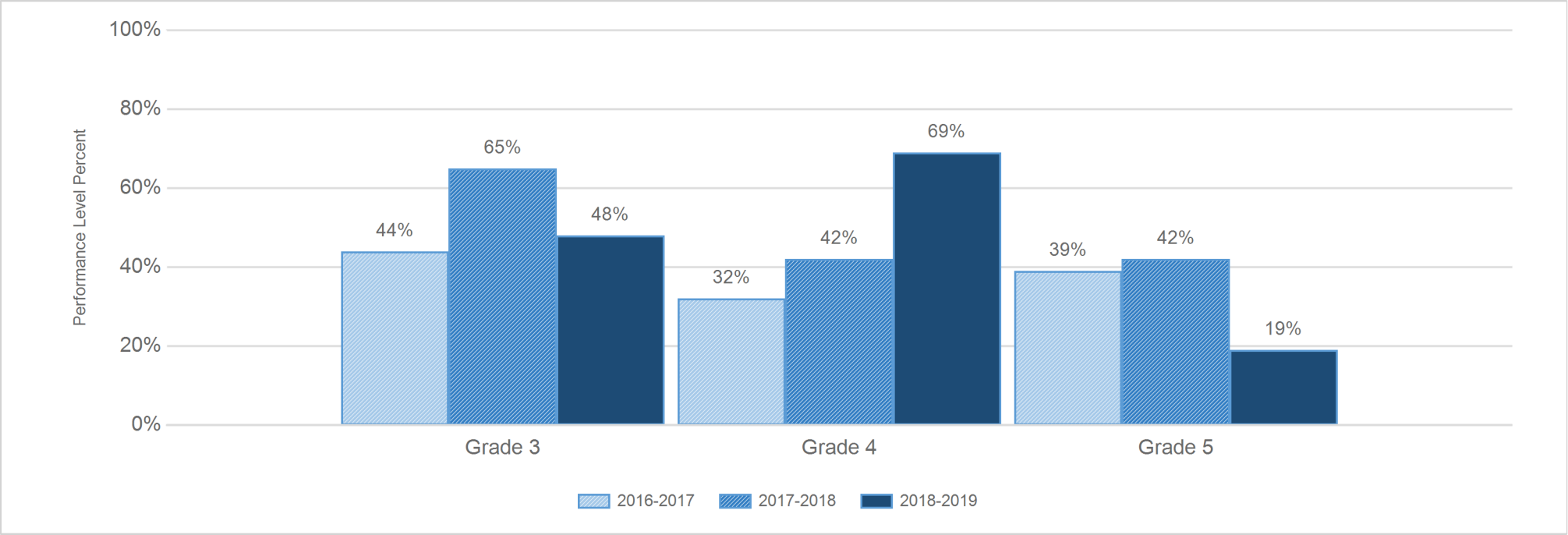| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	746	757	756	*	20%	29%	*	*	48%	58%
White	16	748	*	764	*	*	*	*	*	44%	68%
Hispanic	32	744	*	743	*	*	*	*	*	47%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	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	25	752	764	761	*	*	*	*	*	52%	64%
Male	31	741	749	750	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	35	746	754	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	21	746	760	766	*	*	*	*	*	43%	69%
Students with Disabilities	11	725	726	724	*	*	*	*	*	*	23%
Students without Disabilities	45	751	764	762	*	*	*	*	*	*	65%
English Learners	*	*	729	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
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	145	99.4	43.4	50.2	44.5	43.4	50.1	Met Target†
White	34	100.0	38.2	57.0	54.1	38.2	54.5	Not Met
Hispanic	82	98.9	41.5	45.3	28.8	41.5	47.4	Met Target†
Black or African American	*	*	*	43.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	72.9	76.5	60.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	78	100.0	46.2	53.7	44.9	46.2		
Male	67	98.6	40.3	46.9	44.2	40.3		
Economically Disadvantaged Students	81	100.0	40.7	50.0	26.3	40.7	51.4	Not Met
Non-Economically Disadvantaged Students	64	98.5	46.9	50.6	54.9	46.9		
Students with Disabilities	20	100.0	*	17.3	17.4	*	21.4	Not Met
Students without Disabilities	125	99.2	*	56.2	50.0	*		
English Learners	18	100.0	27.8	34.4	25.0	27.8	**	**
Non-English Learners	127	99.3	45.7	51.7	46.5	45.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

Mathematics Assessment – Performance Trends

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

Grade 3: 2016-2017 44%, 2017-2018 65%, 2018-2019 48%
Grade 4: 2016-2017 32%, 2017-2018 42%, 2018-2019 69%
Grade 5: 2016-2017 39%, 2017-2018 42%, 2018-2019 19%

† 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.

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	751	759	752	*	*	31%	*	*	48%	55%
White	14	762	*	760	*	*	*	*	*	50%	66%
Hispanic	28	748	757	739	*	*	39%	*	*	46%	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	35	753	763	751	*	*	*	*	*	49%	54%
Male	19	749	755	752	*	*	*	*	*	47%	56%
Economically Disadvantaged Students	27	738	756	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	27	764	763	761	*	*	*	*	*	59%	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	*	*	759	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	757	757	749	*	*	*	*	*	69%	51%
White	*	*	761	757	*	*	*	*	*	*	62%
Hispanic	28	755	753	737	0%	*	*	*	*	64%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	21	757	759	749	*	*	*	*	*	67%	50%
Male	21	757	756	749	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	25	756	*	734	*	*	*	*	*	68%	32%
Non-Economically Disadvantaged Students	17	758	*	759	*	*	*	*	*	71%	63%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	738	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Wilson School
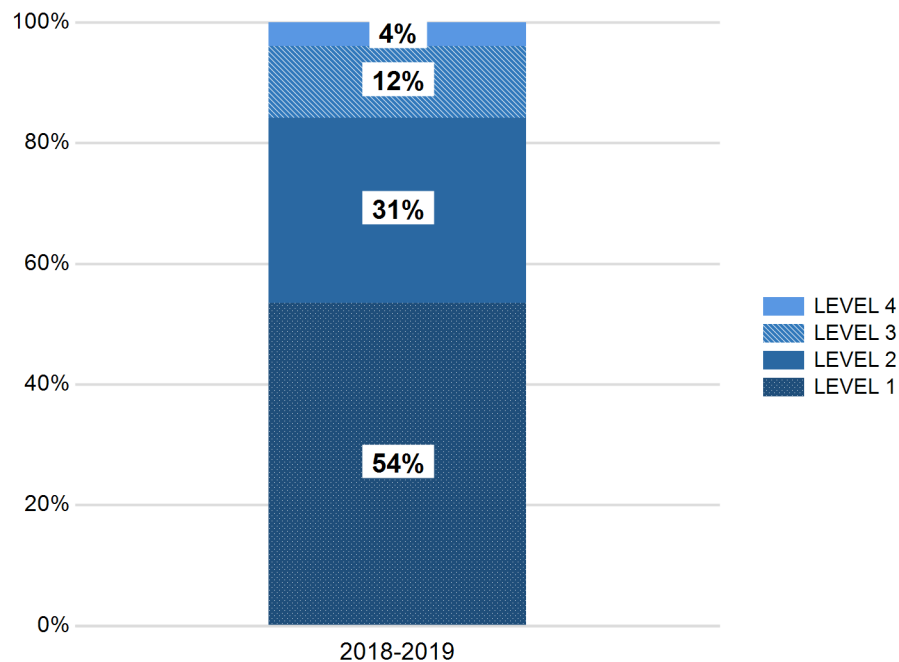
(03-2740-100)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	732	741	747	*	23%	47%	*	*	19%	47%
White	16	736	752	755	*	*	*	*	*	19%	58%
Hispanic	33	730	*	735	*	*	45%	*	*	18%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	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	25	737	744	747	*	*	48%	*	*	28%	47%
Male	32	729	737	747	*	*	47%	*	*	13%	47%
Economically Disadvantaged Students	36	732	737	732	*	*	44%	*	*	19%	27%
Non-Economically Disadvantaged Students	21	733	745	757	*	*	52%	*	*	19%	59%
Students with Disabilities	11	721	716	725	*	*	*	*	*	*	19%
Students without Disabilities	46	735	746	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	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%

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
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	78.6%	**	**

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

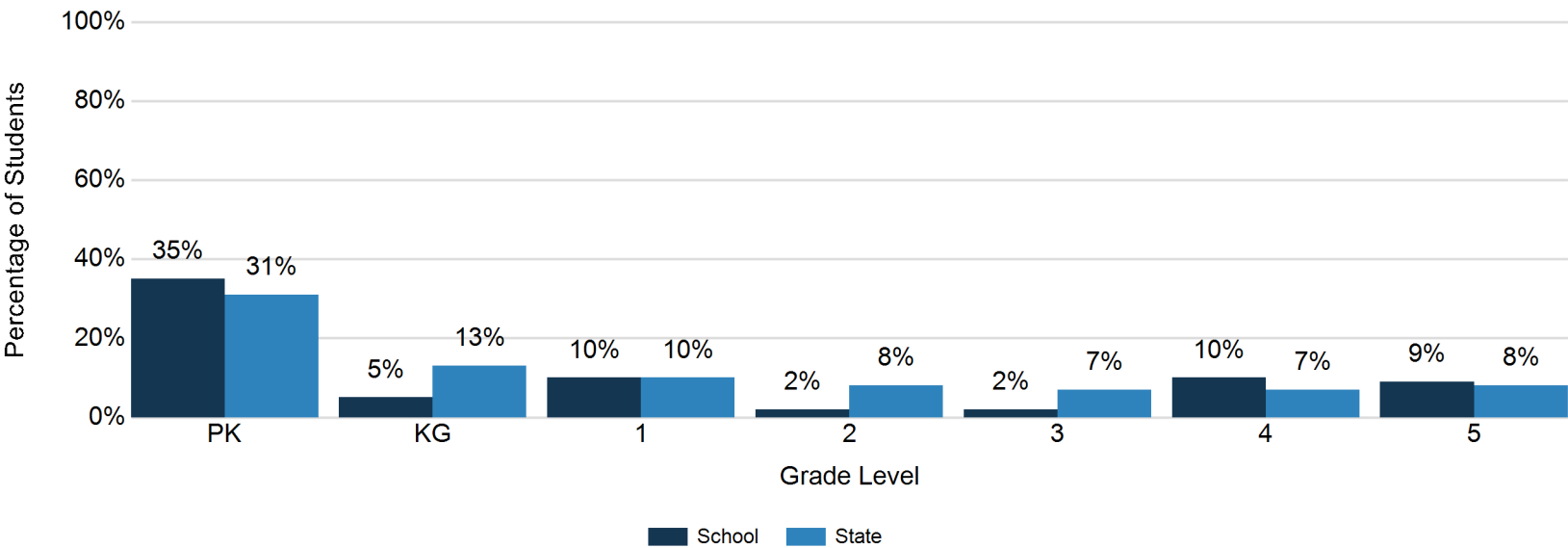| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	86.7%	13.3%
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

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	54	31	12	4
White	38	54	8	0
Hispanic	59	22	16	3
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	45	36	14	5
Male	60	27	10	3
Economically Disadvantaged Students	56	26	18	0
Non-Economically Disadvantaged Students	50	39	0	11
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	6.2	8.9	Met
White	6	7.8	8.9	Met
Hispanic	12	7.0	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	4.5		
Male	12	7.9		
Economically Disadvantaged Students	15	9.2	8.9	Not Met
Students with Disabilities	4	9.3	8.9	Not Met
English Learners	1	4.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-100)

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	PK	KG	1	2	3	4	5
School	35%	5%	10%	2%	2%	10%	9%
State	31%	13%	10%	8%	7%	7%	8%

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.7:1

NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

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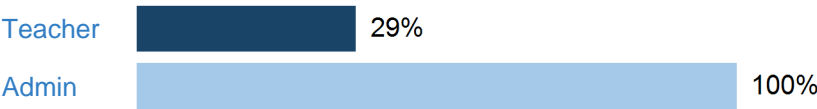
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	65.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	339:1	116:1
Teachers to Administrators	24:1	9:1
Students to Librarians/Media Specialists		504:1
Students to Nurses		1009:1
Students to Counselors		336:1
Students to Child Study Team Members		378:1

Wilson School
(03-2740-100)
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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	48.1%	0.0%	0.0%	51.6%	22.9%	45.1%
White	23.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	58.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 71%
Admin N/A

Master's Degree

Teacher 29%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.8%

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

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

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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Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.6%	62.0%	67.6%
Math Proficiency	40.0%	49.1%	43.4%
ELA Growth	57	55	34
Math Growth	41	55	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	78.6%
Chronic Absenteeism	8.8%	11.1%	6.2%

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

Wilson School

(03-2740-100)

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

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

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

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

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

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

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

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

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

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

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

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Wilson School
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2018-2019

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School Narrative

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

Highlights:	• Wilson School has implemented a wellness education into their curriculum. Students in grades 2-5 will participate in mindfulness and Yoga activities given by trained professionals into the classroom. • 5 Mobile Computer Labs, 1 Hard Wire Computer Lab, SmartBoards in every classroom, 1 Mobile iPad lab
Mission, Vision, Theme:	With a warm and welcoming atmosphere, dedicated teachers, and a rich tapestry of cultures representative of our community, Wilson School is a wonderful place to teach and to learn. Wilson School is committed to academic excellence. Together with our families and the community, the staff and students of Wilson work toward clearly focused educational, personal, and social goals. Parents are strongly encouraged to become involved in the school. When parents attend school functions, they demonstrate to their children that they value school and education. Attending events such as Back-to-School Night, parent/teacher conferences, and coming to PTO meetings are all important ways that parents learn about what's going on at school

Wilson School

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Courses, Curriculum, Instruction:	Envision Math, Writing Workshop, Foss Science, History Alive, Raz Kids, Study Island, Mindfulness Curriculum, On-Line Textbooks, Gifted and Talented Program
Clubs and Activities:	STEAM Grades 2-5 Drama 4 & 5 Just Say No 4 & 5 Homework 1 -5 Yearbook Grade 5 All clubs meet twice a month for 60 minute sessions

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Before and After School Programs:	After School Tutoring until 3:25pm See Clubs and Activities
Staff and Professional Learning:	Once a month all faculty members engage in a one hour professional development workshop designed to enhance their teaching practices. Topics of study are selected based on interest and need.

NJ SCHOOL PERFORMANCE REPORT

Wilson School

(03-2740-100)

Grades Offered: PK-05

2018-2019

School Narrative

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Student Supports and Services:	Our Guidance Office is open 3.5 days a week and on call 5 days a week Title One Services in Math and Language Arts
Student Health and Wellness:	Please see highlight 1
Parent and Community Involvement:	Wilson School PTO

Wilson School

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2018-2019

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School Narrative

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School Safety:	School Safety Officer 5 days a week School Safety Team

NJ SCHOOL PERFORMANCE REPORT

Wilson School
(03-2740-100)
Grades Offered: PK-05
2018-2019

School Narrative

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

Technology and STEM:	Foss Science Series aligned to the Next Generation Science Standards
Early Childhood Education:	Half day AM and PM Pre K Available